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EXTENSIÓN EL CARMEN

CAREER IN LANGUAGES - ENGLISH MAJOR

Creada Ley No. 10 – Registro Oficial 313 de Noviembre 13 de 1985

**RESEARCH WORK**

**Prior to obtaining the Bachelor Degree in Languages - English Major.**

BOARD GAMES WITH CHIPS AND THEIR INFLUENCE ON THE DEVELOPMENT OF THE SPEAKING SKILL IN ENGLISH LANGUAGE IN THE 8<sup>TH</sup> GRADE “A” STUDENTS AT “ELIAS CEDEÑO JERVES” EDUCATIONAL UNIT, EL PORVENIR COMMUNITY, EL CARMEN–MANABI PROVINCE, 2017 – 2018 ACADEMIC PERIOD.

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## **TUTOR'S CERTIFICATION**

The undersigned, Tutor of thesis of the Universidad Laica "Eloy Alfaro" de Manabí, Extension El Carmen,

CERTIFIES:

That this research work has been closely monitored and reviewed on: **BOARD GAMES WITH CHIPS AND THEIR INFLUENCE ON THE DEVELOPMENT OF THE SPEAKING SKILL IN ENGLISH LANGUAGE IN THE 8<sup>TH</sup> GRADE "A" STUDENTS AT "ELIAS CEDEÑO JERVES" EDUCATIONAL UNIT, EL PORVENIR COMMUNITY, EL CARMEN – MANABI PROVINCE, 2017 – 2108 ACADEMIC PERIOD**, which is ready for presentation and suitable for defense. The opinions and concepts expressed in this thesis are a product of the work, perseverance and originality of its author: LÓPEZ SÁNCHEZ YOMAIRA LILIBETH being her exclusive responsibility.

**El Carmen, february 2018**

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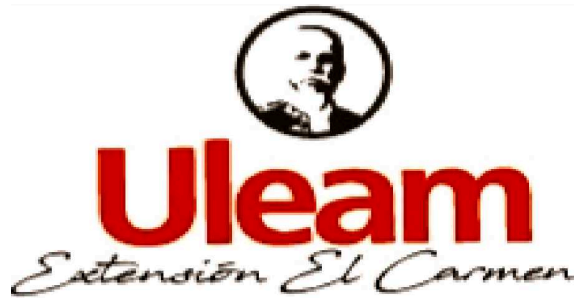
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## **DECLARATION OF AUTHOR**

I LÓPEZ SÁNCHEZ YOMAIRA LILIBETH, with identify Card N°. 2300456171, I am responsible for the ideas, doctrines, results and alternative guidelines made in this research that has as its theme:**BOARD GAMES WITH CHIPS AND THEIR INFLUENCE ON THE DEVELOPMENT OF THE SPEAKING SKILL IN ENGLISH LANGUAGE IN THE 8<sup>TH</sup> GRADE “A” STUDENTS AT “ELIAS CEDEÑO JERVES” EDUCATIONAL UNIT, EL PORVENIR COMMUNITY, EL CARMEN – MANABI PROVINCE, 2017 – 2108 ACADEMIC PERIOD**,and the intellectual property of the research work belongs to the Laica “Eloy Alfaro” University Extension in El Carmen.

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**APROVAL OF RESEARCH WORK**

Members of the examining court approve the investigation report, about the topic: **BOARD GAMES WITH CHIPS AND THEIR INFLUENCE ON THE DEVELOPMENT OF THE SPEAKING SKILL IN ENGLISH LANGUAGE IN THE 8<sup>TH</sup> GRADE “A” STUDENTS AT “ELIAS CEDEÑO JERVES” EDUCATIONAL UNIT, EL PORVENIR COMMUNITY, EL CARMEN – MANABI PROVINCE, 2017 – 2018 ACADEMIC PERIOD.** Pre graduated student of Science Education career, Specialized English.

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## **DEDICATION**

I want to dedicate this work to God that has given me the strength to finish this investigation work, to my parents that have given me the existence and in her the capacity to overcome me and to want the best thing in each step for this road difficult and arduous of the life, to my husband and son that are my inspiration of to improve every day and to forge the person that now am.

To my teachers and friends that we is necessary to cheer up in walking for the life, because each one of you has motivated my dreams and hope in reaching a more human world and with love, thanks to all those that have traveled with me this road and they have become trained to make a person of success.

## **APPRECIATION**

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## TABLE OF CONTENTS

|                                 |     |
|---------------------------------|-----|
| RESEARCH WORK .....             | I   |
| TUTOR'S CERTIFICATION .....     | II  |
| DECLARATION OF THE AUTHOR.....  | III |
| APPROVAL OF RESEARCH WORK ..... | IV  |
| DEDICATION.....                 | V   |
| APPRECIATION.....               | VI  |
| INTRODUCTION.....               | 11  |
| JUSTIFICATION .....             | 13  |

### CHAPTER I

|  |    |
|--|----|
| 1. THEORETICAL FRAMEWORK .....   | 14 |
| 1.1 The board games with chips in the teaching of the English language ..... | 14 |
| 1.1.2 Definition .....   | 14 |
| 1.1.2 Importance of the board games with chips.....                          | 15 |
| 1.1.3 Influence of the board games with chips in the classroom .....         | 15 |
| 1.1.4 The board games with chips and English teaching .....                  | 16 |
| 1.1.5 Types of the board games with chips.....                               | 17 |
| 1.1.6 The board games with chips as didactic innovative material.....        | 21 |

|  |    |
|--|----|
| 1.2 The speaking skill in English language.....  | 22 |
| 1.2.1 Definition .....   | 22 |
| 1.2.2 Importance of speaking in English .....  | 23 |
| 1.2.3 Characteristic of the speaking skill in English .....                                    | 24 |
| 1.2.4 The didactic innovative materials and their influence in English's teaching .....        | 25 |
| 1.3 The Relationship between the board games with chips and the speaking skill in English..... | 26 |

## CHAPTER II

|   |    |
|---|----|
| 2. DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....                            | 27 |
| 2.1 Result of the questionnairi administered on the students of 8° grade "A"..... | 27 |
| 2.2Result of the interview conducted with the english language teachers.....      | 33 |
| 2.3 Result of the interview conducted the Rector of the institution .....         | 36 |

## CHAPTER III

|                                   |    |
|-----------------------------------|----|
| 3.PROPOSAL.....                   | 38 |
| 3.1. Proposal of the título ..... | 38 |
| 3.2. Informative data.....        | 38 |
| 3.3. Diagnosis.....               | 39 |
| 3.4 Justification .....           | 39 |



|   |    |
|---|----|
| 3.5.Objectives .....  | 40 |
| 3.5.1 General Objective .....   | 40 |
| 3.5.2 Specific Objectives .....   | 40 |
| 3.6. Description of the proposal .....  | 40 |
| 3.6.1 To design a didactic guide of board games with chips, in the development of the speaking skill<br>in English..... | 41 |
| 3.7 Resources.....  | 51 |
| 3.8 Responsible.....  | 51 |
| CONCLUSIONS .....   | 52 |
| RECOMMENDATIONS .....   | 53 |
| BIBLIOGRAPHY .....  | 54 |
| ANNEXES .....   | 58 |

## SUMMARY

The contribution that has the board games with chips as didactic innovative material in the development of the speaking skill in English language in the students of 8° grade "A", it is used as significant base to the moment to learn English clear and precise outlined objectives that they determine the level and learning quality being the board games with chips, didactic innovative material in the teaching of developing the skill to speak among the students of the "Elías Cedeño Jerves" Educational Unit, it is applied methods of explanatory and descriptive type with a sample among students and educational of the Educational Unit, before mentioned.

The investigative work contributes the necessary sustenance to proceed to develop and to implement that of effective teaching and dynamics that motivate the students to develop the speaking skill in an effective way by means of the board games with chips, it is necessary to emphasize that you can determine the importance of implanting of the game as didactic innovative material in the teaching of the students allowing to learn in an amusing way, it is necessary to keep in mind the necessity to implement didactic innovators materials adapted with the objective that all that planned is fulfilled quality being captured in the academic success on behalf of the students.

## INTRODUCTION

In the current world the game has transformed into the main nucleus, linked to the education since the students have better concentration in the classes when this didactic innovative type of materials is used, obtaining a significant learning.

According to the upgrade and curricular invigoration the General Basic (EGB) Education 2010, the education for the Ministry of Education. The education of the XXI century, demands of an educational preparation in several environments and one of them is the didactic innovators materials to improve the quality of the Ecuadorian education.

