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THEME:

**“THE TRADITIONAL GAMES IN THE TEACHING-
LEARNING PROCESS IN ENGLISH LANGUAGE AT THE
BASIC EDUCATION CENTER “DR. JOSÉ VICENTE LUQUE”
IN TOSAGUA CITY DURING THE SCHOOL YEAR 2014”.**

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That the present GRADUATING THESIS entitled: “The traditional games in a learning process teaching English language students Ninth Parallel Year “A” Basic Education Center “Dr. Jose Vicente Luque” Tosagua Canton School year 2014”, has been extensively revised in several working sessions, and it is ready for presentation and suitable for their defense.

The opinions and concepts expressed in this Graduating Thesis is the result of work, perseverance and originality of the author: Pin López Carmen María, being your exclusive responsibility.

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The responsibility for the opinions, investigations present in this Graduating Thesis, are exclusively of her authors.

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The members of the Examining Board approved the investigation, about the theme: “the traditional games in the teaching-learning English Language students Ninth Parallel Year “A” Basic Education Center “Dr José Vicente Luque” in Tosagua city, during the first quimestre of the school year 2014” developed by: Carmen María Pin López, in order to obtain the Academic Degree of Bachelor in Science of Education – Mention English according to REGULATION FOR THE DEVELOPMENT OF GRADUATING THESIS OOF THIRD LEVEL of the University Laica Eloy Alfaro de Manabí.

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DEDICATORY

I dedicate this work to God Almighty for giving me the strength to develop my activities and which allowed me to do the following work. To my parents for their unconditional support they gave me and my family for supporting me in difficult times, to Thesis Director Lcda. Genny Elizabeth Zambrano Gallardo for helping me with work because without her help I would not have achieved this goal.

Carmen

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1. INTRODUCTION

The language English, is the mother tongue of 340 million people, and almost the same amount speak it as a second language. In some countries English is the official language, including Britain and Ireland, USA, Canada, Malta, India and Caribbean states including many African countries.

The importance of learning the language is due to a combination of economic, military, political and technological factors globally, which ranks it as the language of wider communication. Grabe (1988) link in this process as important in the encoding of information technology that enables access to the transmission and expansion of the same medium.

The increasing number of users are the functions of the English language as the custodian and transfer of science and technology, as well as economic and cultural issues (Bruthiaux 2002).

In Ecuador efforts to improve the learning of the English language have been many, that is why the government has signed a series of agreements since 1993 including CRADLE Project, and at the present time the project progresses, thereby seeking to meet international standards pointing comprehensive development of learners in the Country (Zambrano M, Zambrano G, 2013)

The process of teaching and learning requires the development of skills and modern society children and adolescents interested in things around them and are in contact or identified with them in their daily lives, why traditional games have been an important factor given that arouses interest and simultaneously contacts the cultural identity of the learner.

The application of traditional games, help that classes are not monotonous for students and may have better cognitive learning and meaningful result.

Considering learning theories of Jean Piaget, meaningful learning. Sociocultural Ausbel; Vigostki social psychology; and Bandura, have tried to explain the meaning of this activity. The results yielded by previous research by psychologists, sociologists, educators, who show that the games are a valuable means to educate

the children and encourage their overall development (physical, moral, intellectual, socio-emotional, language and psychomotor).

It is important to apply the traditional games because it helps students have a better learning in the teaching of the English language this shows great importance to implement this strategy for students at the time of teaching a class need to use the four skill to implement some new class and this is going to promote for better pronunciation, and writing THROUGH games.

For Zambrano (1990), “the game is an essential means of organizing personality” so the use of game is needed during the development process student learning. To strengthen the organizational order required as stop the integral development of the human beings from its first years of study.

In the present investigation some traditional games were proposed in order to encourage the integral development of the comprehensive development of students Ninth Years was proposed, Parallel “A” of the Center for Basic Education “Dr. Jose Vicente Luque” in English language teaching, in order to put them in touch with their cultural identity as mostly with students from the field or around the Tosagua City, where the parties’ activities have development traditional games in the village’s festivals.

Chapter I: Describes the theoretical support of variables about the importance of traditional games, features game, game types and traditional game recreational, the incidence in the teaching–learning process of the English language, by determining the importance that help to validate the research.

Chapter II: Refers to the assumptions and their respective variables the same proposal in the affirmative with which it was checked whether to application so traditional games in the process of learning rate favorably to the process.

Chapter III: Refers to the methodology used and the research and the level, methods, technique to use; as well as population and sample. Also is everything related to administrative framework as human financial resources and finally the literature supporting this research.

In chapter IV: the result of the investigation are shown, based on the use of the instruments with the respective analysis and hypothesis testing proposal and also objectives.

Chapter V: Refers to the findings and recommendations of what will be the most important aspects.

2. APPROACH THE PROBLEM

2.1. Contexts.

2.1.1. Macro Context.

The importance of learning another language involves analyzing the didactic and methodological processes being carried out in the process of teaching and learning even more if it is the English language, as this is very important and we have difficulties to adapt it and put it in practice.

Traditional games can be found anywhere in the world, for that reason it is vital to learn to English language, and for that you need to seek methods and techniques that encourage students of different levels and that can also assimilate.

If there are different games that are of great importance to education and that therefore can be applied in the classroom, where the teacher needs in the area of English for teaching-learning process, these games can be applied anywhere and requires no resources for implementation.

The games help students to have a better learning and developments in their practices and injury, by the same learners are going to be interested in classes that teach the teachers towards them, and see this language as something for future not only at the moment.¹

By studying these traditional games is important to realize that by receiving the same show great interest in the process of teaching and learning to the student where this shows that has a relationship with the cultures of ancient times that are taking place in prehistoric times. Where at the present time they are leaving behind traditional games cute.²

2.1.2. Meso Context.

The popular culture of the traditional game keeps the spiritual production of a people in a certain historical period. This culture is an official and is developed

¹ <http://www.importancia.org/juegos-tradicionales.php>

² <http://psicopedagogias.blogspot.com/2008/02/los-juegos-tradicionales-en-la-escuela.html>

especially orally, it is always in constant innovation, changes that are occurring from generation to generation.

Currently the Ministry of Education is implementing new methods to enhance the teaching and learning including traditional game, it is necessary that teachers apply these methods inside and outside the classroom to capture the attention of learners in such so that meaningful learning is achieved.

As our multicultural and multiethnic country entails having a large range of traditional games, the same being, forgotten in the current generation. It is for this reason that we are trying to rescue them by applying inside and outside the classroom, as these are part of our identity, as well as identity us anywhere we meet.³

2.1.3. Micro Context

In the Canton Tosagua little Traditional Games are applied in the Spanish language, much less English language during the teaching-learning process. The lack of implementation of these learning strategies, is more due to lack of training and academic counseling among institutions that teach the English language, and do not respond to the development of methodological and didactic language teaching strategies with traditional games.

With the application of Traditional Games you have demonstration programs implementing the same as an Open House in educational institution to implement it is implemented. In Education Center “Dr. José Vicente Luque” barely applied methodology strategic that included traditional games, is why he is looking for these games so through these enhance the interest of students to learn the foreign language.

Since these games are very important to engage in any area of life and improve the good life. Teaching is a simple task as it involves a lot of sacrifice and patience to impart knowledge in education.

³ <http://www.eumed.net/rev/ccss/13/ecc.htm>

2.2. FORMULATION OF THE PROBLEM.

¿Are they related Traditional games and their impact on teaching-learning process of the English language in the Ninth Basic year student Education Parallel “A” of Basic Education Center “Dr. Jose Vicente Luque” Tosagua city, during the first quimestre of the school year 2014?

2.3. DELIMITATION OF THE PROBLEM.

This work consider are defines as follows:

2.3.1. CAMP: Education.

2.3.2. AREA: English.

2.3.3. ASPECTS: Traditional games.

2.3.4. THEME: The Traditional Games in the process teaching-learning English Language Education Center Basic “Dr. Jose Vicente Luque” canton Tosagua school 2014.

2.3.5. PROBLEM: Lack of the traditional games in learning the English language students in ninth years Education Basic Parallel “A” Basic Education Center “Dr. Jose Vicente Luque”

2.3.6. SPACIAL DELINEATION: Ninth Basic Education Center Basic “Dr Jose Vicente Luque” the Canton Tosagua.

2.3.7. TIME DELINEATION: The research was developed in the first period quimestre 2014.

2.4. RESEARCH QUESTIONS:

- ✓ How teachers use English language traditional games as a tool to improve the teaching and learning process?
- ✓ Do teachers know about teaching and methodological management of traditional games?
- ✓ What are the preferences of students in traditional games?
- ✓ In that extent e improves student learning using traditional games

3. JUSTIFICATION

Traditional games are used as a motivating way to develop the teaching-learning process, the reason why this work is of vital interest because it tries to rescue lot of games such as: metras, comets, tealight, careers bags, tops, say, bristle, round bowling, hopscotch among others; which have a great interest in psychomotor, cognitive and affective partner and children apply also likes this second English language as it is very important development.

Traditional games are **interesting** because they allow students to apply the learning process, as this research is the need of traditional games in teaching the English language, whereas the games, is a fundamental key in students.

The work is original, as it is the first time that this type of research is done in Basic Education Center. “Dr. Jose Vicente Luque” Canton Tosagua, which formed new alternatives and better knowledge in students.

The research is **justified** because it helps solve an educational problem is the investigation is done to arouse the interest of students to learn the language and to satisfy the epistemic standards to improve Manabí inhabitants; University Laica “Eloy Alfaro de Manabí” is involved with the training by involving them as professionals and researchers. Functional core of the degree of the same name of the university in this paper, in order to analyze the issue in which concerns the social cohesion and integration that presents opportunities to mediation in the social field.

It is **important**, because through this research shows that traditional games have a positive impact during the teaching-learning process that will allow students to be purely active in the acquisition of this new language, so to increase the degree of concentration and this achieving compression or better academic performance or students.

This topic is considered **valid** because currently it requires true social research, leading to the solution of existing problems such as lack of interest in learning the English language, which makes this research was possible because he had library materials, participation of stakeholders was 100% effective in helping the research

results are real and endorsed by the University Laica “Eloy Alfaro de Manabí” through the guidance of a professor of suitable academic profile, to meet the training of professionals that lead to an academic and social improvement equal opportunity and social justice in search of a good life.

