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**FACULTY OF ARTS AND HUMANITIES**

**SCHOOL OF ENGLISH LANGUAGE**

**TITLE:**

**Exploring the use of games and songs in the learning process of an elementary school 7th grade classroom of Liceo Panamericano School in Samborondón.**

**AUTHOR:**

**Rivera Espinoza, Solange Cristina**

**RESEARCH PROJECT PRESENTED AS A REQUIREMENT FOR OBTAINING A BACHELOR DEGREE IN ENGLISH LANGUAGE WITH A MINOR IN MANAGEMENT IN BILINGUAL EDUCATION**

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**Guayaquil, Ecuador**

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# CERTIFICATION

We certify that this research project was presented by **Rivera Espinoza, Solange Cristina**, as a partial fulfillment for the requirements for a **Bachelor Degree in English Language with a Minor in Management in Bilingual.**

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**Guayaquil, in the 13th day of September of 2016**

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**STATEMENT OF RESPONSABILITY**


I, **Rivera Espinoza, Solange Cristina**


**HEREBY DECLARE THAT:**


The Senior Project, **Exploring the use of games and songs in the learning process of an elementary School 7th grade classroom of Liceo Panamericano School in Samborondon,** prior to obtaining the Bachelor **Degree in English Language with a Minor in Management in Bilingual**, has been developed based on thorough investigation, respecting the intelectual property rights of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is of my full responsability.

Under this statement, I am responsable for the content, truthfulness and scientific scope of the aforementioned paper.


**Guayaquil, in the 13th day of September of 2016**


**AUTHOR**


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## AUTHORIZATION


I, **Rivera Espinoza, Solange Cristina**


Authorize the Catholic University of Santiago de Guayaquil to **publish** this Senior Project: **Exploring the use of games and songs in the learning process of an elementary school 7ᵗʰ grade classroom of Liceo Panamericano School in Samborondon,** in the institution's library. The contents, ideas and criteria in this paper are of my full responsability and authorship.


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# ACKNOWLEDGMENT

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# ABSTRACT

This research project has as a main objective to explore the use of games and songs in the learning process of an elementary school 7$^{th}$ grade classroom of Liceo Panamericano School in Samborondón. The specific objectives are to determine the reaction of students when exposed to songs during the learning process, to identify the benefits of using games and songs and games in the learning process in an EFL classroom, and to determine how games and songs are beneficial in the developing of language skills. The methodological approach considered to this study comprised the constructivism paradigm, the case study method, and data collection techniques such as surveys applied to 7$^{th}$ grade students by designing a tool with 10 statements in order to gather students' opinions and beliefs about the subject matter. Additionally, it was conducted observations of real classes where games and songs activities were included as part of the lesson plan; and finally, three interviews were conducted to the English Coordinator of the institution and two professors from Universidad Católica de Santiago de Guayaquil. After the data collection process, it can be concluded that the use of games and songs is appropriate among 7$^{th}$ grade students because it is related to their developmental stage.

**Keywords:** (EFL, ESL, games, songs, preoperational stage, constructivism)

# INTRODUCTION

The importance of teaching English as a foreign language in schools has recently shown progress in Ecuador, since the year 2012 the Ministry of Education published a document about the English Language Learning and English Teacher Standards that all of the schools have to follow from 8th grade of high school to 3rd baccalaureate. Additionally, this document states the objectives and outcomes that the learners have to accomplish, and it is divided into proficiency levels according to the CEFR.

Liceo Panamericano students from elementary school face a hard curriculum in English subject with 15 hours per week, learning the language with a reading program which makes emphasis on the reading and writing skills rather than the four ones. On the other hand, English Education Standards state in the domain 3.b.3: "Provide activities and materials that integrate listening, speaking, reading, and writing." Ministerio Del Ecuador (2012, p. 5). This domain corroborates that Liceo Panamericano students need to incorporate speaking and listening skills with diverse activities apart from the textbook, as it is referred in domain 3.c.3: "Employ a variety of materials for language learning, including books, visual aids, and realia in addition to the textbook." Ministerio Del Ecuador (2012, p. 5).

As, this project is mainly based on students from 7th grade, which are considered children according to the National Congress of Ecuador who states in Código de la niñez y adolecencia (2003, p. 1),  , article 4 a definition about children, "Boy or girl child is the person under 12 years of age". Consequently, people under the age stated before have the right to perform enjoyable activities as part of their development process. "Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities." mentions UNICEF (2007, p. 469)

This research study is going to be centered on the support of the English material with extra activities that will encourage students to learn in an EFL environment in the seventh grade of basic Education from the school Liceo Panamericano in Samborondón and the observation of students' reactions facing those kind of enjoyable activities such as songs and games.

## Topic:

Exploring the use of games and songs in the learning process of an elementary school 7th grade classroom of the Liceo Panamericano School in Samborondon.