English's area, valuing the level of acting of the objectives and educational indicators, by means of a diagnosis of knowledge in the 8° grade "A" of the "Elías Cedeño Jerves" Educational Unit, El Porvenir Community, I have determined that they are scarce. Among the reasons of this antecedent, it is deduced that the educational in a scarce way elaborates didactic innovator materials to improve the contents of this study area. Reason why they are not developed the significant learning that they encourage to each student's active paper, appropriately in the development of the speaking skill in English language.

For the formulation of this work, the problem was: Limit use of didactic innovator materials to develop of the speaking skill in english language in the 8<sup>th</sup> grade “a” students at “Elias Cedeño Jerves” educational unit, El Porvenir community, El Carmen–Manabi Province, 2017-2018 academic period.

In order to systematize the research, the following questions were asked:

Does the teacher use board games with chips on development of the speaking skill in English?, What factors limit use of boards games with chips on development of the speaking skill in English?, What strategies does the teacher use to develop the speaking skill in students?, What is the relationship between board games with chips and the speaking skill in English? And finally, what alternative solutions have been prposed solve this problem?

The general objective was to determine the influence of didactic innovative materials to development of the speaking skill in English language, in the 8th grade "A" students at “Elias CedeñoJerves” Educational Unit, El Porvenir community, El Carmen-Manabí, 2017-2018 academic period.

The following scientific objective:

Determine the use od board games with chips in the teacher to development of the speaking skill in students, Indicate the factors that limt the use of board games with chips on development of the

speaking skill in English, establish strategies used by the teacher to develop of the speaking skill in English, analyze the the extent to which board games with chips affect the development of the speaking skill in English; Proponer an alternative solution to development of the speaking skill English in students..

In this work the conceptualizations of several authors could also be observed who contributed more relevance to the research work, one of the methods that was used to procure the information of the investigation was the interview and the survey was also used, it was applied as much the deductive method as the inductive one, summarizing the information in the following chapters.

**Chapter I:** is justified the idea of the investigation more the conceptualizations of the more variables its subtemas what they allowed to verify its relationship with our investigation topic and by means of different points of view they have more foundation to the same one.

**Chapter II:** show up the interviews and surveys carried out the educational ones and students of the "Elías Cedeño Jerves" Educational Unit, and the results that they were obtained in the same one.

**Chapter III:** show up the proposal that it is the incidence of the board game with chips as didactic innovator material to develop the speaking skill in the English language. Besides the conclusions and pertinent recommendations, their bibliography and the respective annexes.

## JUSTIFICATION

The learning of the English language has transformed into a necessity in our society, keeping in mind that it is a universal language; it is for that that in the educational centers the learning of this language has been implemented in the students. It is looked for to create conscience in the teachers that use the materials appropriate didactic innovator that allow to carry out an active teaching process in which the students are the authors of their own knowledge

The purpose of this investigation is to use the board games with chips in the students of 8° grade "A" of the "Elías Cedeño Jerves" Educational Unit, transforming the teaching process into a pleasant and participatory moment between the students and the teacher, they can bring near to the teachers to the particularities and its students' necessities. This is possible because the board games with chips believes an interesting atmosphere, where the students are expressed their interest more freely to learn.

In consequence the teachers have to be careful with the teaching process and to have a permanent upgrade of the knowledge because by means of this they will have the skill to guide in the complexity of the teaching. To make appropriate decisions as for the didactic innovative materials that they get the attention of the students toward the most critical and deep knowledge in the English language.

This investigation will be feasible because it had the support of the authorities of the facility, of the teachers and the students of the 8°grado "A" of the "Elías Cedeño Jerves" Educational Unit.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 The board games with chips in the teaching of English language

##### 1.1.1 Definition

The board games with chips is fundamental in the teaching of English language, according to Huizinga it is temporary and space certain "Action, according to absolute obligatory, although freely accepted rules, action that has an end in itself and it is accompanied by a feeling of tension and happiness" (Huizinga 2000)

A while ago, English has taught it to him in a non appropriate very structured and formal way that which has caused in the students a negative idea of the learning of the English language and it has created a feeling of rejection. This game type is important in English's learning, since the board games with chips contains words related with the environment and they learn how to have a good time obtaining a bigger benefit to acquire new knowledge.

The board games with chips is a didactic innovative material that helps to the teacher to impart its classes of English in a more dynamic and more interesting way among the students, that which improves the quality of the teaching of the English language, it contributes hours of entertainment for the educational one and the students, it also allows them to stimulate the mind to challenge the linguistic dexterity.

The games is amusement and learning source, it is tried to develop the speaking skill in the students, to stimulate the communication, to help to develop the imagination to facilitate the acquisition of new concepts, to foment the individual amusement and in group, to develop the logic and the common sense, to provide experiences, to explore potentialities and limitations, to help to the physical and mental development, to foment the respect to the other ones and its cultures.(Batllori 2005)

The board games with chips is an appropriate way to develop the speaking skill in English in the students, the educational one impels its affection to learn new words that become repetitive, that which helps the students to constantly relate them and to memorize, can learn this way the meaning of each word, since the board games with chips requires of repetition and amusement.

### **1.1.2 Importance of the board games with chips**

The different activities that are based on the board games with chips that allow assisting aspects that are as important for the student's development cognitive as the following ones: the participation in class, the creativity and originality, the sociability, and the creation of a behavior pattern in class. But what we should never forget is that behind each game there is a didactic specific objective.(Rubio & Garcia Conesa 2013)

The board games with chips is important for the teaching of the English language, because it contributes in the development of the skill of speaking that they prepare the student to be able to carry out the activities that carry out when they is a professional. Teachers come the board games with chips as a preparatory necessary exercise for the maturation that is not reached but at the end of the educational process "This is in fact good to play and preparation for the life."

The importance of this game is of learning the language in a more amusing way, this way to increase the interest and the skill of speaking of the students, what becomes trained transforms into something easier and more creative, the student also has the satisfaction of learning a flexion different from her maternal language.(Leyva Garzon, 2011)

All this, takes them to consider the game like a didactic material for the teaching of speaking English because it serves as base to foment the creativity and to show the necessity of the playful followed by the pleasure that produces the game and that, like Fingerman affirms (1970:69), [.] he/she makes that the game stays in foot, challenging the fatigue with a renovated enjoyment that it is that of the victory and that of the success. (Piquer Farmer 2008)

It is important to apply the board games with chips in English's teaching because their helps the student be related among the educational one, the classes are more creative and more dynamic that which will call the attention of the students and awakening interest to develop the speaking skill in English, creating a friendly atmosphere and strengthening the students to be investigative, creative, identify and learn on their surroundings, secure their fluency and verbal expression.

### **1.1.3 The influence of the games boards with chips in the classroom**

The influence of the games makes that the foreign language is of immediate utility for the students.Through the games, the students can learn English in the same way that to learns their maternal language, without being aware that they are studying it and learning. The shyest students can even participate in a positive way. (Rubio & Garcia Conesa 2013)

Making use of the board games with chips in the classroom impacts in the teaching-learning process, because it constitutes a good practice of the dexterity of speaking of the students, as well as the comunicaciom, also to develop the receptive activity, it allows them to perfect the intonation, the accent and in a productive way to speak English, fomenting the conversation and facilitating the use of words, as well as the introduction of topics of interest for the class.

This knowledge of the structure of the games allows her to carry out modifications on the superficial structure of the game, more complex or simpler outlined proposals that assist to the previous knowledge of the children, offer new problems and facilitate the construction of new resolution strategies. (Palopoli 2006)

The use of the board games with chips help to develop the speaking skil, to strengthen the knowledge to the students so that they can be expressed with other people that to speak English and to improve the quality of professional life, therefore the outlined topic is based in that if you the use of the board games with chips, then you can favor the development of speaking in the process of teaching-learning of the English language.

The board games with chips allows the students to create new ideas, to enrich its knowledge in the dexterity of speaking English, increasing the necessities or the desires to learn this language, According to Palopoli "A boy that doesn't play will be for that reason an adult that can think, besides being the boy's basic necessity it should also be an inalienable" right (Palopoli 2006)

#### **1.1.4 The board games with chips and English's teaching**

From the psychological point of view the game reflects what is the boy, its interior world, its being's integrity and it constitutes an expression of its mental evolution. Therefore they allow studying the tendencies of the children and girls, their inclinations and their deficiencies. They develop their analysis powers, concentration, synthesis, abstraction and generalization, the boy and the girl when solving varied situations that show up in the game warn their intelligence, it conditions their mental powers with the experiences lived to solve many problems of the daily life later.(Ortega 2012)

It is considered the game like an activity of great contribution for the development and learning. The game is a more effective instrument, because through the experience of applying it the students express its interest and motivation to learn to speak English this way, the students acquires the capacity to understand and to communicate in this language and this way to be able to face a world in constant competition.