4. OBJECTIVES.

4.1. GENERAL OBJECTIVE.

To determine the incidence of Traditional Games in the teaching-learning process in English language at the Basic Education Center “Dr Jose Vicente Luque ” in Tosagua city during the first quimestre the academic year 2014.

4.2. SPECIFIC OBJECTIVES.

- ✓ To characterize the current situation presented traditional games in the students in the education of the English language.
- ✓ Systematize the methodological or logical procedures that guide the use of traditional games to facilitate the comprehensive development in the English language.
- ✓ Provide the preferences of traditional games during teaching English language learning.
- ✓ Set the level of student learning with the use of traditional games.

CHAPTER I

5. THEORETICAL FRAMEWORK.

5.1 TRADITIONAL GAMES.

According FERENCZI, the proper use of traditional games encourages students to want to learn more as this is a method of human enjoyment, and an active model for acquiring knowledge in a more meaningful way which will help them to have a better learning in the English language.

It should be noted that the failure to implement games in the classroom does not mean you are going to leave aside the academic work of different subjects but otherwise this is held hands for a better teaching-learning and mostly in regard to the English language.

Because this is one of the subjects in which a student is more difficult to learn the English language so traditional games which will help the student to have a better knowledge and the time to learn it is made it easier through traditional games that instills teacher at the time of giving the classes.

Traditional games are considered funny because they have physical and mental skills which allows those involved to gain a better understanding there through to give you a better attention in the process of teaching and learning in the English language, do not forget that these apply them games people of all ages not only children but also adults..

These traditional games is very important rescue at being left behind, this traditional is typical of our ancestors that have been passed down from generation to generation from grandparents to children and children to grandparents what could we help you have a better teaching-learning process. It is necessary that these games are implemented in the classroom for students to be more interested in learning the English language.

Traditional games help develop attitudes and skills that favors them very helpful to all young people especially students who want to learn this new English language

because they see this matter without interest to learn without giving any importance to it, these game offers many possibilities in the process of teaching and learning.

Page (264).⁴

The reasons should not miss the traditional games because they amuse booth children and adults and have valvues, and this helps them to be motivated to do better by learning which allows for greater quality in the educational field institutional, the good thing about these games is that they allow to apply it without great resources.

It is of great interest to develop traditional games in the classroom where students can develop the skills of the English language, not forget that these games will always be new for kids' news. These games are played in different ways a can be anywhere in your home, this defines park institutions and not to lose these games because they are customs of our ancestors.⁵

It is good to emphasize that KISHIMOTO, (2004) mentions that traditional games are from our ancestors from generation to generation, which have some changes but always sticking to their positions, as these games are not written in any particular book and not sell it shops, supermarkets and any toy, might materials or elements is sold.

These games appear in any season, and then disappear for a while but always remain, and is considered the Folklore also is considered traditional of our cultures, allowing through this new methodology students will have a better learning English. In other these games bring to enhance the culture of our country. Traditional games are linked to cultures and are considered the best because through this allows students to have fun in a group or separately which helps them a lot so they can give their lessons through games and classes are not drab and they would like to learn through it.⁶

⁴http://scholar.google.es/scholar?q=DEFINICION+DE+LOS+juegos+tradicionales&btnG=&hl=es&a_sdt=0%2C5

⁵ <http://books.google.es/books?jd=LsOGPligP1EC&pg=PA15&>

⁶ <http://www.efdepotes.com/efd13/juegtra1.htm>

5.1.1. Games features

According to HERNANDEZ. (2002) reveals to us that traditional games are playful mode: that is applied by both genders whether these: rhymes, toys, tongue twisters, lullaby among others. These games though sometimes seems to disappear seasonally become these appear each has its own time to be played the same as are well known in our environment that comes from our ancestors.

The games are played on both winter and summer seasons implying greater movement. And others appear in times of higher temperature, one cannot be played throughout both times because there are some that are very calorizes. And others are governed depending on sex for examples if children play bowling, tops, hopscotch, and girls the ropes, and other games.

These games are very important because they are kinked to all ages as well as children and adults to play does not need an exact age to apply, and the same can be done in different forms like music, songs and others, each one of them have rules and standards to be applied at the time of use so that everything goes like without damaging the rules you have always emerged.

Now you need to rescue this they are leaving behind for games that are heavily damaging the youth especially all the adolescents in our environment. Therefore we must not let overlook, and is of great importance to note that are kinked to either sex at the time of applying the following players, it should be emphasized that teachers have to use it in all classes.

These traditional game found everywhere in the world if not that different names, whatever the occasion with different ways to start the game, and can also make different use modes and in different places. The game is very curious children because this does not fall into any of the shops yet or even repeated in ancient times and have the same characteristics depending on the location or culture, as well as help made the best form. In applying these games cannot take steps back if not continue this tradition that the ancestors have left behind, and little they are leaving

to apply both at home and in institutions should use at the time that teacher he is teaching classes to students.

These characteristics are of great importance in traditional games so here depends on the culture that occurs in people so much help to play because it is where they understand how they apply in the cultures of our cities.

In time for investigation of the games have to see first times that can be used which cannot always play the same because they deal with the seasons which is to apply in January not can raise kites because it winter time where it rains constantly, and never will fly on the grounds that no wind and it is not feasible this game in which new games that can be done at this station because of the need to apply showers. This game is very interesting in adolescent children as it is fun and so they can learn differentiate colors having the same.

Many of the features that can describe these game are:

- ✓ These games are played for and the can decide when and where you can play. Satisfying the need for it which will have to in the opinion of what is hard.
- ✓ The games used by teenagers demonstrate the great inter is that has to make himself am harmonious way to where their needs develop.
- ✓ CHILDREN have to comply with rules or orders and where them to. I think in time for the game you are easy to comprehension or in the process teaching-learning.
- ✓ Most games are given wherever we are so that you can make THROUGH different ways and with those with whom.

Feasible to perform in different areas in which they need to boost classes especially in the area of English to as it is of great importance that students use them to perform better academic in the process teaching – learning.

It should be noted that games used for teaching-learning process are of great importance in the academic areas which are put into practice to better the performance of children, since they need to have many ways for which they use their creativity or imagination to transform basic games in many more advanced in

which they can learn and have fun through a practical way of great satisfaction and performance for them. What makes this medium will serve you much help memorization and understanding of new issues, as different English are difficult to understanding is necessary to introduce games that make easier the understanding of these.⁷

Notably HERNANDEZ (2002) stated the following general characteristics which teachers can implement the individual gives you the opportunity to learn their lessons through traditional games, and this will motivate and encourage the individual.

The feature is very important as it helps you to know that students to apply and which not, moreover, by this we know the level of understanding of students in the classroom realized the class questions and answers in English language by providing recognition learning that they have learned during the study process.

Upon provide a class or impart it is necessary for students to share their ideas for discovering new contributions of these and facilitate learning together, and that the integration of new features to the game that the student has given and it has been applied.

It is necessary that the teacher takes the students opinion to make further changes to the system of the development of teaching and learning and thus can achieve new games in which the teacher can integrate new features to the game that will be applied in the classroom class.

The teacher's role is not only to impart knowledge but to make known his human side by playing games that help students recognize that the teacher is not one who only gives his class is also the person who can have fun applying games and teaching process by making it much more fun combining the two aspects of playing and teaching.

⁷ <http://www.efdeportes.com/efd13/juegral>

Seeing that if students have a better meaningful learning is to see which important is to use the games where the emotional and sensory providing the interest of learners develops and awakens their enthusiasm to learn this new language.

These games arouse interest to study that gives you motivation to students is that the teacher uses other forms so that it looks interested in this class. And this allows you to define behaviors that are observable in the classroom. (P, 72)

It should be noted SOURCE (2002), “that instructions are cognitive and affective partner” They are cognitive because it allows to present that we gain from birth to later teach our result of what we learned potencialitation our learning.

Using traditional games as this can create people able to develop their intellect through games that help us increase our style perfectly new game models that facilitate the development of children.

They are affectionate partner because this allows you to socialize through the interaction of the individual towards others, integrating communication and socialization of new issues as these involve the community developed by these new games.

All these contributions involve the holistic development of students and the teacher knows the development characteristics and instruments to intervene to stimulation and development of possible difficulties in stimulating development.

The use of these two aspects are relevant because the games are easy integrations to apply or adapt in time to teach a class where feasible this will help develop the same way so the students do not know knowledge but integrating development.

Today’s games improve the quality of student learning getting the best study technique to achieve excellent utilization based on updated and so that games are perfected to the educational community and you increase new knowledge and techniques.

The validity having traditional games is knowledge and rules to be used in different traditional games. Games are of great importance to the process of teaching and

learning in the English language which will help them to easily understand the meanings of some phrases.

According MOYTES (2000) points out these features:

- ✓ Improves characteristics a traditional game community integrating in a very satisfactory manner by controlling the emotions at the time of giving the class.
- ✓ Improves education or in the aspect of increasing the desire to learn positively strengthen the will of the study in adolescents in scope to the education system.
- ✓ The games a traditional is to help create new expectations for students both if music as spiritual as it not only combine two aspects but it will cause the student to improve their quality of study.
- ✓ Allows students to enjoy and satisfy their needs in a fun way without using financial resources, and can be used anywhere.
- ✓ The games in the salt or class are of great importance since students are interested to learn this language, which offers the possibility of improving teaching-learning students.

5.1.3. Importance of traditional games

The most important of traditional games is that they have a wide range of possibilities so that teachers can capitalize on behalf of students within the classroom.

- ✓ Hamessing the game as unicorn end “The game is same”
- ✓ It can be used for knowledge of local culture and its region.
- ✓ Foster the relationship between the students and the communication or socialization or within the group.
- ✓ Please the acquisition or of both conceptual knowledge as instrumental.
- ✓ It helps build self-esteem.
- ✓ They develop the imagination.

5.1.4 Traditional games as a teaching resource in the classroom.

Traditional games are used in the classroom in order to invigorate and about interactive because now students need encouragement. The teaching materials are of great importance because with this we get students actively interact and participatory, but some have chosen to apply them in the classroom when the teacher is going to give his lectures and therefore more fun applying this strategy then you are going to detail the following games that make relevance in the interest of the same.⁸

Round.- This game consists of a round with members who wish to participate in the same here can play both sexes where they are singing and a person is inside it and then one of the band member eyes and pointing to a person to make it through the role he was doing it. And this game be used for the explanation of number, clothing, months, days of the week, the alphabet, adjectives and others.⁹

Alert. – This game involves a players looking at what other people are placed closest to her, you have to touch the back, or arm with one hand. As he begins to count aloud, the others run away. Until you get to ten, they must stop. Then the chosen swap roles again and the game begins again. You can restart the game with no change no change.