## Research Question:

What are the benefits of songs and games as a pedagogical practice when teaching young learners in an EFL classroom?

## Statement of the Problem

Elementary students of Liceo Panamericano which is a private institution of High level class, show lack of motivation when learning "Language Arts" through readings and writings instead of using communicative activities that would help them to develop the English language. Additionally, since learners are from 7th grade, they belong to the children stage where one of their interests is playing. Consequently, the exploring the use of games and songs in the learning process will present a clear image of how beneficial would be to incorporate alternative learning activities in the teaching process.

If this situation is not studied, the consequences may be that the lack of motivation of students may continue affecting their grades. In addition, teachers may not be aware of another kind of activities that can provide an effective learning and students' motivation.

## General Objective

To explore the use of games and songs in the learning process of an elementary school 7th grade classroom of the Liceo Panamericano school in Samborondón.

## Specific Objectives

1. To determine the reaction of students when exposed to games and songs during the learning process.
2. To identify the benefits of using songs and games in the learning process in an EFL classroom.
3. To determine how games and songs are beneficial in the developing of language skills.

# LITERATURE REVIEW

The studies examining the effects of creative strategies to teach English based on games and songs show positive results. Some authors emphasize on the characteristics of models of excellence in elementary school teachers highlighting that they must be aware of children's needs and their cognitive and mental development. Another group of scholars concentrates their studies in the appropriateness of some activities considering the developmental stages of the pupils. Other authors refer to the natural appeal of games and songs regarding the experience of growing attached to children's development. All these approaches will be presented through the following lines in order to explain relevant comments linked to the major themes that currently influence the topic subject of study in the context of this research work.

According to Petersen (1964, p. 62-63), the understanding of general education topics is not enough to build a complete notion of an elementary school teacher. The author explains that general knowledge should be accompanied by "a firm knowledge of child growth and development". Additionally, he mentions that a remarkable elementary school teacher should have command of "children and their needs".

Furth and Wachs (1975, p. 11-12), mention the work of the cognitive psychologist Jean Piaget. The authors discuss the significance of the nature and development of thinking in education where a child does not directly have notion of consciousness when playing a game or selecting a color. They also argue that "thinking games demonstrate that he has and can use the mechanisms intelligently". This means that children at certain age are in a phase in which they act responding to mechanisms and acquire knowledge the same way.

Berk (2014, p. 19), also mentions Piaget's work. Specifically, when referring to the concrete operational stage, she states that children from 7 to 11 years old have logical reasoning. "They also organize objects into hierarchies of classes and subclasses. However, children think in a logical, organize fashion only when dealing with concrete information." says the author.

In addition, according to Berk (2014, p. 299-300), it is stated by Piaget development theory, that during the concrete operational stage children develop the ability of conservation of number, length, weight, and volume; "reversibility, the capacity to think through a series of steps and then mentally reverse direction, returning to the starting point."; classification of objects, items, etc. into categories where hierarchies and relations are involved. Seriation and spatial reasoning are other abilities that children from concrete operational stage develop. In broader context, children from 7 to 11 years old are in a transition process of thinking development, with the limitation of only perceiving and dealing with concrete information; they poorly manage abstract context and consequently, teachers should take into account children's limitations when dealing with different activities or topics that are not adequate for their stage. They are more motivated when they feel that the classroom dynamics focus on their needs.

Learner differences were studied by Harmer (2007, p. 14), claiming that apart from the reasons for learning, students can be differentiated by their age, level, abilities, knowledge and preferences. "Children don't just focus on what is being taught, but also learn all sorts of other things at the same time, taking information from whatever is going on around them." at this age senses as seeing, hearing and touching are significant in the learning process.

Moreover, children can make a connection with the academic activities if they present a relationship with their lives and experiences. Children's attention span plays an important role in the selection of activities that the teacher provides to students. In a broader perspective, children can develop their academic potential if the teacher knows well the characteristics of their age such as their motivation, way of thinking and concentration span, in order to create or plan appropriated activities for lessons.

In connection with learners' differences, learning styles are also referred as "all students respond to various stimuli such as pictures, sounds, music, movement, etc." Kinesthetic is one of the styles that are characterized by the involvement of physical activities such as walking around, dancing, touching, and interacting with the space. According to Harmer (2007, p. 16), auditory is related to the stimuli of what learners hear; and visual learners study well if they can see or watch what they try to learn.

Taking into account the considerations explained above regarding the characteristics of children in the school age, the use of games and songs as a resource aimed to enhance the learning process is worthy of analysis. According to Lewis and Bedson (2004, p. 3), "Through games children experiment, discover and interact with their environment. "They also mention that according to the age of learners between four to twelve years are not motivated by language learning. In contrast, games are an excellent stimulus for them since they are meaningful activities performance by learners which provide an authentic context to language learning.