The one that has to dominate the vocabulary and the grammar to carry out the activity is the teacher, not the boy. Provided the teacher feels comfortable with English's level when being expressed and of directing the activity. If their level is above the exposed one in the activities, use it. What intends is a minimum level, not a maximum level. As much as adult is English's level to which the student is exposed more she will learn. (Utrera 2012)

One of the fundamental ideas is to relate English with the game, to teach to the students to communicate in English. With the board games with chips looked at the figures they will learn the meaning of each word relatively and they will be able to speak in English: they used the game for their learns the first verbs and this way to go increasing the knowledge of the language progressively.

A didactic game should have a series of objectives that they will allow to the educational one to establish the goals that are wanted to achieve with the students; among the objectives they can be mentioned. To outline a problem that will be solved in a compression level that implies certain grades of difficulty. To secure in an attractive way the concepts, procedures and attitudes contemplated in the program. To offer a mean to stop to work in team in a pleasant and satisfactory way. (Chacon 2008)

The board games with chips non alone is a game but rather it is since a primordial material for English's teaching by means of this game the teacher they can make of its classes they are more attractive and increasing the level of speaking in English, facilitating the communication among the students, it also allows them to socialize its ideas improving the capacities and dexterity to learn this foreign language.

### **1.1.5 Types of the boards games with chips**

#### **Parchís**

**Origin:** Hindu

**History:** it is an almost identical slope of the I Rub, introduced in England in 1896. The parchís is I inherit direct of the game of origin denominated Indian parchises, this you game on a cloth board in cross form, extended on the floor or in a table. In the spaces of Agra big parchís boards exist with cosillas of red and white marble in those that the emperor played.(Garcia &Torrijos 2002)

**Game type:** of career.

Players' numbers: of two to cuatros players.

**Duration:** variable.

**Content:** a board, 16 records of colors and a couple of dice.

**Boards:** he/she has cross form around which willing 68 stalls are 16 of the one which are called sure.

**Records:** it is used four groups of four records with a different color for each one. Each player uses the group of records of a color.

**Objective:** the game consists on the four chips that it is outside of the board to its final position happening. For it, it is necessary to cross all the cells avoiding to be eaten by another player.

**Explanation:** at the beginning of the departure the chips are placed in the house of corresponding color, except for a color chips located in their corresponding exit stall. The players throw the die in successive shifts. They are said that participant is the one that begins to play, tossing him/her luck with the die and giving priority to which obtains the highest number. Once defined who the game begins, it will continue for left shifts to right. (Garcia &Torrijos 2002)

### **Snakes and stairways**

**Origin: Hindu**

**History:** this old game you originate in India and it is used to teach to the children religion. Here the squares of the good allow to a to play to ascend at most high in the life, while the wrong will reduce the player at most under. The well is represented with virtues and values, while the wrong with the bad habits and defects. At the moment the moral allusions almost have disappeared and the versions have been simplified. (Garcia &Torrijos 2002)

**Game type:** of competition

Players' numbers: two or more people

**Duration:** variable

**Explanation:** before indicating the departure, the players decide who carried out the first movement. The movements consist on going incorporating to the board with chips from the own color to reason of one for shift. As a result of the vertical position of the board and of their hollow design for column, the records allow to fall until the. I am founded of the column, if this was empty or be above the last chips hurtled in the same one if he was not. The player that is able to connect three chips of the same color continued in oneself direct line conquers. (Garcia &Torrijos 2002)

### **Trivial pursuit**

**Origin:** Canadian

**History:** the game the trivial pursuit is the antecedent of the trivia game, of knowledge. The trivial pursuit was invented by two Canadian journalists in the second half of the XX century. They were sold more than 15 million copies in single three years. (Garcia &Torrijos 2002)

**Game type:** of knowledge

Players' numbers: those that is required

**Duration:** variable

**Content:** a board, chips and a couple of dice.

**Boards:** it is a rectangular board that has in the center a hexagonal stall.

**Chips:** Chips for each player and six wedge or cake slice, each one of the portions is of color of a topic and cards that contain the question on one hand and for other the one restored.

**Objectives:** to arrive to the central stall and to respond a question of the elected topic for the other players. Before arriving to that point, the player should have won all the portions of his cake and to have responded without error to a question for each topic.

**Explanation:** it can be played in form singular or in team. To settle down who throws first, the players throw the die and the one that gets the highest puntación, is the one that begins. The chips start up from the central stall and the number of stalls that you/they mark the dice advance. You can choose the address that wants, the objectives it is to arrive to the main stall of a topic to respond the question and to obtain the portion of the corresponding cake. (Garcia &Torrijos 2002)

If the player responds correctly to the question, he can throw again and to advance his chips. The player continues throwing while I can respond to the questions, in the moment that fails, the shift passes the player of the left. When a player has completed his cake he should go to the central stall to win the departure. Once in the stall, he/she is asked another question, if he/she answers correctly, it wins the game. (Garcia &Torrijos 2002)

## **Marathon**

**Origin:** the game of trivial

**History:** this type of game appearance in Mexico for the decade of the seventy in fascicles that were sold weekly in the newspaper position and I cause furor. After so much success, commercial versions were made for infantile public's type, the adolescent and the adult. So far they don't exist another game in their type that looks like each other.(Garcia & Torrijos, 2002)

**Game type:** of knowledge

Players' number: from two at six or for team

**Duration:** variable

**Content:** a board, cards with questions and answer, chips of colors and a couple of dice.

**Boards:** it is rectangular with rails, exit and goal.

**Chips:** they are approximately 500 cards with questions and answers.

**Objectives:** it is to arrive before nobody to the goal and to win to the ignorance that has a rail if somebody doesn't know it the answer; they are the points that the player lost advances.

**Explanation:** the dice are thrown by shifts. The number that comes out determines the topic of the question that, he/she already has a number of points that you/they go of the one at the three, if a player finds the point of the question it advances if it fails, it advances him the ignorance. The cards that it is used put on behind or under the other ones and so forth. It wins first who arrives to the goal.(Garcia &Torrijos 2002)

## **Monopoly**

**Origin:** Tourist

**History:** Charles Darrow, an American engineer, transformed to the monopoly into one of the maximum of the capitalism, with the players fighting to get properties and to put an end to the other players. Its first intent of marketing it fails, for that he/she made in independent form the first 500 copies. For the high sales, it attracted Parker's attention Brothers who had rejected it to consider that the game had 52 fundamental errors in a principle. (Garcia &Torrijos 2002)

To the end of a time, he/she was discovered that there was another patent of the same game, called Finance that resembled that of Magie, the true inventora a lot. Parker Brothers, I buy all the patents and to Magie, he/she paid him/her a misery for his. (Garcia &Torrijos 2002)

**Game type:** of strategy

Players' number: from two at eight

**Duration:** variable, is generally long

**Content:** a special board, notes, properties in titles and in small pieces, cards of surprises, etc.

**Board:** depending in each country where this game type is sold is adapted autochthonous things as some of its streets. It is full with properties, airlines, bank, etc.

**Pieces:** they are small among them there are towers, buildings, houses and cars.

**Objective:** it is about to acquire the biggest number of goods and to make the other players to be in the

crash.

**Explanation:** it is a game where certain quantity of money is distributed and they are advanced by shifts, they leave buying properties that are placed in the board and when the other players arrive to fall there, one has to pay very high quantities of money and in that way one begins to win and to leave to the other ones in bankruptcy. It wins the one that becomes very rich and it loses the he/she is left without money and without properties. (Garcia & Torrijos 2002)

## **Chess**

**Origin of the game:** Hindu Chaturanga

**History:** on the cradle and antiquity of the millennial chess is diverse hypothesis, however, enough historians accept the warlike game of Hindu Chaturanga as its origin documented in Sanskrit starting from 500 B.C. it traveled from east to West: Persian and Arabs enriched it. These last brought it to the Iberian peninsula in 800, being completed their diffusion by the rest of Europe in 1100s. During the Middle Ages, it was exclusive of the dominant classes, highlighting the codex chess book, dice and charts, of the King and the Sage. (Batlle 2009)

**Game type:** strategy

Players' number: two

**Duration:** variable

### **1.1.6 The board games with chips as didactic innovative material**

Among the necessary elements for the oral production, the author affirms that English's effective speakers need to be, not solely able of producing phonemes individually, but also to use them with fluency, it is for that reason that it should be involved to the student body in activities that they help to improve speaking. In this respect Celce-Murcia (mentioned by Carvajal) it exposes that "the objective of the component of speaking in a language class should be outside the acquisition of the ability of the communication real oral point and inside the class" (Carvajal, teaching of English in secondary: an innovative proposal 2013)

To be able to produce an oral language it is primordial to use the board games with chips as didactic innovative materials, since in many of the occasions the students lose the connection of how a word is pronounced, improving the quality of teaching of English of the students, the educational ones have to carry out a series of didactic innovators materials to achieve the students to obtain the speaking skill

with fluency.