Maeble. - Are very popular games that can be played at any time of year originated in Canada Is to make a circle on the ground with some marbles therein, and including. Shifts each set the first player throws the marble hard to get all the marbles that are within the Circle. This game is considered for a lesson numbers so varieties and some marbles where he encourages students to have a better learning while he is enjoying the game and are two very important things are for them. Whose purpose is that players have to hit a few to go outside? This involves removing all the marbles that are inside the circle until there is none, and the person who brings most is winning the game.

⁸ <http://museodeljuego.org/wp-content/uploads/contenidos0000000849docu1.pdf>

⁹ <http://www.efdeportes.com/efd114/juegos-populares-tradicionales-infantiles>

Challenge. - This game is to form two teams, where they have to be placed behind each of the lines where the field player limited. Where a player of a line of the other, each waiting for the other players with an outstretched arm. The player has to walk ahead of others and, when he will have to hit the hand of one of them and have that members of that team run. The player down pursues him, trying to touch him. He cannot be hit before challenging that have drawn the line of his field, where the challenger must change teams. If, (p. 75)

The lupus. - A player here plays the role of the pastor and the other wolf, and the other participants are sheep. Where the pastor occupies the space of the two lines and where sheep are behind the others. The wolf occupies the space between the two lines. The pastor called all the sheep, shouting their names, two or three at a time. All players named, try to get to where the pastor is, but untouched by the wolf. If the wolf touches a player then shall automatically deleted.

The talion. - In this game if the group exceeds ten people here must be divided into groups, whether they are eighteen and then in each group six. All players form a line, but they have to be lying on the ground. Where each participant has their heads between their legs open next participant, and is the former which is in line has to save the other members. And this game can students learn the human body, clothing and fruits in the English language.

The last row has a hat, holding between his legs and try to move to the next player, you just have to use your legs and feet cannot use more than your body anywhere because if Iran not being deleted then continue to the next but the other column of this is the game. This gets the only hat with his feet and goes to the next member in line to make further progress. Thus, hat and advance to the next row but cannot drop

The venison. - Is a traditional game where players have to be on foot, forming a circle with this game you can learn which are the geometric figure and short dialogues Inside is a player and placed a blindfold over the eyes of the participant as well as should be well covered and with a spear in his hand. He has to wait a given signal, the circle rolls setting the following dialogue.

The bridge. - Two players hold hands, forming a “bridge”. Each chooses a color, or fruit where the participant does not have to know the color or the fruit of the people who form the bridge, to continue playing. They form a row over the bridge all the player and they pass under it. Singing the song.

Voyeur, voyeur, voyeur

This bridge is broken

With that compase

With eggshell

What happens!

He king

It should be

The son of count will stay

One participant was then left in the middle of the bridge, and choose a color or fruit of the person and the choice of the participant will leave the side of the winner, then to terminate this game the participants are taken from the waist tugging strong but should not loose and have to pretend to be a bridge of truth, and the winner will be given a prize that can consists of big or a present to motivate them to study the lessons in English Language and follow liking enthusiastically participating.

The hopscotch. - This game is to draw a rectangle on the floor with chalk or a piece of stone to place the days of the week and months in each table is written. This is that each player has card to launch and play the game, if the participant does not succeed where they have to throw without touching another box because otherwise loses his turn and continue to the next in the order that is specified.

The participant must hop on one foot. Hopscotch is a traditional game where you can play the weekdays, with seven paintings, drawn on the ground, represented in each day of the week, months, ordinal and cardinal numbers, adjectives and nouns substantive in the English language.¹⁰

¹⁰<http://www.forosecuador.ec/fórum/ecuador/viajes—y-turismo/8998-juegos-tradicionales-de-quito>

The rope. - This game is usually played with a sisal rope. Where two people caught each extreme ends of the rope to rotate, while the rest wait and orderly turn, jump on it. Where jump to the rhythm of turning the rope game is played traditionally women and men is done, this game especially applies to family in homes or in the neighborhood. And it is very popular for children and adolescents.¹¹

The top. - This game involves rotating a wooden top, to make dance a lanyard two yards where it is wrapped from the top up it is thrown hard to the floor pulling it's lanyard to dance and other tricks needed to apply children.

What is made from a piece of wood called cerote located in the Ecuadorian Andean highlands, and are made by carpenters, this is practiced widely among small neighborhoods and cities.

The hoop.-Is a traditional game consists of a ring can be a bicycle or car tire and a stick, this can be wood or wire, it can be U-shaped or straight, it plays making roll on the floor and go through difficult places making juggling without dropping he ring or rim this is the player who gets to the finish line first will be whoever wins the competition. It should be noted in this game you can apply some English class and help at the time of pronunciation of a new language.¹²

The cards. - Are also called stickers or cards of different colors and patterns that are purchased in sheets which are then cut. The children kept in tiny boxes that you can keep in their pockets of his pants and this card helps a lot for the time you are in the process of teaching.

These games are between two and two, although you can play more this will not cause it to distort the game is much better involving all players and there's excitement in the game that is being implemented.¹³

The kites.- This game is fun creative and this is used in all parts of the world, are played in the summer time so that then needs to rise, July, August, September and

¹¹ <http://repositorio.utn.edu.ec/bitstream/123456789/1761/1/05%20FECYT%201201%20TESIS>

¹² <http://es.slideshare.net/cancunfa/juegos-tradicionales-del-ecuador>

¹³ <http://es.deliteshare.net//riveraMAYL/algunos-juegos-tradicional-4017326?related=3>

school holidays and in these months is when winds making kites soar high are stronger, seeks a clear place. This game is very old, competitions are held since 1980 where hundreds of people involved whether children or adults.¹⁴

Hula, hula. - This game appeared in the year 1960 in the ancient times, this game was recommended as an exercise to lose weight and then eventually was practiced by the child population being, to the point of becoming fashionable in which children have so much fun, the same as in the present moment is played as a hobby girls almost do not practice these children, apply it in the hours of dance and physical education to have a good circulation.

It is a game consisting of a ring that must be kept in motion within the body and should not drop, movements that duty is done so in a circular shape and can start moving the hula by hand, then put the head, chest, waist, hip may even reach the legs and then upload the same way or keep at the waist and not let it fall to win the game the person or member you drop loses his turn and continued the following in descending order.¹⁵

The bling. - buff is one of the most traditional games played by children and adolescents, so much so that today still played becoming a classic game of all community and throughout the world. With this game you can apply for imparting such as vocabulary and objectives among other classes to recognize THROUGH pronunciation in English.

This game consists in forming a group of 8-10 people in which you will cover the eye of a participant with a handkerchief, trying that it cannot see, you are given three following around and the other participant who is forming circle revolve so that when touched by the blind man's bluff not recognize him because she has to identify who it is, if they do need changing role and so on until all involved.¹⁶

¹⁴ <http://blog.espol.edu.ec/josueugu1994/2012/11/07/la-cometa/>

¹⁵ <https://books.google.com.ec/books?id=ZQ9NHtPgeW4C&pg=PA105&DQ=EL+aro+juego+tradicional&hl=es&sa=X&ei=>

¹⁶ https://www.juegospopulares.org/index.php?option=com_k2&view=item&id=37:la-gallinita-ciega&Item=10&lang=es

5.1.5. Traditional games and recreational activities.

According to (TRIGUEROS, 2000: 16) believes that traditional games are born spontaneously there is no book or shop where you can buy that comes and out of oneself.

The evolution of this popular game has gone from the most ancient cultures to this day and can approach the traditional game, this is the science of the traditions that are generating, customs, beliefs and legends used a region of ancestors and not want it to be lost. Many authors have defined the terms popular games, traditional games and native game. We believe that the popular game was born spontaneously in the context culture of a people and projects in time.

Traditional games are on the village, is universal and can be transmitted from one village to another; usually arise from the activities of people (working or religious activities) and transmitted from generation to generation orally. P. 3217

Define MACHADO (1992) which is a game of “set of recreation and leisure and thinks very particular classes will be boring if you do not use these games, although there are not a theory or a book are written all these rules or standards.”

It should be noted, CARRILLO (1993), traditional games come from ancient tie that are linked with folklore and this relates to recreational expressions and generate positive thing in this country for generations to come now.

These games do not need to apply materials if not with what we have in our midst. And so easy to implement since they come from remote times where you have to rescue him before which is now lost.

This can play with the media material found and can be applied in every part both in the yard and in institutions for the lecture will be more dynamic where they will make easy classes accurately and concisely at the time listening to English classes.

¹⁷http://scholar.google.es/scholar?q=juegos+tradicionales+y+recreativos&btnG=&hl=es&as_sdt=0%2C5

Applying this game makes people feel spontaneously and become more interested in their classes where undertake dynamics regarding student needs, where these were created by our ancestors and now are being left behind in an effort to get fashion with games that comes in internet but that need resources, however with traditional games do not need to have these financial resources so do it anywhere or city. People remember these people for they will have played as children and so far they are adults pick one to take your mind.

According to MACHADO (1992), “I highlight one of the agenda too big where it proposes some of these game”, but only he focuses on these games are of great importance in the field of study, where the following traditional games detailing. Among the most played games by small and adults are as follows. The caught, the bowling, the say, bagging, hopscotch, rope, burnt bridge, ring, round and die, these games are very important for the people of ancient times.

To respect the child is encouraged to create different way of thinking, favoring this very important in the process of teaching and learning in the English language and THROUGH this methodology being employed teacher in classes where has the imagination hours.

These games are harvested at the time of giving classes and teaching spontaneous way during her student development in this area because there is put into practice to help you a lot in the future where you can apply at any workplace that presents in their daily lives.