Furthermore, Woolfolk (2010, p. 79), makes reference of the positive outcomes of playing that were listed by the National Association for the Education of Young Children, one of them indicates that the involvement of all senses as smelling, touching, and tasting and the sense of moving around are effective ways of learning, such as playing experience provides. "Play is an active form of learning that unites the mind, body, and spirit. Until at least the age of nine, children's learning occurs best when the whole self is involved", refers the author.

According to Yogalageldili and Arikan (2011, p. 219 ), games are not activities to fill the time that rests in the class, but these activities catch students' attention and contribute to the creation of meaningful context to acquire the language. "Games encourage learners to direct their energy towards language learning by providing them with meaningful contexts", expresses the author. In consequence games are an essential part in the acquisition of the language of young learners since the communication is worked through the interaction of two or more participants, by following instructions and rules directed to the game.

Additionally, the authors state that the utilization of games as part of the teaching process provides language teachers advantages like motivation, decrease of students' anxiety towards the language, active student's involvement, and the reproduction of real life situations in class. The advantages are four, as described in the following lines.

## Advantages of Using Games

First, according to MacCallum (in Yogalageldili and Arikan, 2011, p. 220), the use of games inside the classroom provides motivation to the learner such as the creation

of the stimuli to utilize the language in an enjoyable way that it is not forced by the teacher. It works as a magnet to attract students to communicate with the language with fun. "Games automatically stimulate student interest, a properly introduced game can be one of the highest motivating techniques." states the author.

Second, Crookal (in 2011, p. 220), refers to the decrease of anxiety of learners towards the use of the language as an advantage of the use of games in the learning process. Students might feel frustrated about committing any mistake while learning the target language through misspelling or mispronunciation of words, which can make them feel bad about being criticized by their classmates or teacher. Consequently, games create a positive environment to students, and improve self-confidence while utilizing the language within a stress free environment if they commit a mistake or not.

Third, the active students' involvement through playing creates a meaningful interaction between teachers to students and students to students. "Learners and teachers change their roles and relations through games and learners are encouraged to take active role in their learning process. As a result, games provide learners with a chance to direct their own learning." indicates Crookall (in 2011, p. 220).

Fourth, Cross (in 2011, p. 220),  refers that meaningful context is another advantage that games provide, since learners are not aware of learning a target vocabulary or structure; they only use them in order to play and win the game. Students unconsciously acquire the target language while playing and creating an own learning experience.

According to Pazmiño (2013, p. 11), learning centers provide children the opportunity to learn playing while they develop several skills and abilities. These centers are spaces in which learners can work in small groups doing activities with the guidance of the teacher, who monitors the needs and interests of the students.

## Benefits of Using Games

Castillo (2014, p.24), explains the benefits of using games. The author mentions that games help learners to understand better their environment, develop critical thinking

and acquire roles while sharing games with others. To sum up, the authors above make reference of how games contribute and reinforce children's development and create an appropriate environment to the social interaction that children need according to their ages.

Bettelheim (1973, 391-397), argues that by playing children learn to be. Games are crucial for the development of the personality and through them children communicate and express themselves, they become aware of the reality around them and achieve their best psychological and cultural conquers. The author says that if children are encouraged to play games, they learn to discover a major significance in the education they receive and their lives. As it was mentioned before, children can accomplish and perform better their skills if they are surrounded by a dynamic environment where they can express themselves without restrictions.

From the different ideas around games in the classroom presented above, we can infer that games are an essential tool that children require to develop their social and cognitive skills, since these fun activities provide a significant environment for children in order to learn something new. On the other hand, it has been demonstrated by the authors above that games play an important role in language learning because the educational process becomes much more meaningful for learners. Additionally, playing games reduces the stress of committing an error during the language practice, which makes English classes more enjoyable and effective.

According to the American Academy of Pediatrics playing games has an important and significant role in children's lives since it contributes to the cognitive, physical, social and emotional development of children and youth (Woolfolk, 2010, p. 79). Considering this position, the study of the use of games and music within the context of language learning is pertinent in the measure it provides opportunities to identify more creative and effective ways to teach English to children who are in the operational concrete development stage.

## Songs of Teaching

Storms (1995, p. xiii),   states that music has been in our society and lives since we are born. "Using music as an inspiration for games is not new; people have been

doing for centuries. Music energizes games and gives them added dimensions of fun and imagination. Some composers have been using games to inspire their music." says the author. He also expresses that music provides a positive environment that encourages learners to interact with other learners.

From the research conducted by Maess, B., & Koelsch, S. (2001), it has been proved that Broca's area and its right hemisphere homologue process information about language syntax and musical syntax with the equal speed at the same location. "Second, it reveals from a functional-neuroanatomical view a strong relationship between the processing of language and music. This relationship might at least partly account for influences of musical training on verbal abilities," indicate the authors.