An education of quality requires, for ende, changes sustáncienles to the conventional forms from how one has come approaching this and they will have to be made from pedagogic methodologies that have demonstrated its effectiveness; we see this way like in these educational practices the necessity has been created of adapting strategies facilitadoras of the process teaching-learning and among these, to know that they goes to teach or as facilitating the means that will allow to the teacher, to know that they goes to teach or as fixing the pedagogic premeditation and the didactic materials that it will use like instrument mediator, facilitator and potencializar to impact in the student's education.(Murillo 2013)

In the program of the education in their planning has as objective to apply the didactic innovative materials in the teaching, fomenting the importance that has the board game with chips facilitating the interest to learn this foreign language, motivating the students when developing the speaking skill and their active participation without any fear when communicating. Offering a more exact and more effective notion to the moment of they teach the English language as second language.

## **1.2 The speaking skill in English language**

### **1.2.1 Definition**

In the study of the language it is not in teaching sequences, there are four things that the teacher have to make with the new language: to be exposed to him, to understand their meaning, to understand their form (as it is built) and to practice it, this way will be exposed to the expressive and understanding domain of the verbal mechanism of communication and representation that constitute the base of the whole social interaction and for ende, of all learning. It is mentioned that the teaching is implicit in the learning, this teaching will be the demonstration or help that theyare offered to the learning so that they knows or learn through instructions, of a guide, and the knowledge.(Carvajal, teaching of English in secondary: an innovative proposal 2013)

For people when dominating the art of speaking is the most important thing in the moment to learn a second language and the success to the moment to establish a conversation, the speaking skill in English is a necessary tool for the society through this language globalizado, to be able to consent to the outlines of the necessities of our environment.

The English language gives talkative many functions and there is not why to request that it possesses

homogeneity every time that is heard. On the contrary, there are many data that they suggests that English is varied as the diverse people group that they speak to it, as varied as the diversity of what that whole people say and to who say it, and as varied as the different reasons that they possess to have chosen to speak English.(Kirk 2007)

To develop the speaking skill in English is a strategy for the communication creating a bigger understanding; it seeks the transmission of contents and emotions. When acquiring the necessary knowledge to be able to speak English, the students were able to obtain a conversation among them same with more fluency.

### **1.2.2 Importancia of speaking in English**

The importance that gives the current society at English's levels their children. As we have already seen, the children have a linguistic high capacity, for what surely all will learn how to communicate in English in a bilingual school, but we should not underestimate the paper of the parents in the linguistic development of their children. To speak our children in English at home from small will give them a base in that language that they helped them vastly when arriving to the school age. (Guitierrez& Canals 2016)

To speak English is important because it is a language used internationally, since it is an indispensable requirement in diverse academic, labor, cultural or tourist environments, in the society of the international communication the necessity of the professionals is competent it is indispensable that they know how to speak English and that they always have present the importance of knowing a second language, to speak and to understand English facilitating the coexistence and acceptance of other cultures unaware to the own one.

One of the most recent turns in the teaching of foreign language that displacement, from methods and other external visions or from top to bottom of the teaching to a focus that they looks for to understand it in their own terms. This focus begins with the same professors and the real processes of teaching, and it is about obtaining a better understanding of these explored processes, with the professors, they make it and because they make it.(Charles)

The educational one has an important task, it is to motivate the students to fasten English in a methodological way, implementing this way practices it adapted in the living room of classes, and to transmit English's natural teaching by means of the game, he/she will obtain this way a very amusing class and with the students' a lot of participation inside the classroom.

### 1.2.3 Characteristic of the speaking skill in English

For they learn to speak English we should know which the most important characteristics are to develop this skill.

- **To play**
- **Have a newspaper spoken in English**
- **Chips you speaking in English**
- **They thinks of English**
- **To use your body to speak English**
- **They learns every morning four word**
- **It makes a pact one hour to English's week with your family**
- **They listens what your class partners say**

**To play:** to apply a game among the partners in the class living room will allow us to acquire new words to go polishing our vocabulary.(Chacon, 2008)

**Have a newspaper spoken in English:** It chips your ideas in English every night before to go to the bed. You can listen the recording at the end of the week. If you cannot have a chips newspaper, write it then. He/she takes notes of the most important conversations that you dressed in English. It uses this to be able to see your progress during the week and intend new goals.(Angela Celis, 1998)

**Chips you they speak in English:** It chips your own voice although you don't like it, this and I put very useful of seeing where these failing when you speak English. If at some time you end up lacking motivation, he/she looks at that list of things that you make well and cheer up to continue learning and to speak English.(Armijos, 2013)

**They thinks of English:** it is a good strategy of improving your spoken English and you can make it in any moment or place. You can speak in English with you making normal things the whole day.

If these in street in the bus, then it describes to the person or the things that are around in your.(Bello, 2003)

**To use your body to speak English:** it is very important to speak English to use expressions, corporal language and facial expressions to explain to you or to stress something, he/she tries to read what the other person's corporal language is meaning them.(Batlle, 2009)

**They learns every morning four words:** every morning he/she thinks four words of your language that you don't know in English and write them in a notebook, so that in the course of the day you can study this way them to learn four new words.(Carlos van-der Hofstadt Roman, 2006)



**It makes a pact one hour to English's week with your family:** you can make it one weekend where the whole family is gathered the whole family he/she can have this way also English's hour.

He/she listens what your class partners say: to listen with a lot of attention the sentences that your partners say and if they make some error.

#### **1.2.4 Innovative teaching materials and their incidence on the teaching English**

Management of educational materials in the teaching-learning process. The incorporation of didactic innovative materials in the classroom allowed the construction of a new theoretical approach, as they entered the teaching-learning process as an important component in the construction of knowledge and not in the quality of play or creative medium. This new approach is based on the consideration of learning materials, which acquire pedagogical value through proper management, constituting a source of experience and concrete situations, essential in the first years of training.(Bello, 2003)

The didactic innovative materials is a very useful instrument for teaching the English language, which allows teachers to transmit their knowledge in a pedagogical way, different if they fall into the monotony of a boring teaching reaching all the objectives proposed before teach a class and feel comfortable with the results obtained.

In any classroom and educational center it is common to find, now, a more or less broad set of different resources, media or materials, which are used for educational purposes. The innovative teaching materials in this sense are an integral part of the Educational Unit practices in which it is integrated in some way.(Escudero, 1999)

Nowadays the innovative didactic materials are integrated to the development of any lucid activity in the classroom without resorting to any text, since using such materials the teacher becomes more pedagogical and creative, we can affirm that without the use of the didactic innovative materials, it is not possible to bring to the classroom practice a program or an educational innovation project.

### **1.3 Relationship between the board game with chips and the skill of the speaking skill in English**

In the language class the game favors a global communicative behavior through the body, sensitivity and intellect. During the teaching-learning process of a foreign language there are several advantages through the game because there is a diversity of competencies to be put into practice. (Armijos, 2013)

Applying traditional teaching methods causes classes to be boring. A timely way to capture the attention of students is teaching through play. The game is a practical and effective material, where great positive benefits are obtained, including the creation of opportunities to communicate in a relaxed, friendly and full of interest to participate in the classroom, improving the skill to speak English of students.

The board games with chips is a physical or mental activity that is used for students' motivation and fun, but it is a very important educational tool when it comes to developing the speaking skill in English because it allows students to talk among them. Of the new experiences lived through the game.

Students are in authentic communication situations where no one can speak in their place. It is they who are responsible for the use they give to the language studied. Participating in a game needs a real implication for the development of the skill to speak English. (Cristal, 2015)

From early childhood, to adulthood, the board games with chips granting skills such as developing the speaking skill in English, causing students to want to learn this language through said game, where the teacher creates a pleasant atmosphere between the students.