At schools where they need to attract students to learn properly and always keep in mind the importance of learning their lessons THROUGH game implying agree upon is not that finds only as something that happened otherwise to give the best way to perform and learn this language is very important to put it in practice in teaching the same.¹⁸

¹⁸ https://scholar.google.es/scholar?hl=es&as_sdt=0,5&q=Machado+%281992%29,

5.2. PROCESS OF TEACHING AND LEARNING

5.2.1. The game is a teaching strategy

To POGGILY (1997) study strategies defined as; “Set of explicit or implicit operations that students take during the study”. This author tells us that are all activities that allow students to gain an appreciation classes eta imparting teaching them, and do not take it as a kind unimportant and thus make you like this new English language, through this they can understand a content of a text. P.20t

Humans through all time have used the game as a means of fun and especially communication between them, allowing facilitate growth within the social circle developing individual and social skills among different areas of study and thus have better use in their classes with these strategic applied by the classroom teacher.

Given these considerations demonstrated the importance of play in the evolutionary process of the individual from childhood to late teens, and these are analyzed by teachers because they are the ones who realize their ancestors and are people who study one bit little bit.

Psychologists have a great job at the time of study a person because they THROUGH this can establish what students need for teaching-learning in the English language as it is very important to consider these actions individuals on the ground that they each have their thinking and analyzing, it should be emphasized that psychologists play an important role in the field of education can emphasize that this is the knowledge of each person has to study through cultures of each people.

Beginning with symbolic play from the smallest to simulation games addressed to the elderly, since they all meet defined and elementary functions. It the above is true and nobody doubts it, then why teachers do not allow it to play in the classroom? Because they think these are a waste of class, but in reality it is very important to be implemented within the parameter for these games are not lost.

Jurjo Torres (2000), says that the implied speeches “still consider this activity the game as an afterthought, of little value, even as a waste of time” to teach these games is of great importance to the teaching-learning education.¹⁹

5.2.2 Didactics of traditional games

From the parameters given to fulfill the role of each individual and personality to receive the Individual ideas from everyone because they are used for the development of the child and discover the skills of each individual without neglecting the duties and rights in a democratic society to be targeted.

This is seeing the behavior of each or can also be of the words they do in the time of a set of named person or group where teachers must demonstrate that their classes are novel and students have a better advantage.

Always didactic taken into account education as employing new techniques when delivering any content of some classes of English. By applying some traditional games is helpful to enhance the mood of students in classes of English hours, it should be emphasized that the Ministry of Education is already increasing in their curricula that lessons have to do it through games so the student will not make that complicated. The teaching are reflected in the game environment, and the ability, creativity, physical and mental agility, knowledge of the group, combination and social communication, sets of personal expression.²⁰

MACHADO tells us (1992: 56), the teacher who directs taking into account the following criteria:

Socio-emotional: Is the calm that is in the integration of students and teachers which is helpful for the integral development of each individual. It is noteworthy that spiritual development to be able to use as communicating with God.

¹⁹<http://books.google.es/books?iid=BST6QQFtKKwC&pg=PA54&dq=el+juego+como++estrategia+de+ense%C3%B1anza&hl=es&sa=X&ei=OZ1aVN6qBcuiNoewgjk&ved=0CCUQ6AEwAQ#v=onepage&q=el%20juego%20como%20estrategia%20de%20ense%C3%B1anza&f=false>

²⁰https://books.google.es/books?id=2QUJQAbUG8EC&printsec=frontcover&dq=didactica+de+los+juegos&hl=es&sa=X&ei=_hjFVPvGCIapNrW4hPgP&ved=0CC4Q6AEwAA#v=onepage&q=didactica%20de%20los%20juegos&f=false

In the self-discipline that this occurs before adolescence of each individual where this occurs first, because if you do not have a good understanding in the classroom hours, and all students must cooperate in their English classes.

Physical Value: this value represents the health of each and both emotional and physical wellbeing to your body this act of each student is given full scope education because here we take into account the flexibility of each.

The student at the time that the teacher applies the traditional games can rate the speed of each, this used to win two things at once, play and learn are things that are not valued because they lose a lot of time to implement but are not realize that it is of great importance to apply the games in the process of teaching and learning in English language and not just with this language can apply in all areas.

It is worth mentioning that by using the games are working with some of the skills you need to learn this new and complicated language for adolescents, especially if there is no motivation on the part of the teacher in time to take their classes which does not help the little time that is specified for hours of English. And when you want to apply time it is needed.

Intellectual value: this refers to all the knowledge acquired by his teacher. It implies that it is extremely important to be intellectual in the process of teaching and learning in the field of English is why it is suggested to work in this way.

Traditional games help people or students to understand better faster, because THROUGH the same will help you remember so fast without much effort it is positive that gives the games.

Integral Development: This is hand in student development of children, depending on the ages of the individuals for stimulating gestation begins when the child is born until the meet his six years there you can see games that you can make them easily understood.

This development is quite in the gardens, but emphasizes that small children we host who loves teaching institutions and through the games can achieve this,

because from a young age and say that this language is so difficult and would not want to learn it, for reasons that already are being monotonous classes, and suggests that further increasing traditional games in educational institutions so that there is a better way of learning by students.

It is noteworthy that comprehensive child development goes hand in hand with the following principles:

Integral: This development aid to feasible way in the field of education or, ay psychology in the scope of the study to become confused when applying psychology because it confuses I that are offered to students with they have to be applied in salt or class n. the social is also e adapted to this process and allows them to engage in different areas to better leaning what it takes.

- ✓ **Individual:** This is used for the characteristic this is given for every students is how to act at the time of their classes by individuality. The teacher will give the time to evaluate, but traditional gams will have better academic performance in the teaching process.
- ✓ **Vulnerable:** The educational centers there too students in salt or n class where not be able to have also a good leaning by reason everyone does not like the subject of English it stands say make possible to avoid there is understanding when the explanation or n which gives the teacher.
- ✓ **Differential:** This helps in the overall perspective that seeks the concreteness of an identity and this will help to find the importance of their identity. And yet the particular is where institutions are identified to see exactly what will be done.
- ✓ **Relevant:** This will involve what affects educational institution or about improving education or to see the characteristics having each and are relevant and irrelevant where you can set he improvement of the same segue evolutions of people.
- ✓ **Continuous:** The experiential process that occurs in the lives of living beings.
- ✓ **Intentional:** However, this process is guided by some pedagogical stages in the process teaching-learning into English teaching when issued two their classes in the classroom. Where this helps the development of children and may include some areas.

5.2.3 Cognitive Development

It should be noted Piaget (1985) found that cognitive development is of great importance in view of intelligence of individuals in the process of teaching and learning in the classroom so that the teacher can have a better handling.

Epistemology belongs THROUGH learning because it gives much importance to the knowledge of student's and this provides a contribution to better performance where it is disclosed which may result in education.

It is noteworthy that of Piaget is widely used in the classes because students THROUGH this just seeing her remaining cards are more often the images some people have this agility to learn with this resource used by the teacher.

At some structural knowledge of each individual aspect is stressed individually this makes motivate the leaning process through traditional games that will help a lot to make classes more understandable way and understood by students, where it is great relevance continue to motivate young people.

In the structural aspect two periods that are of great importance in the learning process described below is mentioned:

The sensorimotor period helps to know some positive theoretical aspects of these involved, where it goes hand with the preoperational period that are practiced by young children, this is where you start having stimulated by the teacher and skills with each of them, traditional games here plays a very important to acquire new knowledge by the teaching of English area motivates students in the teaching-learning role, this step does not relate to all initials if not specifically adapted to the original because they thought different.

Intellectual development new knowledge is developed to display the learning and assimilation of things, games and others. The accommodation is like going to work in the classroom when applying traditional games, is highly relevant to instill these games so there is a better interest in learning.

The equilibration plays very important role in the intellectual development of students with regard to learning content and also studies the behavior of children because not all have the same way of thinking the worst act can be balanced at the time of two people who are sincere when is talking.

To cognitive conflict is defined only before was all rote could not comment on their behalf until when the teacher told him although in the area of English have learn all four skills. It needs to be master's level thesis for currently not ask the student to be rote but to analyze their own ideas.

Piaget stresses that cognitive development proceeds from the concrete to the abstract and intellectual this leads to child at birth, this manifests into adulthood, where you can control the skills and thinking according to their organic origin.

It is to behavioral process in children who show an obsessive disturbance and detail the following variables: this is to roll off great importance because it is the situation of students in learning because t have better performance have to get where it is they dog adapt without being interrupted by others.

The behavioral process is what helps students in their classes because by this will be to better understanding with the academic process ad it should be emphasized that it is of great importance to have new information where traditional games plays to major role in the process of teaching English language learning and this helps to lot for the assimilation of these academic areas.

Assimilation corresponds to the direction of individuals which focuses on the thoughts, gender, eyes, and this discloses what will be done through the senses and they will choose THROUGH thereof) to choose their own thoughts and easily interpret things.

Internalized representations is the academic respect and behavior that teachers have to teach in their classes because this is where provides students with a better synthesized from and dynamic learning with traditional games.

The similar performance is to define whether children represent the same characteristics or scale for the development of learning how to distinguish

knowledge of each such vowels with the alphabets which is the opposite then this experience will be built at the time to evaluate it and see what academic performance in students.

Include Piaget (1985) that cognitive development corresponds to the following periods, where the importance of each deepens to define the steps and sub-steps and these are detailed below.

Sensory-motor period.- This practice ability of students to what percentage you can get it into genes with or THROUGH games. The important thing is to see the evolution action of learning through application of traditional games this period is action in children younger than zero to two years because it is where they need to learn their basic skills to continue with the following steps this will help them in their teaching-learning process.

This mentions on neural development of young children in learning through its growth, because it shows the important role in the growth process of individuals in their development that allows analyzing every part of your neuron.

Pre-operational period. - This is developed from two to four years where they STILL cannot stipulate the workings of the senses in the normal way as do the elderly. But this period represents the reality of each individual who is not to reflective. Piaget second is the stage where the children have no way of thinking for himself and stung neither socialize issue more concept can only differentiate then in to games or song and can apply the traditional games.

This is important in the development of children on grounds that it is of great importance because it THROUGH children may begin to hear sounds of music and soon may recognize some dance steps or they learn quickly without repeating a lot. There is performing this skill that is necessary for growth.

Intuitive period is given from four to seven years them at this age can already distinguish some things like geometric shapes, colors and between others it is of great importance to children this age can perceive their own thinking. Before age eight nine years is not presented in the salt or of class in to genes that can bring

confusion or at the time of presentation or not, you can say something coherent but in reality it can be to ask other information.