Rettenberger (2013, p.31-32), indicates that hemisphere of the brain work together when emotions are stimulated, attention is focused and the motivation raised. The author expresses that rhythm acts like a hook to capture the attention and stimulate their interest. Besides, it has been corroborated through electroencephalogram that music can change the brain reactions in a way that learning can occur in a more appropriate way. With this in mind, listening and working with music inside the classroom can provide an effective learning since it motivates children and works on their span attention creating a positive tendency to learn.

Wilson (2006, p. 113), explains that music can be used for different purposes within the classroom as mnemonic device, background music, learning prompt, and to build relationships.

First, listening to music can work as a technique to retain information in the memory in order to learn the spelling of a word, numbers or even the alphabet.

Second, using background music while students are working during a class can provide a lot of benefits for them like reducing stress related to any topic or exercise and focus students' attention in order to create an enjoyable environment.

Third, utilizing music as a topic or theme to study in other subjects as language arts or social studies, is an effective and interesting way to enhance students to participate or express their ideas.

Fourth, music plays and effective role in order to facilitate human relationships in the classroom since teachers and learners feel motivated to interact in a friendly and amusing way.

Bearing this in mind, the references of the authors above agree with the fact that music helps the learners to be motivated while they are acquiring knowledge since some studies have proved that brain is stimulated by rhythm, thus children are more predisposed to learn and to focus their attention on what has been studied. Therefore, music can be used as a tool or technique to teach vocabulary emphasizing on the spelling or pronunciation, or even it can be used to decrease anxiety related to any new knowledge that may look difficult for them. Additionally, teachers can use popular songs perform by artist that children admire in order to create a dynamic class where students can sing and practice pronunciation.

On account of the fact that playing and listening to music contribute in a significant way during the learning process, the application of these tools is essential inside the classroom in order to increase children's attention, make lessons' plans enjoyable and build meaningful learning experience.

# METHODOLOGY

## Paradigm and Approach

Given (2007, p. 119),    defines constructivist paradigm as a paradigm that emphasizes its results on the information that could be gathered from the observations and interviews based on the participants, in order to have a broad understanding of the problem or situation. "The researcher's understanding is co-constructed with that of the participants through their mutual interaction within the research setting and dialogic interaction through researcher-initiated data generation efforts such as interviewing." Taking this into account, constructivist paradigm is described as an approach that works around people involved in the situation.

In the concrete case of this research project reality is not fixed, but it is subject to interpretation. The study has a preponderant qualitative participation. By gathering the opinions of the people involved in the phenomenon and applying an appropriate methodology accompanied by pertinent techniques the goal will be interpreting the events that we are going to survey, observe and critically analyze. Since the research project comprises a considerable human component, it is relevant to consider aspects like emotions, behaviors, reactions, and every nuance that we can perceive through our senses among the participants. For this reason interpretations play a key role here; thus, this research project is deeply connected with the constructivism paradigm.

Neergard and Parm (2007, p. 5),    refer to qualitative approach as a method that concentrates its study on the interpretation of the case or the subject that has been studied based on individual experiences or lives. "This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them."   On top of that, the purpose of this approach is to describe and generalize deeper the investigation about social phenomena in order to provide a broader understanding of the studied, focusing on the participants' views.

With this in mind, the study of exploring the use of games and songs in the learning process has as a purpose to demonstrate how beneficial these resources are based on the reactions of students when exposed to enjoyable activities of this nature.

Consequently, qualitative approach aligns to the needs of this study since it involves interpretation of learners' motivation and accuracy of the utilization of these tools in a natural setting.

## Methods and Methodology

Simmons (2009, p. 3-4),  defines case study as an approach that analyze and study a single and particular case that could be a person, a school or a policy system. "I prefer the term ´approach´, to indicate that the case study has an overarching research intent and methodological and political purpose, which affects what methods are chosen to gather data",  says the author.

Lodico, Spauldin & Voegtle (2010, p. 270),  states that case study research belongs to the qualitative approach, in which the meaning and process analysis are involved to obtain a deep understanding of a particular individual, group or situation. "A case study could be proposed if you are conducting a study that gets you close to a particular individual, group, school classroom, program, or event", refers the author. On top of that, Krishnaswamy, Sivakumar and Mathiranjan (2006, p. 171), emphasize that the case study researcher is immersed into the generation of generalizations and interpretations about the individual subject. Therefore, case study is a useful approach in the analysis of songs and games benefits since this research is going to focus on the interpretations and generalizations based on a group of students from 7th grade, and the assumptions of their benefits in the learning process.

On the other hand, Pathak (2008, p. 109 ),  makes reference about the importance of data collection during the research process in order to gather evidence of our study and to confirm or states new hypothesis. In this study, it is also considered applying surveys to students, which indicates a quantitative ingredient. "Data collection is essentially an important part of research process. Researchers generally attempt to gather evidences either for verifying new hypothesis or for checking current conclusions." Owning to the fact that gathering evidence is an essential part to support this investigation, there is going to be necessary to establish tools in order to collect the sufficient information to prove that enjoyable activities inside the classroom create a meaningful learning experience for children.