The game between more didactic where the child establishes its own rules, will be much more constructive. One sees the future, in a child who played with others freely, a student more didactic where the student can develop the speaking skill. When the board game with chips is used, the student starts all his skill, especially speaking English. We develop all these details through the game in the different stages of our life

## CHAPTER II

### 2. DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

#### 2.1 Result of the questionnaire administered on the students of the 8° grade "A"

1. Does the teacher use the board games with chips in the classroom to develop of the speaking skill in English?

TABLE N°.1

| ORDER | ALTERNATIVE | FREQUENCY | %    |
|-------|-------------|-----------|------|
| A     | YES         | 0         | 0.00 |
| B     | NO          | 26        | 0.00 |
| C     | SOMETIMES   | 0         | 0.00 |
|       | TOTAL       | 26        | 100  |

**SOURCE:** Students of 8°grado "A"

**AUTHOR:** López Sánchez YomairaLilibeth

**DATE:** November, 2017

According to the questionnaire out the students, they are asked if the teacher uses the boards games with chips for the development of the speaking skill in English, the total of those interviewed responded that the teacher doesn't use the board games with chips in English's classes, being 100%; for what none of those interviewed affirms that they use the said game in the teaching of the language.

One can deduce that there is not use of the board games with chips on the part of the teacher, it is considered that the teacher should have basic knowledge about the benefits that can be obtained through the use of the boards games with chips in the development of the speaking skill in English, they helps to maintain the attention and to increase the interest in a more effective way and it facilitates the learning of new words of the language.

Rubio & Garcia (2013) "the game has been used for the amusement in time of leisure but every day they are more the specialists that plead for the game like half suitable to acquire knowledge.

**2. What factor limits the use of the board games with chips for the development of the speaking skill in English in the students?**

**TABLE N° 2**

| <b>ORDER</b> | <b>ALTERNATIVE</b>                                    | <b>FREQUENCY</b> | <b>%</b>     |
|--------------|---|------------------|--------------|
| A            | Little knowledge of the didactic innovative materials | <b>4</b>         | <b>15.40</b> |
| B            | creativity of the educational ones                    | <b>19</b>        | <b>73.00</b> |
| C            | Limited time  | <b>3</b>         | <b>11.60</b> |
|              | Total   | <b>26</b>        | <b>100</b>   |

**SOURCE: Students of 8°grado "A"**

**AUTHOR: López Sánchez YomairaLilibeth**

**DATE: November, 2017**

According to the survey carried out the students the factor that limits the use of the board games with chips for the development of the chips of speaking skill in English, to what they responded 4 interviewed that she is due to the little knowledge of the didactic innovative materials, being 15.40%, 19 of them reveal that it is due to the paca creativity of the teacher, being 73.00%, finally 3 students declared that it is for the limited time, being 11.60%.

From the obtained result one can affirm that the factor that limits the use of the board games with chips, is due to the traditional teaching in English's classes, for the lack of creativity of the teacher that causes indifference in the students when learning English, it is considered favorable inside the classroom a more dynamic teaching for the learning of the language.

Lackwood, Ruiz, & Valdivia (2008) "the didactic materials facilitate the educational active process, centered in the student; they foment the discussion, taking of decisions in group."

**3. Which of these strategies does the teacher use to development of the speaking skill in English in the students?**

**TABLE N° 3**

| <b>ORDER</b> | <b>ALTERNATIVE</b> | <b>FREQUENCY</b> | <b>%</b>   |
|--------------|--------------------|------------------|------------|
| A            | To read            | 26               | 100        |
| B            | Dynamics           | 0                | 0.00       |
| C            | Game               | 0                | 0.00       |
| D            | To repeat a text   | 0                | 0.00       |
|              | <b>TOTAL</b>       | <b>26</b>        | <b>100</b> |

**SOURCE: Students of 8°grado "A"**

**AUTHOR: López Sánchez Yomaira Lilibeth**

**DATE: November, 2017**

They are consulted the students the strategies used by the teacher to develop the speaking skill in English in the students, to what they responded 26 interviewed that the teacher uses the strategy of to Read that represent 100%, none of those interviewed they responds to the dynamics use, games and to repeat a text.

One can observe that most of English's classes are imparted through the strategy of to read that reflect a routine teaching and therefore the students feel with very little enthusiasm to learn to speak English, it is considered opportune that the teacher should use strategies like the games and dynamics, that which goes to make of the most cheerful and creative classes.

Jumbled, (2014) "the study of a language contributes to the development of this competition in a direct way, completing enrichment and filling with understanding and expressive new shades. It should be based on the development of the talkative skills."

**4. By what means does the teacher development of the speaking skill in English in the students?**

**TABLE N°4**

| <b>ORDER</b> | <b>ALTERNATIVE</b> | <b>FREQUENCY</b> | <b>%</b>   |
|--------------|--------------------|------------------|------------|
| A            | Towrite            | 26               | 100        |
| B            | Game               | 0                | 0.00       |
| C            | Drawing            | 0                | 0.00       |
| D            | Song               | 0                | 0.00       |
|              | <b>TOTAL</b>       | <b>26</b>        | <b>100</b> |

**SOURCE: Students of 8°grado "A"**

**AUTHOR: López Sánchez YomairaLilibeth**

**DATE: November, 2017**

Research in the students the means that it uses the teacher in the development of the speaking skill in English, to that which 26 of those interviewed responded that the used mean is the writing, being 100%, those interviewed affirmed that the teacher doesn't use the game like half of teaching, neither the drawing like a mean to teach to speak basic English and less to use the mean of the song to learn new words of the language.

Of the obtained results, it is affirmed that the teacher uses the writing like main mean to impart the teaching of the language, for what is suggested that the teacher learns about the benefits that can be obtained by means of the use of the game to teach to speak English.

Ada & Baker (2001) to "learn how to read is to learn how to understand the message. To read is to extract sense of the words, sentences, sentences and books."

**5. Playing the board games with chips in English's class helps to improve its:**

**TABLE N° 5**

| <b>ORDER</b> | <b>ALTERNATIVE</b> | <b>FREQUENCY</b> | <b>%</b>   |
|--------------|--------------------|------------------|------------|
| A            | Vocabulary         | 2                | 7.70       |
| B            | Pronunciation      | 23               | 88.40      |
| C            | It notarizes       | 1                | 3.90       |
| D            | Grammar            | 0                | 0.00       |
|              | <b>TOTAL</b>       | <b>26</b>        | <b>100</b> |

**SOURCE: Students of 8ºgrado "A"**

**AUTHOR: López Sánchez YomairaLilibeth**

**DATE: November, 2017**

Hewondered to the students that skill improves the use of the board games with chips in English's teaching, to what 23 of those interviewed responded that in its majority they improve the pronunciation of the language a lot, representing the one 88.40%, 2 of those interviewed affirmed that helps in the vocabulary, being 7.70%, 1 of those interviewed expressed that the writing improves English's teaching, none of those interviewed responded that the use of the board game with chips help in the grammar.

Starting from the obtained data, one can affirm that the use of the board games with chips largely helps to the development of the speaking skill in English, it is considered that the teacher should make use of this material since its use it reflects a high percentage that shows in its positive utility being an useful tool and practice.

(Zapata 1989) "The game represents an essential aspect in the infant's development as for that it is bound to the development of the knowledge, of the affectivity, the motricidad and of the boy's socialization."

**6. Would you like the English teacher to apply the board games with chips in the classroom to development of the speaking skill this language?**

**TABLE N° 6**

| <b>ORDER</b> | <b>ALTERNATIVE</b> | <b>FREQUENCY</b> | <b>%</b>   |
|--------------|--------------------|------------------|------------|
| <b>A</b>     | YES                | <b>26</b>        | 100        |
| <b>B</b>     | NO                 | <b>0</b>         | 0.00       |
|              | <b>TOTAL</b>       | <b>26</b>        | <b>100</b> |

**SOURCE: Students of 8°grado "A"**

**AUTHOR: López Sánchez YomairaLilibeth**

**DATE: November, 2017**

To the students they are consulted if they would like that the teacher applied the board games with chips to development of the speaking skill, to those that all responded those interviewed that they would like that the educational one applied the board games with chips, being 100%, none of those interviewed responded that he would not like that it doesn't apply the teacher the board games with chips.

After the results one can say that 100% of the students would like it that the teacher applied the board games with chips to develop the skill to speak English, the desire of the students is that the educational one teaches them with this innovative type of didactic material, what would allow to the students to take more dynamic and more amusing classes and at the same time to learn to speak in English in a more pleasant way, it is dispensable that the educational one has knowledge of all the benefits of the use of the boards games with chips to develop the speaking skill in English.

Solana (2006) "the game use can help the students to improve its skill to solve problem and to acquire high levels of dexterity in the development of the thought"



## **2.2 Result of the interview conducted with the English language teachers.**

### **1. Would you use the board games with chips in the classroom for the development of the speaking skill in English?**

According to teacher Maritza Proaño added that: "the board games with chips is an appropriate and practical instrument to develop the speaking skill of the students and to learn a new language."