It is noteworthy that children from three years to one of nine cannot do the same things such children in prekindergarten can only differentiate geometric shapes instead of third year children can perform basic tune without difficulties. That relates to not have the same capacity. Instead of seven children can develop and have a more concrete knowledge seven children can develop and have a more concrete knowledge.

✓ **Period of operation or concrete-** the children with this operation or develops everything or logical thinking and analysis as some mathematical problematic and instead to develop the abstract with this is to evaluation knowledge to solve something or call is similar to the program that is the government doing to enable students to have the agility to think quickly and not using a notebook.

The mental development of the newborn to adult because it goes from least to most, it helps to have control emotions and always have to stimulate steadily memory where all information is stored since anyone can use reason and remember precisely what they learned.

Sometimes can communicate mentally with people close without having to speak or write can remember everything that learned, is something that a is something that always carries within one without the need to think so much, the mind is something great that God created beings alive because it is like a CPU of a computer when you want to get something and always be there I saved so our brain.

✓ **Period concretes operations.** - This is very important because it improve the thinking to everyone and helps you have I or mathematical logic to solve something to mod without the need of needing to calculator where you can do quickly and is of great importance to develop this skill because it will help much in their professional future and this shows that teachers have to adapt him in the for a future smoothly teaching-learning.

Concrete operations because they are characterized logical to answer any stimulus that is presented comparisons, and can be compared easily without any obstacle.

✓ **Period of operation.** - It is categorized for students to reason about the need to do something concrete from children form eleven to fifteen years. Where is willing to think like an adult and mature person. And you can give a clear concept having some information.

From the age of eleven to fifteen years the teenager may have a better academic performance in the teaching-learning process becomes that think like a mature adult he can do more concretely see a concept without much problem and analyze differently than you can understand without the need to find someone else.

In implementing all periods have a better learning process students and as a person implying the best way to all processes early in the development of children, help regulate these conflicts are inside classroom and is also involved in the socio-effective education.

According to Piaget (2000; 54), periods of development have to fulfill three main features.

✓ **The cumulative changes.** - It is given the following form can be of conduct, reports of qualifications, where will be the academic performance in their represented in different areas. It develops in a monthly, bimonthly or quimestrales in educational centers.

In the cumulative education changes occur due to the conduct that the student presents in each stage of its development and that is why the professor currently seeks to improve the way in which it operate he student to improve the reporting of qualifications so that its use will be favorable.

✓ **Preparation and consolidation.** - Preparation and consolidation: this is the preparation of teachers in the field of education so that it can de liver a better form classes to their students and receive butter methods of locked to them that will allow

a better development to their classes and not be tired by the teacher when applied the traditional games in the process of teaching and learning in English.

The consolidation of the teaching in the English language this is considered a good strategy for the implementation of the games in different fields of education directed especially to all the teachers in secondary education to strengthen the meaningful learning. Invariable I sequence.

It is no more than all the changes that occur during the development, and is relevant inculcate in ways that help to strengthen our education for that in one way or another can be applied in the curriculum for basic education.

Invariable sequence. - It is no more than all the changes that occur during the development, and is relevant inculcate in ways that help to strengthen our education for that in one way or another can be applied in the curriculum for basic education.

In these stages, the child learns to differentiate the knowledge that are received according to the degree of age that they have, there is that educators are starting to investigate in the development of their skills is the way in which they start do illustrations that help the child to experience references that will develop in its surroundings.

5.2.4 Advantages of Cognitive Development

To have a good cognitive development children develop their body language, which lets you socialize with the individuals that there is to the around them what is important about this, where this consents to use of all your senses and use it to interpret in their own environment, with this development it will learn a lot of where we still account for that need the educators in their classroom, these games is of great importance use it as an appropriate methodology.²¹

²¹ <http://scholar.google.es/scholar?hl=es&q=ventajas+del+desarrollo+cognitivo&btnG=&lr=>

CHAPTER II

6. HIPOTHESIS

The Traditional games positive impact on the process of teaching English language learning students Ninth Year Basic Education Parallel “A” Basic Education Center “Dr. José Vicente Luque” Canton Tosagua during the first quimestre the academic year 2014.

6.1. VARIABLES

6.1.1. INDEPENDENT VARIABLE

Traditional games.

6.1.2. DEPENDENT VARIABLE.

Teaching-learning process.

6.1.3. TERM RELATIONSHIP.

Impacts.

CHAPTER III

7. METHODOLOGY.

7.1 TYPES OF INVESTIGATION.

This research is descriptive because left to raise the issue reflected prevailing attitudes and situations that occur in this study, describing the activities, objectives, processes and people. In the research development touched pointing criterion because the prediction and identification of relations between the two variables.

After applying the tools developed, tabulated field information, but most important is to choose the data based on the hypothesis, to explain and summarize the information carefully and the carefully and then carefully analyze the information carefully and then carefully analyze the results.

7.2. LEVEL OF INVESTIGATION.

The following levels of the research were:

The exploratory level was used to investigate about the traditional games, identifying the problem with the development of the hypothesis. It also used the analytical level which allows the synthesis. It also used the descriptive level, because it is captured in this report all the observed and the results were analyzed during the whole process of the investigation.

7.3 METHODS.

In this research were used deductive inductive methods, analytical and synthetic scientists, to most of the survey, interview and observation guide; that enabled us to establish parameters in percentages on the importance of the use of the traditional games during the teaching-learning process of the English language in the center of Basic Education Dr. José Vicente Luque.

✓ Inductive – Deductive

This method allowing to analyze facts and events of a particular nature during the process of language teaching English, and thus obtain a generalization reference to

research in relation to the traditional games; through this method, the problem and the identification of its causal phenomena was conceptualized. This research allowed starting from general to specific it and vice versa, fundament procedures in which is based the logic to issue a reasoning.

- ✓ **Analytical – Synthetics:** The analytical method allowed synthetic research was studied by parties, then gathered the procedural curricular elements, you can issue criteria that validated research.
- ✓ **Scientific:** The scientific method has helped me to determine with logic and accuracy the truth of the matter; that enabled me to help formulate a theory.
- ✓ **Bibliographic:** This was used in the compilation of the bibliographic material which is needed for theoretical framework.
- ✓ **Webgrafico:** This facilitated the information requested on the subject which provided sources on the internet.
- ✓ **Statistical:** This allows to demonstrate and see the results that happen across the tabulation by means of an investigation

7.4 TECHNIQUES DATA COLLECTION.

Survey.- Instrument that was applied to the legal representatives of the students of the students of the ninth year of Basic Education for parallel “a” of the Center for Basic Education “Dr. Jose Vicente Luque” of city Tosagua.

Interview.- Instrument that was applied to the teacher of the ninth year of education basic parallel “a” and the Director of the Center for basic education “Dr. Jose Vicente Luque” of city Tosagua.

Observation Guide.- (to the students of the ninth yea of Basic Education Parallel “A”)

7.5. POPULATION AND SAMPLE.

7.5.1. POPULATION.

The population was made up of 29 students in the ninth year of Basic Education Parallel “A”, by the Director, the legal representative and the teaching of the area of English ninth year of Basic Education Parallel Center “A” Basic Education “Dr. Jose Vicente Luque”.

7.5.2. SAMPLE.

Was sampled 100% of the total population is said to be very small and easy to use.

The work was done with the whole:

Director.....	1
English Teacher	1
Students.....	29
Legal representatives	29

8. ADMINISTRATIVE FRAMEWORK

8.1. HUMAN RESOURCES

- Director
- Teacher
- Students
- Legal Representatives

8.2. FINANCIAL RESOURCES

DESCRIPTION	QUANTITY	UNIT OF MEASURE	UNIT COST \$	TOTAL COST \$
Computer Rental	200	Days	10.00	200.00
Internet	-	Indeterminate	-	60.00
Printings b/n	450	Papers	0.10	45.00
Printings b/n	30	Papers	0.25	10.50
Empastados	3	Unity	8.00	24.00
Anillados	8	Unity	1.50	12.50
CDs	3	Unity	1.25	3.75
Office materials	25	Unity	0.25	6.25
Viatical	95	Days	4.50	427.50
Photocopies	200	Papers	0.05	10.00
Flash Memory	1	Unity	35.00	35.00
Sub - Total				834.50
Unexpected 10%				83.45
Total				917.95

CHAPTER IV

9. OBTAINED RESULTS AND DATA ANALYSIS.

9.1. ANALYSIS AND INTERPRETATION OF THE RESULTS.

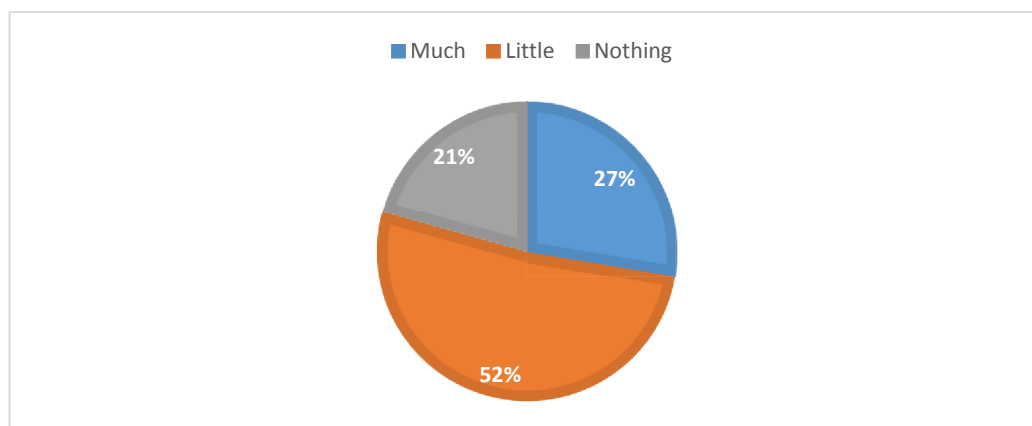
Question 1. - ¿Do you know the traditional games in the education and learning of the English language?

TABLE N° 1

ALTERNATIVES	N°	%
Much	8	27.59
Little	15	51.72
Nothing	6	20.69
TOTAL	29	100%

SOURCE: Legal Representatives of Ninth Basic year "A" of Basic Education Center "José Vicente Luque".
Elaboration for: Pin López Carmen María

GRAPHIC N° 1



The legal Representatives said that the 20.69% almost nothing known about the traditional games, the 27.59% knows much and 51.72% said that little known traditional games in the process of teaching and learning.