According to Pathak (2008, p. 109), one of the most common tools for gathering information is questionnaire, and it is useful for both quantitatively and qualitatively research. Additionally, he defines questionnaire as the collection of questions related to an specific topic that are expected to be answered by a group of people or a particular person, in order to get conclusions of the issue treated.

Pulliam and Phillips (2008, p. 1), agree with Pathakon the fact that questionnaire might be the most popular collection method. "questionnaires can be use both to obtain subjective information about participants and to document objective, measurable impact results for and ROI analysis " Consequently, using questionnaire as part of the research process fulfills its outcomes in order to get a wide perspective of how authorities and students respond to games and songs activities.  As a result, this research study is a mixed methods documents; however, the case study is qualitative

## Observation

Thomas (2009, p. 183-188), defines observation as an essential tool to gather information in a social studies research that involves people, since the researcher has to do an exhaustive and descriptive observation. In addition, Thomas classifies observation into two types, structured and unstructured. "The first kind of observation, where you watch for particular kinds of behavior, is called structured observation. The second kind, where you get on the stage, take part, record from the stage and watch from there, is called unstructured observation." Therefore, unstructured observation is the appropriate tool to implement in this study during the collection of data because it requires the researcher to be part of the situation and to see it as a whole, which works similarly as qualitative approach based on case study where interpretations of the situation are needed.

In the case of this study, although we intended to conduct unstructured observations, we prepared simple protocols to take notes of the impressions perceived during each one of the planned observations. The protocol included general information (date, time, grade, subject), descriptive information about the lesson plan (warm up, topics, teaching approach, activities), a chart in order to qualitative mark the participation,

motivation, effort, performance, and achievement of the students. Additionally, the protocol included space for conclusions and recommendations.

| | OUTSTANDING | VERY GOOD | GOOD | SUFFICIENT | INADEQUATE |
|---|---|---|---|---|---|
| Participation | | | | | |
| Motivation | | | | | |
| Effort | | | | | |
| Performance | | | | | |
| Achievement | | | | | |

Figure 1. Qualitative Observation Chart. This figure illustrates the protocol observation of the investigation of effectiveness of different activities inside the classroom.

| | OUTSTANDING | VERY GOOD | GOOD | SUFFICIENT | INADEQUATE |
|---|---|---|---|---|---|
| Participation | Students offer key insight to classroom, help other students, voluntarily participate on the activity. | Students participate in the activity | Students want to accomplish with the activity. | Students work on the activity with teacher's stimuli. | Students are reluctant to do the activity, poorly participate. |
| Motivation | Students are highly motivated to engage with the activity. | Students do the activity with some enjoyment and engagement. | Students show willingness and interest to develop the activity | Students show limited engagement with the activity. | Students avoid working on the activity |
| Effort | Students make their best to accomplish with the activity, ask questions to the teacher in order to have a better understanding. | Students work on the activity with a good predisposition to accomplish with it. | Students make an effort to do the activity. | Students attempt to make an effort to accomplish with the activity. | Students show no effort to accomplish the activity. |

| Performance | Students highly understand how to work on the activity and accomplish it with excellent results and in less time. | Students understand how to work on the activity and accomplish it without mistakes. | Students need the help of the teacher in order to accomplish with the activity. | Students attempt to ask for help in order to ask questions to teacher, accomplish the activity with some errors. | Students poorly understand how to work on the activity, do not accomplish the activity. |
|---|---|---|---|---|---|
| Achievement | Students completely understand the function and answers of the activity. | Students understand most of the function and answers of the activity. | Students understand some of the function and answers of the activity. | Students understand few of the function and answers of the activity. | Students do not understand the function and answers of the activity. |

Figure 2. Observation Criteria Rubric. This figure illustrates the criteria taken into account of the investigation of effectiveness of different activities inside the classroom.

General data is collected in order to specify the moment in which the observation was conducted, the time it took and the particular group of students involved in the process. Descriptive information about the lesson plan is necessary to contextualize the observation considering the language goals and the teaching methodology applied, and not only the activity per se. The chart is aimed to take notes of the quality of the implementation of the activities in the classroom. This chart is especially important in the measure it helps us to register subjective aspects and nuances concerning the degree of involvement of the learners. Finally, the space for conclusions and recommendations facilitates the expansion of ideas regarding the impressions perceived by the observer during the process.

## Survey

Lodico, Spauldin & Voegtle (2010, p. 26), refer to descriptive survey as a prime tool to gather people's perceptions, opinions and behaviors about a particular situation related to education. Survey is a great mechanism to collect information from a large and diverse population. In addition, Martella, R., Nelson, J., Morgan, R., & Marchand-Martella, N. (2013, p 267), mention the objectives of having a group of people

respond to a number of questions of statements basing o their believes or thoughts, "There are three main purposes for conduction survey research: (1) to describe something about a population, (2) to explain some phenomenon of interest, and (3) to explore a phenomenon not previously studied. "On account of the fact that the study requires the perceptions and emotions from students about games and songs activities, survey is predominant tool to collect those beliefs from seventh grade.