According to Fernández (2001) "the board games with chips has been too appropriate because from the educational point of view, they are very interesting since they have all the advantages of the competition games as for development of intellectual capacities."

When the teacher makes use of the board games with chips to develop the speaking skill in English, believe in their classes a more amusing and more dynamic atmosphere for their students, obtaining this way a bigger acceptance to learn this language and the reception of new words without the students realize.

### **2. What factor limits the use of the board games with chips for the development of the speaking skill in English?**

According to teacher Maritza Proaño said that there is not the use of the board games with chips due to the following factors: for the economic thing, since many times the institution doesn't have the necessary budget, neither the opportune time to be able to carry out this activity and to impart it in the classroom of classes."

As Garcia affirms & Torrijos (2002) "through the knowledge of the board games with chips, they learns how to cohabit in harmony and to share the free time among friends. That better form that the teachers us to solve problems, to practice the logic, to use our senses."

When putting in the practices the board games with chips in English's classes, the educational obtentra big benefits, since will make that the class is pleasant and interesting, being able to capture the attention of the students, to enrich the communication and to improve the skill to speak the language.

### **3. What strategies would you use to develop of the speaking skill in English in the students?**

According to teacher Maritza Proaño said that "the strategies to develop the speaking skill in English in the students, it is the list game to make the most dynamic classes and image descriptions to reinforce the learning of new words to develop the speaking skill."

As Luttikhuizen (2001) "the visual and auditory understanding provides the students the development of linguistic certain dexterity as taking note of what they listen and understanding and later on, the speak to English of what they have understood." The board games with chips you can apply as an indispensable resource in class to obtain specific objectives as for example to enrich the vocabulary. When the strategy of the games is not used the students they simply learn what is taught, because the classes become boring and they don't have the interest to learn this new language, the use of the board game with chips favors the development of the skill vastly of speaking English in the students.

#### **4. What resource would you use to develop of the speaking skill in English in the students?**

According to teacher Maritza Proaño said that: to develop the speaking skill English he would use to listen music or conversations in English so that the students stir up the interest to learn this new language and the game like a didactic resource where the students would practice new words continually, obtaining a basic vocabulary which they would use it in their daily life.

As afirma Sarle (2008) "the appearance of the game like a resource to capture the attention, to gather to the group, to occupy a time of wait, to solve an unexpected situation, it characterizes the relationship specifically between the children and the teachers in the rooms of the Educational Unit."

The material didactic innovator is important for the teaching of a new language, through the board games with chips the students learn how to pronounce in a natural way and to communicate among their partners, since they are part of its daily life.

#### **5. Do you think the board games with chips helps to improve the development of the speaking skill in English?**

According to teacher Maritza Proaño said that "the board games with chips is an instrument that contributes significantly to the teaching of a language, because it is part of our life, it is an amusing form of learning and of getting the attention of the students"

According to the professor of psychology of the University of McGill, Fred Genesee: to "use game in the classroom of foreign language is an indispensable element in the own process of teaching-learning of a language, especially in their first stages since it introduces us in certain necessary skills for the current society from a didactic prism." (Genesee 2013)

The board games with chips contributes in the learning from English to the students thanks to the repetition that they take unconsciously, many of the students they have difficulties when pronouncing a

word this game it will allow them to develop of the speaking skill in English in a different way, achieving an active participation of the students and the communication among the members of the class.

**6. What alternative solutions have teachers proposed to solve the poor of the speaking skill in English in the students?**

According to teacher Maritza Proaño said that it has been requested to the vicerrectorate that strengthens English's area with didactic innovative materials that are of great utility in English's teaching and to integrate an appropriate laboratory to impart the classes of English in a more pedagogic way."

The game is a very useful resource to develop the speaking skill, "the children are more motivated and stimulated in the class of foreign language when authentic materials are used, such as game, images and real objects, instead of the artificial traditional materials as the text books or of exercises." (Rubio & Garcia 2013)

It is important that the educational ones use didactic new materials that help to reduce the lack of English vocabulary in the students, applying the game inside the process that help to develop a wide lexicon that reinforces the skill to speak and to improve the communication between the student and the educational one.

### **2.3 Result of the interview conducted with Rector of the institution.**

#### **1. Do you think it is necessary to improve the learning of English in institutions?**

According to the Rector Miguel Verduga said it is "important to improve English's learning in the public institutions, since they lack appropriate professionals to impart this class, this it is one of the main reasons that the students have little interest to learn this language since people that impart it they are not educational of English but educational of another area."

According to Palenzuela (2012) to "provide to the new learning learning strategies for their application inside of and outside of the classroom that propitiates an autonomous and significant learning, increasing their motivation and improving the participant's self-esteem during the teaching-learning process."

It is known that the education that the students receive every day is a traditional education, that which doesn't allow the students to develop their skill correctly, is fundamental that the adolescents can make their own decisions and this way to acquire new knowledge that the interest is born to learn another language without the necessity of forcing them.

#### **2. Do you know if the vicerectorate has managed training for teachers on new innovative teaching materials that help in the development of the speaking skill in English?**

According to the Rector Miguel Verduga said that: the vicerectorate has very little time in its functions in the instruction, newly two have arrived educational of English, we have had limited opportunities to negotiate the qualifications on the didactic innovative materials, but one of the projects that has the institution is to offer qualifications so that the educational ones have knowledge of how to use the didactic materials.

As Palenzuela affirms, (2012) "the qualifications are dedicated to improve, to motivate and to facilitate English's learning as foreign language from the perspective of the intelligences."

The qualifications are important for the educational ones especially for the educational of English helps them to change their attitudes of how to impart a class, increasing the skill and dexterity, innovating day by day which would change the traditional teaching completely for a more cheerful teaching and didactics obtaining in a professional future with an education of quality and warmth.

**3. Do you think that the teachers of English area should use of the board games chips as an didactic innovative material to develop the speaking skill in English?**

According to the Rector Miguel Verduga said that "if it is important the use of this game since through him the students will be interested to learn because it is something different, but that the teacher that fences it to use should have the appropriate knowledge of how to apply it inside the classroom."

Summing up in the area of foreign language in the education, the game helps to maintain the interest for the language it puts. According to the British investigators option Andrew "the games offer to the participant trust in itself and in their capacities." (Rubio & Garcia1984)

It is important for the students that English's classes are more amusing and more dynamic because the students feel happy when they play and the classes become interesting to learn a new language, using the board games with chips the students develops of the speaking skill in English.

**4. Does the institution have an English laboratory that allows students to learn the language?**

According to the Rector Miguel Verduga said that "our institution doesn't have a laboratory for English's area because there is not the necessary resource to obtain a laboratory that this specially appropriate one for the teaching of this language."

To have a laboratory in the public institutions is important because in there it is where there are the materials and appropriate resources to develop of the speaking skill in English, creating a pleasant atmosphere and strategies that are very useful to communicate in English.

## CAPITULO III

### 2. Proposal

#### 3.1 Proposal of the title

Didactic guide of board games with chips, on the development of the speaking skill in English of 8<sup>th</sup> grade “A” students at “Elias Cedeño Jerves” Educational Unit.

#### 3.2 Information of data

**Name of the institution**

"Elías Cedeño Jerves"

**Povince:**

Manabí

**City:**

El Carmen

**Location:**

El Porvenir

**Number of student:**

26 students

**Number of teachers**

20 teachers

**Name of the main one**

Licdo. Miguel Verduga.

### **3.3 Diagnosis**

In the "Elías Cedeño Jerves" Educational Unit the lack of the skill has been detected of speaking English in the basic students of the eighth.

The cause of the problem is that the institution does not have the didactic innovatives materials that English teachers need, nor do they have the proper knowledge of how to use these materials to develop the speaking skill, changing the traditional way of teaching by a more dynamic way where students improve the speaking skill and communicate between the teacher and his classmates.

The little creativity of the teacher makes that the study becomes a routine and the classes are more difficult, English's classes that are imparted are very boring because the teacher uses the traditional method, causing in the students great desmotivation to learn this language, it is very important that the teacher uses didactic innovative materials in this case the board games with chips since it is a material of great help to learn to speaking in english in an easier and more pleasant way thanks to the dexterity of the game.

The use of the board games with chips improvement the development of learning new words increasing the vocabulary and the speaking skill in English for the learning of this new language in a different way and that the students are not forced to learn this language.

### **3.4. Justification**

To learn a foreign language is essential in education, which is why an interesting proposal is developed for the teaching of English, specifically in the development of the speaking skill, students need teachers to use didactic innovatives materials in teaching this. language in conjunction with the board games with chips, the tools and resources that the institution has to apply the teaching of English, is why the use of didactic innovatives materials are a main material for the development of this skill.