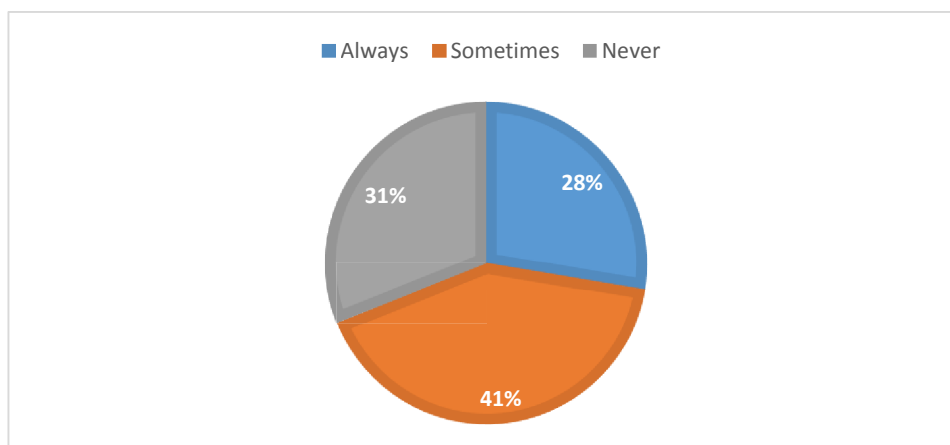
In conclusion, the legal representatives know little know about the use of the traditional games in the knowledge inside the class.

Question 2. - Do you believe that the teaching of the subject matter of English applied traditional games to the students?

GRAPHIC N°2

ALTERNATIVES	N°	%
Always	8	27.59
Sometimes	12	41.38
Never	9	31.03
TOTAL	29	100%
SOURCE: Legal Representatives of Ninth Basic year “A” of Basic Education Center “José Vicente Luque”.		
Elaboration for: Pin López Carmen María.		

GRAPHIC N° 2



The results were that the 27.59 % always do not apply it, and the 31.03 % never apply it and the 41.38 % sometimes think that perhaps the teachers if they apply the traditional games.

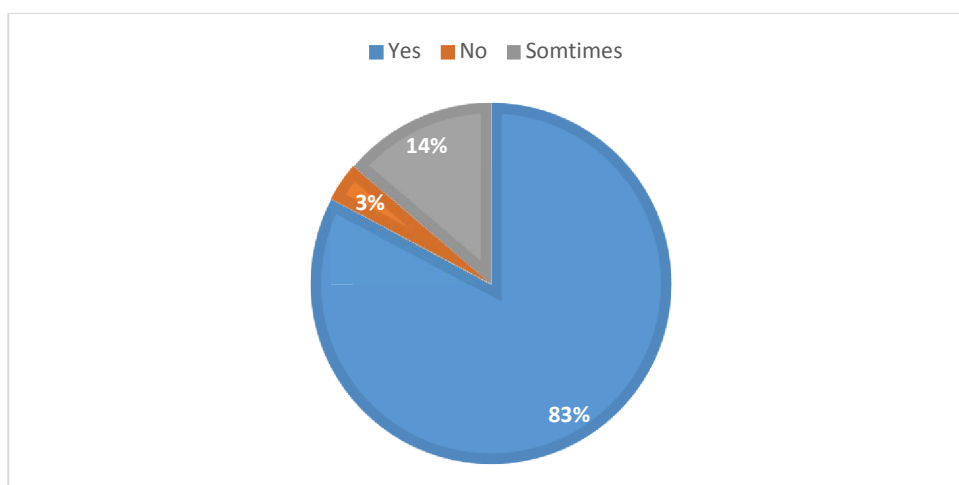
In conclusion sometimes teachers apply in the classroom the traditional games are used in the subject of English on the grounds that them. Are governed in the curricular net that sends the then government already come with a curriculum for work in class

Question 3. - Do you consider that nowadays children will learn their lessons in English through the traditional games?

TABLE N°3

ALTERNATIVES	N°	%
Yes	24	82,76
No	1	3,45
Somtimes	4	13,79
TOTAL	29	100%
SOURCE: Legal Representatives of Ninth Basic year "A" of Basic Education Center "José Vicente Luque".		
Elaboration for: Pin López Carmen María		

GRAPHIC N° 3



The results have 24 parents representing 82.76% chose the option if and 1 father representing 3.45% NO option and 4 parents representing 13.79% sometimes. Interpreting that representatives are sure that their children learn lessons through the traditional games.

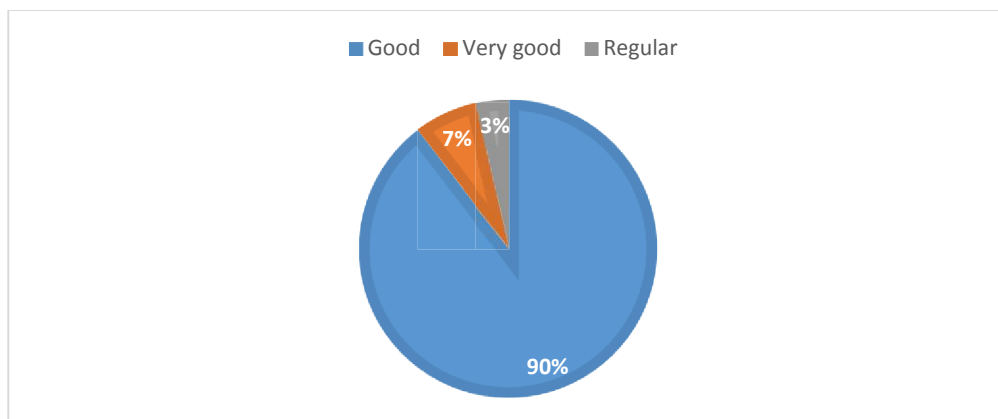
It is concluded that the legal representatives of the students are sure that nowadays children will learn the subject of fun and enjoyable English learning and putting into practice the traditional games, which in addition to recovering those traditions will be strengthened in body, mind and spirit

Question 4 - do you consider that the methodology to apply traditional games help you're represented in the process of learning the English language?

TABLE N°4

ALTERNATIVES	N°	%
Good	26	89,66
Very good	2	6,90
Regular	1	3,34
TOTAL	29	100%
SOURCE: Legal Representatives of Ninth Basic year "A" of Basic Education Center "José Vicente Luque".		
Elaboration for: Pin López Carmen María		

GRAPHIC N°4



Analyzed the results is obtained that the methodology the 89.69 % represents the GOOD option that is required to use the games traditions in the English language, the 6.90 % represents the very good option, and the 3.34 % represents the option of regular as a methodology to their constituents.

Methodological advances that are available to teachers in the different areas and even more on the subject of English as a foreign language help you understand and practice the traditional games today is ideal for the teaching-learning process.

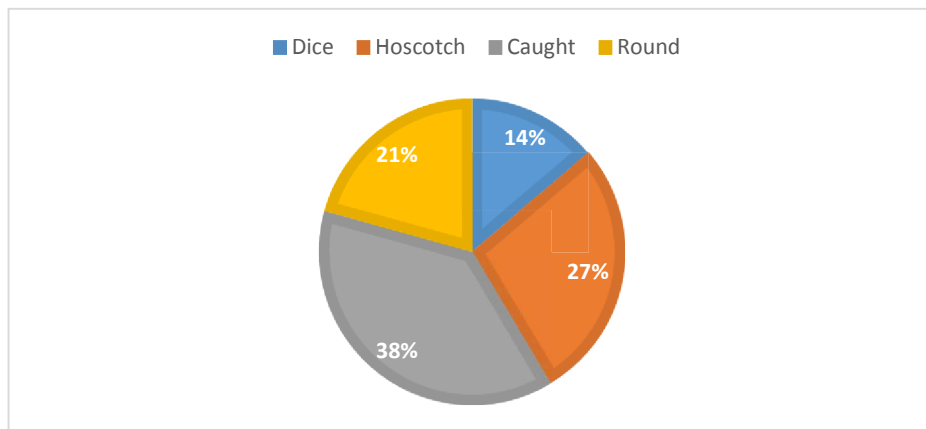
Question 5.- What are the traditional games that most children apply in their home?

TABLE N° 5

ALTERNATIVES	N°	%
Dice	4	13,79
Hoscotch	8	27,59
Caught	11	37,93
Round	6	20,69
TOTAL	29	100%

SOURCE: Legal Representatives of Ninth Basic year "A" of Basic Education Center "José Vicente Luque".
Elaboration for: Pin López Carmen María

GRÁPHIC N° 5



Representatives demonstrate that traditional games that children apply in households according to the survey is given with 13.79% followed by the round with 20.69% then the hopscotch with a 27.59% and the caught having a 37.93% considered that it is a traditional game in English.

As conclusion I can determine that there is a diversity of traditional games, but according to the survey of the most popular representatives was caught, since this has been passed from generation to generation and is of easy understanding. As recommendation, it would be that it should be known as much as possible of the traditional games to rescue our roots.

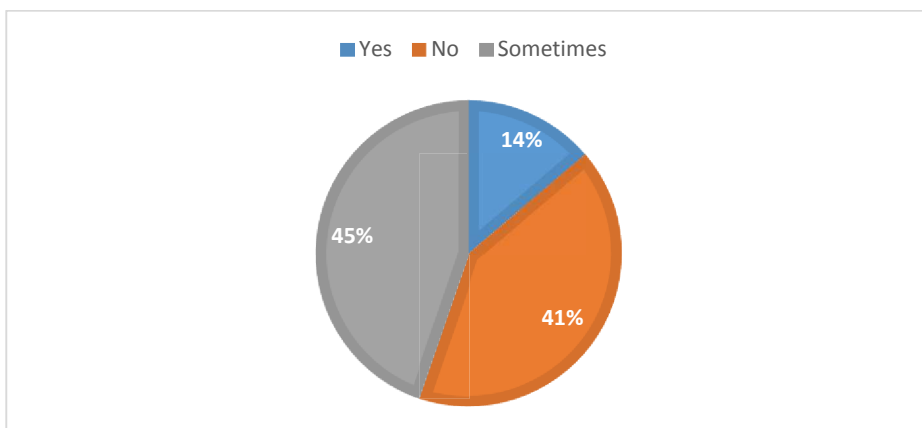
Question 6. - Are you currently the traditional games are applied in the English language?