In the case of this project, every item considered for the survey has a reason. In the following lines, a detailed explanation is presented.

1.  I expect that I will be able to play games during the English classes.

This survey's statement is intended to explore the idea that children have the predisposition to learn through playing games. If this question has a positive answer, it will prove that students are attracted to this kind of enjoyable activities rather than complete a worksheet or read long texts. Additionally, it will provide evidence that they are willing to have fun during the learning process.

2.  I would like to learn English with pair-work activities

The aim of this statement is to confirm that students feel more comfortable when they work with another peer rather than in an isolated way. This will contribute to the social development that is required in this stage of children's life according to Vygotsky's studies. Woolfolk, A (2010), makes emphasizes in Vygotsky's social constructivism where social interactions with others help the individual development and learning. "By participating in a broad range of activities with others, learners appropriate the outcomes produced by working together; this outcomes could include both new strategies and knowledge.", says the author.

3.  I believe that singing is a good strategy to practice pronunciation.

This statement is intended to gather students' opinions about their predisposition to sing inside the classroom and if they agree, it will work as rehearsal on their pronunciation. It helps to support this study where students are going to be exposed to English songs.

4.  I believe that the best class is when we are only sitting.

The purpose of this question is to collect student's position about having a traditional class where they are only required to be sitting rather than moving around as the constructivism proposed, "learning by doing" by Vygotsky. It will give a wide perspective about the possibility of implementing games that need physical movement.

5. I believe that reading is an effective way of learning.

7th grade students from Liceo Panamericano have reading as the essential skill where their course book "Journey's" emphasizes on preparing readers, thus this statement is intended to gather information about how effective students see that reading is.

6. I learn new grammar points when the teacher gives examples without any previous explanation so that I can discover the rules.

This statement is intended to demonstrate how students learn better. Additionally this statement focuses on the inductive teaching method where students discover the language structures, consequently, this is based on student-centered approach which provides learning based on what students think or do about the language.

7. I learn new grammar points when the teacher explains the rules.

This statement is intended to demonstrate how students learn better. Additionally, this statement focuses on the deductive teaching method where teachers provide an explanation of the concepts and then students are asked to practice on the exercises; consequently, this is focused on teacher-centered approach which provides grammar teaching in an isolated way, without any communicative approach.

8. Grammar is the most important part of English.

This statement is intended to explore if teaching only grammar is perceived as the most important part of learning English or if communicative activities have to go along them. Additionally, it will provide enough data about how useful students think grammar is.

9. Vocabulary is the most important part of English.

This statement is intended to explore if only teaching vocabulary is the most important part of learning English since it helps to spread our communicative skills. Additionally, it will provide enough data about how useful students think vocabulary is.

10. I expect that I will be able to use e-games in order to learn grammar.

The aim of this statement is to gather students' opinions about how comfortable they feel with e-games. Additionally, it will help the study to confirm if participants like to work with online games that help to practice their skills and grammar.

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|
| 1. I expect that I will be able to play games during the English classes. | 1 | 2 | 3 | 4 |
| 2. I would like to learn English with pair-work activities. | 1 | 2 | 3 | 4 |
| 3. I believe that singing is a good strategy to practice pronunciation. | 1 | 2 | 3 | 4 |
| 4. I believe that the best class is when we are only sitting. | 1 | 2 | 3 | 4 |
| 5. I believe that reading is an effective way of learning. | 1 | 2 | 3 | 4 |
| 6. I learn new grammar points when the teacher gives use examples without any previous explanation so that I can discover the rules. | 1 | 2 | 3 | 4 |
| 7. I learn new grammar points when the teacher explains the rules. | 1 | 2 | 3 | 4 |
| 8. Grammar is the most important part of English. | 1 | 2 | 3 | 4 |
| 9. Vocabulary is the most important part of English. | 1 | 2 | 3 | 4 |
| 10. I expect that I will be able to use e-games in order to learn grammar. | 1 | 2 | 3 | 4 |

*Figure 3.* **Survey for students. This figure illustrates the survey of the investigation of effectiveness of different activities inside the classroom.**

**Interviews**

For this research study, we planned three different interviews to experts in the area of interest. The interview protocol number 1 was prepared for Ana Reinoso, coordinator of the Liceo Panamericano. The interview protocol number 2 was drafted for Mariela Vasquez, professor of Educational Psychology in the Universidad Católica de Santiago Guayaquil. The interview protocol number 3 was aimed to Natasha Del Pozo, professor of Linguistics in the Universidad Católica de Santiago de Guayaquil.