The proposal proposed in this research aims to develop the speaking skill in English that students learn in consecutive and meaningful English. It is considered that the proposal is a very nice and useful material when teaching new words, obtaining great benefits when applying it in the classroom, Through the board games with chips students feel great interest in learning English, that is to say that it is considered an didactic innovatives material where students have fun, recreate, achieving great benefits in learning the language.

The proposal is important since most students have great difficulty understanding what the teacher is teaching and therefore the communication between the teacher and the student is limited which causes

the learning of the language to be stagnant and not have Timely progress,said proposal will be carried out in the "Elías Cedeño Jerves" Educational Unit, since it is the approval of the Director and all the personnel that make up the institution and also with the necessary resources to comply with the proposal.

The main beneficiaries will be the 8th grade "A" students and at the same time the teacher will have the possibility to have a guide with board games with chips to teach in a fun and dynamic way, improving the development of speaking skills English.

### **3.5. OBJECTIVES**

#### **3.5.1. General Objective**

To design a didactic guide of board games with chips, on the development of the speaking skill in English of 8<sup>th</sup> grade “A” students at “Elias Cedeño Jerves” Educational Unit.

#### **3.5.2. Specific Objectives**

- To develop the speaking skill in English.
- To motivate the participation of the students.
- To enrich the speaking skill in English.
- To motivate to the teachers to the use of the didactic guide of the board with chips in each imparted class.

### **3.6. Description of the problem.**

To create a didactic guide for the students the board games with chips, for the development of the speaking skill in English of the 8<sup>o</sup> grade "A" in students, offering to the educational and studying, a didactic guide with wide games that it can be used by the teachers so that the students are integrated and through the game they can learn the correctly the pronunciation of the words, games that have been carefully selected.

Through the board games with chips you can acquire the speaking skill in a natural way, they also have a series of characteristics that ensure success in the class, we can say that they are pleasant and fun that helps the teacher achieve the objectives of the learning.

Each game has its activity to develop of the speaking skill in English, the board games with chips can



be used inside the classroom, it is important to emphasize that this innovative teaching material is very helpful because it is cheerful, dynamic, creative and Therefore, the students will feel motivated and will awaken interest in the English classes and will improve the skill to speak this language.

### **3.6.1. To design a didactic guide of board games with chips, in the development of the speaking skill in English**

#### **Introduction**

The didactic guide with board games with chips is directed especially for educational of English's area that work with students of 8° grade, this guide of games helped to the teacher to improve the skills to impart the classes and to develop of the speaking skill in English in the students.

It is of great importance because the contents of the didactic guide are within the parameters of words used daily by students, which has been selected to facilitate the learning of English, where students will feel more comfortable when communicating with their classmates and teachers, the didactic guide with boards games with chips presents new words that inspire learning, is an innovative didactic material where students have fun, motivate and stimulate their imagination formed a more cheerful relationship between the teacher and students, transforming traditional teaching by a dynamic teaching.

This research verifies that the student develops of the speaking skill in English much better when using the didactic guide, since it is useful to acquire new words and allow a natural way to learn this language without so many complexities, fostering an easy way to pronounce since it activates the brain through the repetition of words, achieving a more pleasant intonation.

This material is of vital importance for the teaching-learning process for the acquisition of new words, achieving it in a more dynamic way, developing of the speaking skill in English, at the moment of using the game the teaching will be done in a cheerful way, providing the students their space so that they can participate and be the protagonist of the class.

Finally in the classroom the board games with chips is used to increase the level of pronunciation facilitating communication, according to the theme chosen to teach the classes awakening in the teachers the interest in teaching and students use different types of board games with chips that fit the needs of students.

**DIDACTIC GUIDE OF BOARD GAMES WITH CHIPS**



**IN THE DEVELOPMENT OF THE SPEAKING SKILL IN ENGLISH LANGUAGE.**

**Didactic guide of board games with chips, on the development of the speaking skill in English language.**

### Game N° 1

#### Bananagrams



**Level:** 8vo grade "A"

**Theme:** Bananagrams

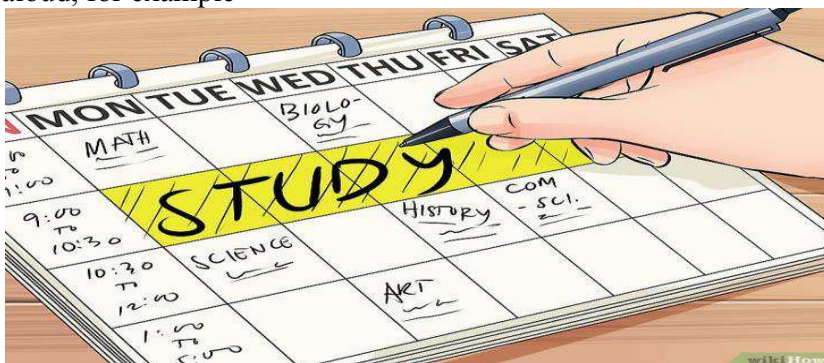
**Objective:** To develop of the speaking skill in Englishby means of the game of words.

#### Materials:

1. Chips with images
2. Board
3. Clock of sand
4. Table
5. Seats

#### Development:

1. To request to the students that are organized in 4 people's groups.
2. The first student begins forming a board with the chips that he chooses and she will say this word aloud, for example



3. The second student should add a new word that conjugates with that of the previous partner and she will say the result of the union of these two words aloud, for example



4. The following students will repeat all the above-mentioned and to add something each one: for example  
"Study, language, English, beautiful"
5. Then in group they will build a sentence with the formed words, for example:  
"Study the English language is beautiful"
6. At the end each group for shift should say the sentence that they formed.
7. The educational one evaluated the fluency of speaking of the students.

This game was originally published in:

<https://www.youtube.com/watch?v=YqLOddLSPsw>

<https://www.youtube.com/watch?v=R3tVbrvc6UQ>

<https://www.youtube.com/watch?v=iVkS1T8T5k>

<https://www.youtube.com/watch?v=z52QX6Ub5Bs>

## Game N°2

### ¿Who is who?



**Level:** 8vo grade "A"

**Theme:** Who is who?

**Objective:** To achieve the students to develop of the speaking skill in English through the game, who is who?

**Materials:**

1. Chips with images
2. Boards
3. Tables
4. Seats
5. Given

**Development:**

1. The teacher will present the topic, qualifying adjectives: high exemple, skinny, small, white, black, etc.
2. Students will work as a couple, each one will have a board game of chips with images of people with different adjectives. Tall, skinny, fat, ugly, etc
3. Each student chooses a character from the board, and will describe it using the adjectives previously seen.
4. The teacher chooses two students who come forward to describe the character of their partner.
5. The student who uses more adjectives will be the one who selects another classmate to go on to describe the character.

[https://www.youtube.com/watch?v=6\\_0xDmd4BNE](https://www.youtube.com/watch?v=6_0xDmd4BNE)

<https://www.youtube.com/watch?v=6ED-CtgZs>

## GameNº3

### Rory's story chips



**Level:** 8vo grade "TO"

**Theme:** Rory's story chips

**Objective:** To stimulate the students those speak by means of Roy's story chips.

**Materials:**

1. Board
2. You registers small with illustrations
3. Table
4. Seats
5. dictionary

**Development:**

1. The teacher will explain the theme through the game Rory's story chips.
2. After practicing the pronunciation of verbs in English, example: (run, sing, play, walk, etc.)
3. During the game the teacher will take out a sheet and show it to the students and they should say in English what action the picture represents: example. ll (write, jump, sing, laugh, be, seem, dream).
4. Each student will choose three verbs to form simple sentences.
5. For example: I swim, Maria runs, Juan sings, etc.
6. At the end each student will come to the front to recite their prayers.
7. The teacher will evaluate the pronunciation of the words.