TABLE N°6

ALTERNATIVES	N°	%
Yes	4	13,79
No	12	41,38
Sometimes	13	44,83
TOTAL	29	100%

SOURCE: Legal Representatives of Ninth Basic year "A" of Basic Education Center "José Vicente Luque".
Elaboration for: Pin López Carmen María

GRAPHIC N° 6



In the survey addressed to the legal representatives are trying to know if the teacher applies the traditional games in the English language, obtaining results: that the 13.79 % represents the option Yes, the 41.83 % gives the no option, the 44.83 % the option SOMETIMES.

In conclusion the legal representative concludes that educational institutions do not require the use of this resource as are the traditional games, to improve the programming in the subject of English.

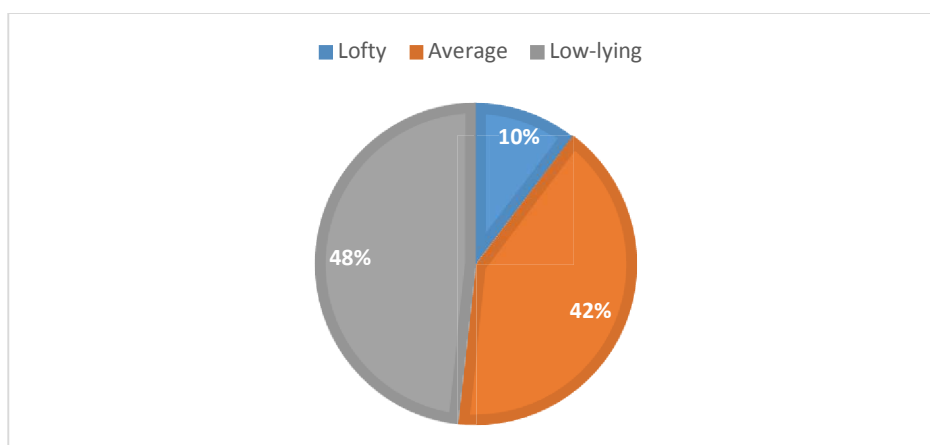
Question 7. - According to what you can watch at home. What is the level of learning in the English language of its represented with the use of the traditional games?

TABLE N°7

ALTERNATIVES	N°	%
Lofty	3	10,34
Average	12	41,38
Low-lying	14	48,28
TOTAL	29	100%

SOURCE: Legal Representatives of Ninth Basic year "A" of Basic Education Center "José Vicente Luque".
Elaboration for: Pin López Carmen María

GRÁPHIC N° 7



Analyzed results is obtained that 10.34% gives the High option, 41,38% gives the medium option and 48,28% chose the option under which States that if they used the traditional games their constituents will have better learning.

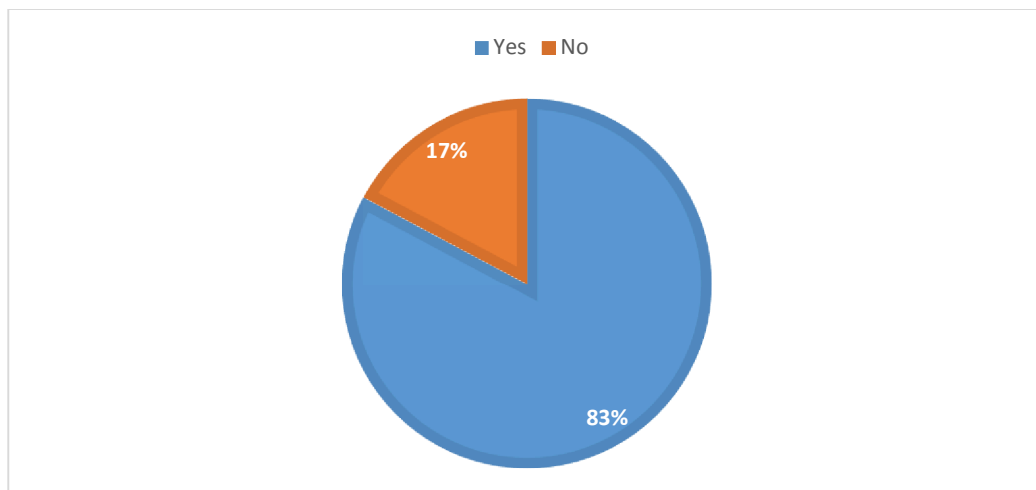
In conclusion, the overt legal representatives for children a level low in the process of teaching and learning not to apply these games and that is why it is necessary that the teachers use traditional games so that the student can improve academic performance, it is also important that boys should act within the classroom to have a satisfactory performance.

Question 8.- Do you think that the use of the traditional games provides the methodological procedure in English language teaching?

TABLE N°8

ALTERNATIVES	FREQUENCY	PERCENT
Yes	24	82,76%
No	5	17,24%
TOTAL	29	100,00%
SOURCE: Legal Representatives of Ninth Basic year "A" of Basic Education Center "José Vicente Luque".		
Elaboration for: Pin López Carmen María		

GRAPHIC N°8



This survey aimed at students, is known as the traditional games use facilitates the methodological procedure in language teaching English, obtained the following results: 82.76% with the option if it is considered that the traditional games if they facilitate better learning in the English language and a 17, 24% get NO

Conclude by saying that representatives considered supporting the use of the traditional games, within the classroom is important since it helps the student in the methodological procedure development in English classes.

INTERVIEW APPLY TO A DIRECTOR OF ENGLISH AREA OF BASIC EDUCATION CENTER “DR. JOSE VICENTE LUQUE”

1. What do you think about traditional games?

The Director state that traditional games are very important because they are indigenous, that allow help students learn their lessons the new language such as English; and therefore the classes will no longer monotonous and students will give a better rate at the time that the teacher not apply in education taught in the classroom and with the ease of use it anywhere in the case in education of any material.

2. Why is it important application of traditional games in the English language?

Because through them to remind all human experience which has experienced from an early age to be and what has revived in its infancy through traditional games and come from our ancestors and to the present time the recall, although only seen it per season depending on how long we are, with which come from ancient times where you are losing but we must rescue for application in education and socially recommend to all institutions implementing these games because it is a good strategy.

3. Do you think that traditional games improve the teaching-learning in the English language?

If, improve the teaching process because through this, students practice the four skills that are (listening, writing, reading and pronouncing) that allows you to talk about objects, names, things, fruits, animals and others. That helps you know how things are called because one thing and another and to to pronounce it does not write the same way as when speaking in Spanish and is therefore of great interest to use this strategy.

4. Do you think that traditional games should relate in the process of teaching and learning English?

Yes, because to perform actions on a systematic and inductive form of the experience of each person, I believe that if it is of great importance in the process of teaching for better learning in the classroom.

5. What knowledge do you have of traditional games in the process of teaching and learning?

Traditional games is a methodology that all teachers have to apply in each of their classes, so students are not made difficult to learn this new language. At the present time I remember in any educational establishment these games, which is of great importance that takes place in the classroom are applied.

6. How do you visualize the current status of traditional games in the teaching-learning process of the English language?

Its application is a handy and dramatized way that makes learning where they intend to teach the learner seeking interconnection of intellectual and motor processes more interesting; that help foster more dynamically the situation of games that is a reference to more meaningful learning.

7. What is the methodology used in the English language to facilitate the overall development of students Ninth Year Basic?

This methodology used in the English language is one that is promoted through videos, dialogues between one or more members (students) in order for them to develop language skills and also understand the text and the meaning of each line or paragraph.

8. Do you think that the teaching of English area applies traditional games in the teaching-learning process?

At the present time they are not applying traditional games, but are in the process of use, which are of great importance for the socialization of the second language

is a leader in terms of innovation and renovation, or rather a prerequisite for the progress of our space.

It can be concluded that traditional games if it helps students gain a better understanding, since classes are not drab allowing through what it has better learning.(ANNEXE 2)

**INTERVIEW APPLIED TO A TEACHER OF ENGLISH AREA OF BASIC
EDUCATION CENTER “DR. JOSE VICENTE LUQUE”.**

1. Do you consider important or implementation traditional games processes teaching-learning. Why?

Yes, because it makes students interact with the knowledge and skills that are acquired every day in the classroom. In other students feel satisfied because they will take advantage of new methods applied in the area of English. Good to implement them because THROUGH student will not see the classes just to have good grades but who likes this matter because even courage she has for teaching perhaps be because there is motivation of traditional games.

2. Are you a teacher with wide margins to creativity when implementing traditional games? Why?

Yes, because it makes students understand achieve faster knowledge expressed in classes, but sometimes when you do that classes are in the best way, they all take it as a game then let there to teach classes with creativity, because they contribute positively but not expected. And now what about the code of childhood that one cannot say anything because they do not say that one has treated you badly, then why avoid applying the games but in reality is of great importance to the teaching-learning process.

3. How often do you apply traditional games in education?

In reality now traditional games are not being implemented on the ground that the modules and bring their plans and also bring some game, but in reality if the games are going to be implemented in areas that are no more problems for example in mathematics and English to They are a bit hard to understand and comprehend, because they help the class is interactive and proactive always showing an effective supplement to help the knowledge side.

4. Do you think that students are satisfied by traditional tailored suits?

Yes, indeed is manifested in response to students is to perform the respective assessments, achieving levels successful knowledge assessments being performed, since it is a method that helps the learner in the process of teaching and learning English language. This shows that if is of great importance traditional games for students interested in **learning**.

5. What other teaching methods would you use for teaching to their students?

Hopscotch undoubtedly is one of the more popular games that has had with the passing of time that even neglects not happen that have adopted other games. But it will never be like those from our ancestor because they can play people of different ages and even different sexes and is neither difficult to draw and can be applied in different areas and anywhere. And you can play both stations there in Ecuador such as winter and summer and there is no problem of doing because it is tied to everything.

6. What you give added value to traditional games, practiced in the classroom?

Contribute very important because of the development of active knowledge and expertise practices manifest in each of the classes treated.