The interview number 1 contains 8 questions. The question number 1 is "As constructivism is the methodology of Liceo Panamericano, how are teachers applying this method with students?" The reason for asking this question is to get to know if the coordinator is aware of the policy of the institution towards constructivism and learning. The question number 2 is "What types of games are teachers allowed to play inside the classroom?" The purpose of this item is to know if there are limitations imposed to the teachers when selecting games to animate the classes. The question number 3 is "Do you think students can learn English by playing games? Why?" This question was intended to know if games are considered useful by the administration of the school. The question number 4 is "Can you enlist games with pedagogical purpose? Explain one." This is aimed to obtain some information about possible games that are considered suitable by the administration of the school.

The question number 5 is "Do you think students can learn pronunciation by listening and singing songs? Why?" The purpose of this item is to validate music as a tool to effectively teach English. The question number 6 is "What do you think are the topics of interest of children?" This question intends to gather information about the types of things that students during their stage according to their age are more attracted to know. The question number 7 is "How much noise and moving around the classroom would you permit?" The reason of this question is to know if according to the institution policies it is permitted to have noise of students during the development of the lessons since playing games requires a high level of communication and interaction. The question number 8 is "What is or are the best roles that a teacher should perform inside the classroom? Why?" The objective of asking this question is

to know the position of the coordinator about which role is aligned to the principles and practices of the Liceo Panamericano.

The interview protocols number 2 and 3 contain 5 questions. The question number 1 is "what are the psychological characteristics of seventh grade students?" The intention of this question is to explore in a general way the behavioral patterns of the students involved in this research. The question number 2 is "Do you think that games are effective for teaching English?" The objective of this question is to confirm the usefulness of games in order to obtain good results in the classroom. The question number 3 is "What are some examples of appropriate games for seventh grade students considering their characteristics?" The aim of this question is to gather some ideas to put in practice in class when implementing games. The question number 4 is "Do you think that using songs is an effective technique to teach English?" The purpose of this item is to obtain the opinion of an expert regarding the usefulness of music in the classroom. The question number 5 is "What are the criteria that we must apply when selecting songs for seventh grade students in the ESL or EFL classroom?" This item intends to clarify the path that teachers must follow in order to choose adequate material to teach in the classroom.

# ANALYSIS OF THE DATA COLLECTED

## Description of the sample data

The research was conducted in the Liceo Panamericano with the seventh grade students of the English Language Arts course. In order to obtain the permission to expose the students to games and songs activities; we sent a letter to the principal of the institution. Following this step we assured the access and we acted according to the ethical parameters required within a research process. The permission was granted.
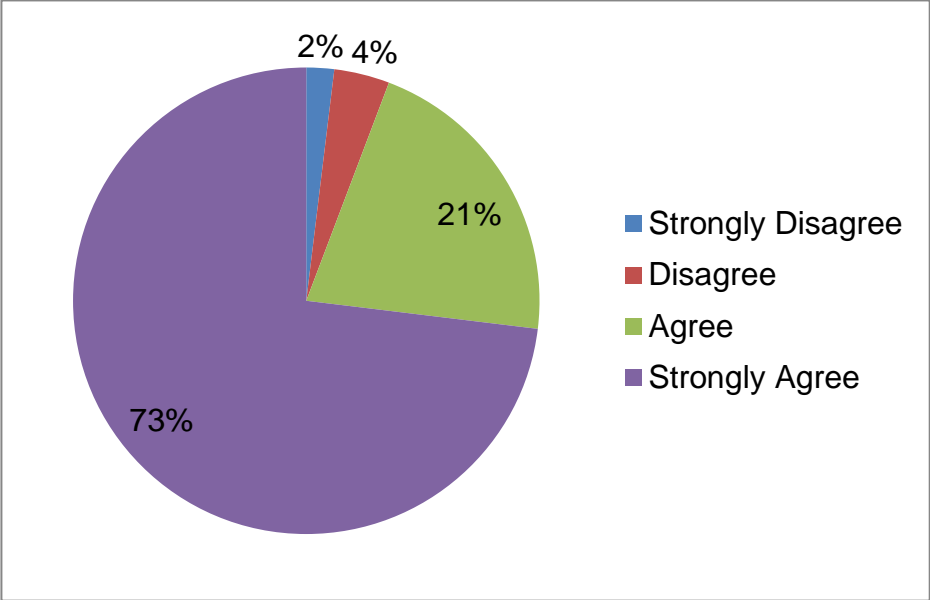
## Survey