This game was published originally in:

<https://www.youtube.com/watch?v=zCiGuP6EUtl>

[https://www.youtube.com/watch?v=o\\_5\\_jO\\_n5FY](https://www.youtube.com/watch?v=o_5_jO_n5FY)

## Game N° 4

### Time's up kids



**Level:** 8vo grade "A"

**Theme:** Time's up kids

**Objective:** To motivate the students to develop of the speaking skill in English by means of the game "Time's up kids"

**Materials:**

1. Chips with images
2. Board
3. Clock of sand
4. Table
5. Seats

**Development:**

1. Preparation of the topic by means of the game "Time's up kids"
2. Each student will take of the board a chip, this they will be cultured with the different schedules of the day (tomorrow, late and night), and her formal respective regards.
3. In the course of the game the students should listen the pronunciation of the formal regards, illustrated in the records, for example:



4. The students repeat after the teacher the pronunciation of the formal regards. Forexample:



5. The students went by shift to apply their conversation to know if they learned the topic. Forexample:

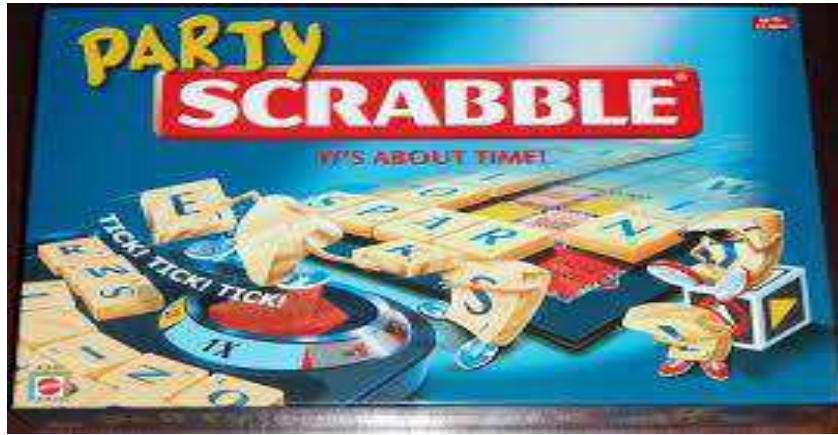


<https://www.youtube.com/watch?v=kg2Vz6eZeg8>  
<https://www.youtube.com/watch?v=p06Z6bpuCqQ>



## Game N°5

### Scrabble



**Level:** 8vo grade "A"

**Theme:** Scrabble

**Objective:** To Challenge students to form words at a given time to develop of the speaking skill in English through the scrabble game.

**Materials:**

1. Board
2. Chips with letters
3. Table
4. Seats

**Development:**

1. The students organize a beat.
2. The student begins to form words with the records, for example



3. Next a student should repeat what her partner said and to add something on itself, for example:



4. For shift the students passed to say the sentence that they formed. Forexample:  
"Happy new year to all the people of the world"
5. The educational one evaluated the pronunciation of the words.

This game was published originally in:

<https://www.youtube.com/watch?v=pCoKzFWfVc4>

### **3.7. Resources**

The resources used to prepare the proposal are:

#### **3.7.1. Human.**

Rector.

Teachers

Students.

#### **3.7.2. Materials.**

Boards

Chips

Clock of sand

Seats

### **3.8. Responsible**

The educational one will be the one in charge of using this didactic innovative material according to the suitable proposal, the person that will make the support material.

## CONCLUSIONS

With the results of research work it is concluded the following:

- The technique of the board with chips will be of a lot of help to improve the speaking skill in English.
- The boards with chips as didactic innovators materials are a methodological excellent strategy to develop of the speaking skill in English.
- The interest of the students to develop of the speaking skill in English reflects 75%, which indicates that if there is interest to learn a new language.
- The students believe that it is very important to develop of the speaking skill in English through the game.

## **Recommendations**

Due to the opposing results, they show up the following recommendations:

- It is recommended to the authorities of the Educational Unit to give use of the technique of the board with chips.
- To motivate to the educational one to use the board games with chips as materials didactic innovators to make of the most cheerful and dynamic classes.
- To use materials didactic innovators to create activities where the students will be able to develop of the speaking skill.
- To facilitate to the educational one the innovative necessary didactic materials to use a didactic guide with the purpose of developing of the speaking skill in English.

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ANNXES

Annexe # 1



UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ  
EXTENSIÓN EL CARMEN  
CAREER IN LANGUAGES-ENGLISH MAJOR

Creada Ley No. 10 – Registro Oficial 313 de Noviembre 13 de 1985

Form of questionnaire administered on the students of the 8° grade "A" of “Elias CedeñoJerves” Educational Unit.

Tema: Board game with chips and their influence on the development of the speaking skill in English language, in the 8th grade "A" students at “Elias CedeñoJerves" Educational Unit, “El Porvenir community, El Carmen-Manabí, 2017-2018 academic period

Objective: To determine the influence of innovative teaching materials for the development of the speaking skill in English language, in the 8th grade "A" students at "Elias CedeñoJerves" Educational Unit, El Porvenir community ,El Carmen-Manabí, 2017-2018 academic period.

INDICATIONS

- Thank you for your collaboration in this research
- Read each of the questions and answer honestly
- Each question must be answered using an "X"

**1. Does the teacher use the board games with chips in the classroom to develop of the speaking skill in English?**

- Yes (...)
- No (...)
- Sometimes (...)

**2. What factor limits the use of the board games with chips for the development of the speaking skill in English in the students?**

- a. Little knowledge of the didactic innovative materials (....)
- b. Creativity of the educational ones (...)
- c. Limited time (...)

**3. Which of these strategies does the teacher use to develop of the speaking skill in English in the students?**

- a. To read (...)
- b. Dynamics (...)
- c. Game (...)
- d. To repeat a text (...)

**4. By what means does the teacher develop of the speaking skill in English in the students?**

- a. To write (...)
- b. Game (....)
- c. Drawing (....)
- d. Song (.....)

**5. Playing the board games with chips in English's class helps to improve its:**

- a. Vocabulary (...)
- b. pronunciation (...)
- c. It notarizes (...)
- d. Grammar (...)

**6. Would you like the English teacher to apply the board games with chips in the classroom to develop of the speaking skill this language?**

- a. Yes (...)
- b. No (...)

Why?

.....



UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ  
EXTENSIÓN EL CARMEN  
CAREER IN LANGUAGES-ENGLISH MAJOR

Creada Ley No. 10 – Registro Oficial 313 de Noviembre 13 de 1985

Form of interview addressed to the teacher of the eight "A" of the “Elias CedeñoJerves" Educational Unit.

Tema: Board game with chips and their influence on the development of the speaking skill in English language, in the 8th grade "A" students at “Elias CedeñoJerves" Educational Unit, “El Porvenir community, El Carmen-Manabí, 2017-2018 academic period

Objective: To determine the influence of innovative teaching materials for the development of the speaking skill in English language, in the 8th grade "A" students at "Elias CedeñoJerves" Educational Unit, El Porvenir community ,El Carmen-Manabí, 2017-2018 academic period.

**1. Would you use the board game with chips in the classroom for the development of the speaking skill in English?**

.....  
.....  
.....

**2. What factor limits the use of the board game with chips for the development of the speaking skill in English?**

.....  
.....

.....

**3. Which of these strategies does the teacher use to develop of the speaking skill in Englishin the students?**

.....  
.....  
.....  
.....

**4. What resource would you use to develop of the speaking skill in Englishin the students?**

.....  
.....  
.....

**5. Do you think the board game with chips helps to improve the development of the speaking skill in English?**

.....  
.....  
.....

**6. What alternative solutions have teachers proposed to solve the poor of the speaking skill in Englishin the students?**

.....  
.....  
.....



UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

EXTENSIÓN EL CARMEN

CAREER IN LANGUAGES-ENGLISH MAJOR

Creada Ley No. 10 – Registro Oficial 313 de Noviembre 13 de 1985

Form of interview addressed to the principal from “Elias CedeñoJerves" Educational Unit.

Tema: Board game with chips and their influence on the development of the speaking skill in English language, in the 8th grade "A" students at “Elias CedeñoJerves" Educational Unit, “El Porvenir community, El Carmen-Manabí, 2017-2018 academic period

Objective: To determine the influence of innovative teaching materials for the development of the speaking skill in English language, in the 8th grade "A" students at "Elias CedeñoJerves" Educational Unit, El Porvenir community ,El Carmen-Manabí, 2017-2018 academic period.

**1. Do you think it is necessary to improve the learning of English in institutions?**

.....  
.....  
.....  
.

**2. Do you know if the vicerectorate has managed training for teachers on new innovative teaching materials that help in the development of the speaking skill in English?**

.....  
.....  
.....  
.....

**3. Do you think that the use of the board games with chips will help develop of the speaking skill in English in a more fun and dynamic way?**

.....  
.....  
.....

...

**4. Does the institution have an English laboratory that allows students to learn the language?**

.....  
.....  
.....  
.....

Questionnaire addressed of 8th grade “A” students at “Elias CedeñoJerves” Educational Unit.



Survey adressedof 8th grade “A” students at “Elias CedeñoJerves” Educational Unit.



Interview addressed to the principal from “Elias CedeñoJerves” Educational Unit.