7. Which would you use traditional games in the teaching-learning process?

Hopscotch as directed above is one of the games best suited to our environment and therefore the process of teaching and learning in students. (Annexe 3)

**SHEETS NOTE TO STUDENTS OF THE NINTH YEAR PARALLEL “A”
BASIC EDUCATION CENTER “DR. JOSE VICENTE LUQUE”.**

Students were observed in the Ninth Year Basic Education, the first question was do if students came to class on time every day, most arrived on time, and the other came but sometimes backward classes, generating that the teaching is that his lecture cannot give because that are missing and must be fed back again the next day, where other students who are punctual you do monotonous class so the teacher does not teach the class with games.

the following questions apply teaching traditional games in the hours classes, almost never applied this approach on the grounds that students are not interested in this matter, for reasons that have never been the dynamic teachers with their classes and then she only gives the kind-hearted so they do not cooperate and show no importance in learning English teacher now sees the big problem in students due to lack of motivation.

Continuing the third question students collaborate in English classes, hardly collaborate on grounds that there is a good strategy to import upon the class teacher this means that there is little collaboration with the same, hence they only see this class to have a note and power coursing next school year and do not take it as something that will serve you for your future career, this implies that students are only based on pure theory, not practice traditional games that helps you have better learning in the English language.

In question number four English classes are dynamic, in this respect has 30% which makes students feel these long hours and a bit tired, dynamic helps a lot to them at the time of teaching learning because in the hours watching the lawyer applied some games where some students and ask them to have to be every hour classes so that it reaches to like as the other stuff to do on your schedule, and then became involved with lessons. The teacher replied on questions asked and she replied that the time is stipulated for English classes is too little and will not give you time to advance

to the themes he wrote in the daily schedules so why omit this from the traditional games, but if you want to apply it but this time not yet.

As can be seen in the fifth question if students are participatory in the process of teaching and learning, they participate just because there is no motivation from the teacher she just wants to advance the issues that continue but does not realize that students are staying with large gap in knowledge, and to see that the student did not pay attention she works with other issues that do not planned for that day, and students participate because the teacher says who does not act will have a low academic performance where they will be this years with this stuff, and that's where this part.

With regard to the sixth question the teaching of English has charisma to teach the classes, it was observed that the teacher has charisma and dominates the field but has the support of the students and she is excited to perform some kind with dynamic, Students are motivated to participate, but with a motivating class that will allow you to listen and learn this language for their future without having to ever pay someone else where I can teach this subject.

The following observation teaching process dominates the games in the classroom right now not because it is governed modules that sends the Ministry of Education where there are these games, but if there is another type of game and teaching emphasizes that it is shortly to give in special areas and why she did not apply in the process of teaching and teacher always has to be working forty minutes classes for reasons that students become inperactivo and commented that is the best way to keep them quiet is that they are working.

The following questions are motivated students with a dynamic class, of course they do not like it where they can play while learning the knowledge imparted by the teacher must be emphasized that with games classes are understood in the best way and will two things at once, play and turn that go together to the process of teaching and learning in English. This will help classes sit with a better environment and development of each student.

In question number nine traditional games help the process of teaching and learning, if this is of great importance at the time of imparting a new class or remember lessons that have occurred because through this you will learn in a better way, maybe not we have to say here comes the teacher of the most boring classes reason not perform games.

According to data provided by the observation sheet is analyzed Traditional games that affect the process of learning English Language students Ninth Parallel Year "A" "Basic Education Center" Dr. José Vicente Luque" Tosagua City school year 2014, since the observation students positively perform this research. Thus demonstrating that if the teacher would always apply the games better on the academic performance of their students. (Annexe 4)

10. VERIFICATION OF THE HYPOTHESIS.

The hypothesis was **POSITIVE**, as evidenced question 3 of the survey to the legal representatives you think that today children learn their lessons in English through traditional games? 82.66% of SI response was obtained, if students learn lessons easily through traditional games,

In Question 8 Do you believe that the use of traditional games methodological procedure facilitates the teaching of the English language? 82, 76% lean towards the option facilitates the methodological process in teaching English.

Also in the interview to the authority and teacher in question 3 and 8 it was determined that traditional games if you help improve the learning of English Language, during the teaching process.

I can verify is using the observation sheet to students like traditional games for what they are inclined more to the game caught.

Further research it was found the achievement of the objectives in research, because he could see the change in behavior of students using traditional games during the process of learning the English language, thus facilitating the overall development of learners; could achieve further list the preferences that pupils by certain traditional games that it is possible to obtain more attention for learning the English language.

CHAPTER V

11. CONCLUSIONS.

Traditional games is an important element which highlights that there are a large repertoires of psychomotor and sociomotor games.

The teacher rarely applies traditional games in the process teaching and learning because students show little interest in the development of the same, which discourages the teacher and only does so in certain occasions.

The logical or methodological procedures used by teachers help improve the process of learning teaching English language.

Not all traditional games draw attention or students except caught game, hopscotch, bagging, given round, rope and spin.

The level of learning shown by students is low, because no vary and games there is little motivation or in the institution or desprocupation by parts of the legal representatives in homes, to motivate improving learning in a comprehensive manner.

12. RECOMMENDATIONS

It is suggested that teachers encourage students to be participative in class hours when games are applied and thus improve language learning English because this is going to allow them to have a better knowledge of it.

It is recommended that teacher continue to use the logical or methodological process that has in the English language and so achieve better learning in their students.

Both the teacher and the legal representatives of the Ninth students student of Education or incentivize (students) to use other traditional games such as hopscotch, the round, given the caught etc. to be fully developed in their homes and in the educational institution.

Track the cognitive level of students and check the failings of them in the application or of traditional games to help, and have a better learning.

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15. ANNEXES.

ANNEXE # 1



UNIVERSIDAD LAICA ELOY ALFARO DE MANABI EXTENSIÓN CHONE

Bachelor in Science of Education- Mention English

SURVEY DIRECTED TO: Legal Representatives of the Ninth "A" Basic Education Center "Dr José Vicente Luque" city Tosagua, during the first quimestre the academic year 2014.

OBJECTIVE: To determine the incidence of the Traditional Games in the process of learning the English language students of the Ninth "A" Basic Education Center " Dr. José Vicente Luque " city Tosagua.

INSTRUCTIONS: Mark (x) as appropriate according to happen.

1. Do you know the traditional games in the education and learning of the English language?

A lot of

Little

Nothing

2. Do you believe that the teaching of the subject matter of English applied traditional games to the students?

Always

Sometimes

Never

3. Do you consider that nowadays children will learn their lessons in English through the traditional games?

Yes

No

Sometimes

4 - Do you consider that the methodology to apply traditional games help you're represented in the process of learning the English language?

Good

Very good

Regular

5- What are the traditional games that most children apply in their home?

Die

Hoscotch

Caught

Round

6. - Are you currently the traditional games are applied in the English language?

Yes

No

Sometimes

7. - According to what you can watch at home. What is the level of learning in the English language of its represented with the use of the traditional games?

Lofty

Average

Low-Lying

8- Do you think that the use of the traditional games provides the methodological procedure in English language teaching?

Yes

No

ANNEXE # 2



**UNIVERSIDAD LAICA ELOY ALFARO DE MANABI
EXTENSIÓN CHONE**

Bachelor in Science of Education- Mention English

INTERVIW DIRECTED TO: Principal of Basic Education Center “Dr José Vicente Luque “

OBJECTIVE: To determine the incidence of the Traditional Games in the process of learning the English language students of the Ninth "A" Basic Education Center " Dr. José Vicente Luque " city Tosagua.

INFORMATIVE DATE:

INTERVIEWER: Carmen María Pin López

- 1.-What do you think about traditional games?
2. Why is the application of traditional games important in the English language?
3. Do you think that traditional games improve the teaching-learning in the English language?
4. Do you think that traditional games should relate in the process of teaching and learning English?

5. What knowledge do you have of traditional games in the process of teaching and learning?

6. How do you visualize the current status of traditional games in the teaching-learning process of the English language?

7. What is the methodology used in the English language to facilitate the overall development of students Ninth Year Basic?

8. Do you think that the teaching of English area applies traditional games in the teaching-learning process?

ANNEXE # 3



UNIVERSIDAD LAICA ELOY ALFARO DE MANABI EXTENSIÓN CHONE

Bachelor in Science of Education- Mention English

SURVEY DIRECTED TO: Teacher of the Ninth "A" Basic Education Center "Dr José Vicente Luque "city Tosagua, during the first quimestre the academic year 2014.

OBJECTIVE: To determine the incidence of the Traditional Games in the process of learning the English language students of the Ninth "A" Basic Education Center " Dr. José Vicente Luque " city Tosagua.

INSTRUCTIONS: I would be grateful is you answered the following questions, they are intended to improve the teaching of English language learning.

1. Do you think the implementation of traditional games process teaching-learning? Why?
2. Are you a teacher with great margins for creativity when implementing traditional games? Why
3. How often do you apply traditional games in the education?
4. Do you think that students are satisfied by traditional tailored suits?
5. What other teaching methods would you use for teaching to you students?

6. What you give added value to traditional games, practiced in the classroom?

7. When would you use traditional games in the teaching-learning process?

ANNEXE # 4



UNIVERSIDAD LAICA ELOY ALFARO DE MANABI

EXTENSIÓN CHONE

Bachelor in Science of Education- Mention English

OBSERVATION SHEET

1. - Place and date: _____
2. - Type of observation: _____
- 3.- Directed to: (Students of Ninth Basic Year Parallel "A")
- 4.- Investigation Theme: To determine the incidence of the Traditional Games in the process of learning the English language students of the Ninth "A" Basic Education Center " Dr. José Vicente Luque " city Tosagua.

N°	DESCRIPTION OF ACTIVITIES	INDICATORS			What traditional games I like	The games are more inclined.		
		ALWAYS	SOMETIMES	NEVER		A LOT OF	LITTLE	NOTHING
1	Do they attend classes punctually?	X			Spin		X	
2	Does the teacher develops the class with games?		X		Marble		X	
3	Do they work students in English classes		X		Challenge		X	
4	Are dynamic English class?		X		Caught	X		
5	Are participatory in the process of teaching and learning?		X		Round		X	
6	Does the teaching of English has charisma to teach the classes?	X			Hopsotch		X	
7	Does the teacher dominates the process of games?	X			Dice		X	
8	Do you students are motivated by a dynamic class?	X			Alert			X
9	Are traditional games help theteaching-learning process?	X			Rope			X



Look at the Students for the observation sheet student of Ninth Year



Observation the teacher in his class



Applying the respective interview to the Principal of the Institution.



Applying the respective interview to a Teacher of English area.