The data collected by using "Survey for students" was gathered the August, 1$^{st}$ of 2016, from 52 students that belong to seventh grade. The first sample population is integrated by 24 students who are part of the "A" parallel; the second sample of population is integrated by 28 students who are part of the "B parallel.
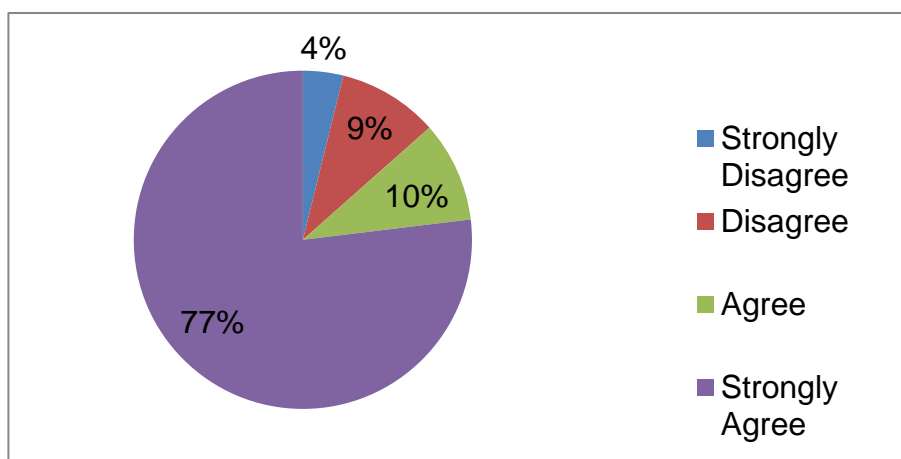


*Figure 4*. **Survey for students. Question 1: I expect that I will be able to play games during the English classes.**

As can be seen from Fig. 3, the chart reflects that most of the students strongly agreed that they expect that they will be able to play games during the English classes. The 10% said that they agreed with the before statement. The reason for

this agreement could be that as they are children one of their main interests is playing according to their preoperational stage characteristics. On the other hand, only the 13% of student chose the contrary maybe because they have had a bad experience while playing or they do not like to lose a game.
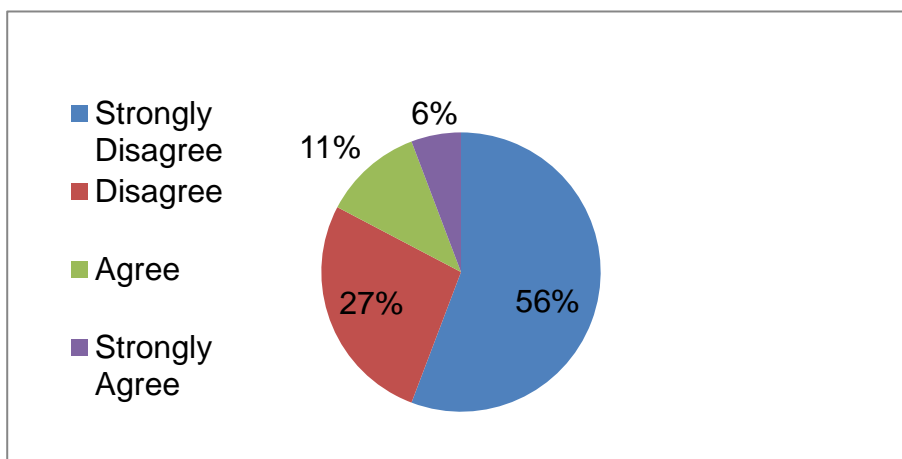


***Figure 5.*** **Survey for students. Question 2: I would like to learn English with pair-work activities.**

From this figure, it can be seen that most of the contestants strongly agreed that they would like to learn English with pair-work activities. The 21% also agreed with this idea. The reason for this agreement must be that students have built strong relationships during past years and they enjoy being in contact with their friends. Additionally, this corroborates Vygotsky theory where social interaction and relationship are meaningful for children. On the other hand, the 2% strongly disagreed and the resting 4% disagree with the idea of developing school activities in pairs.
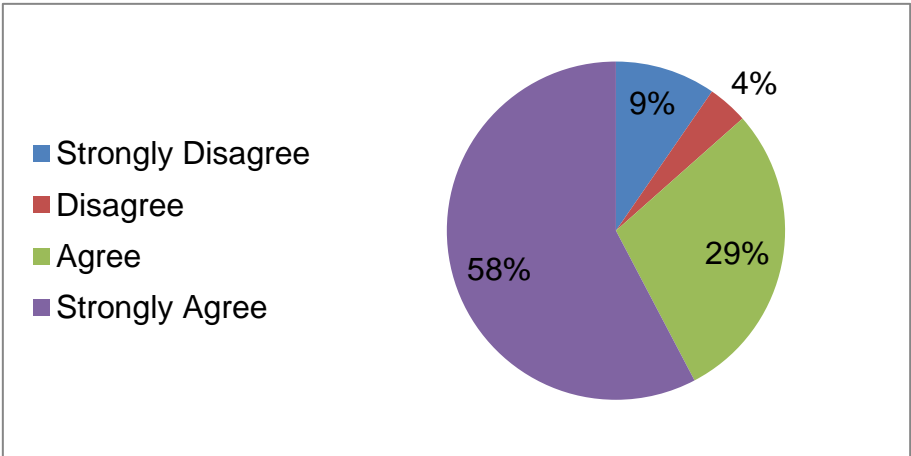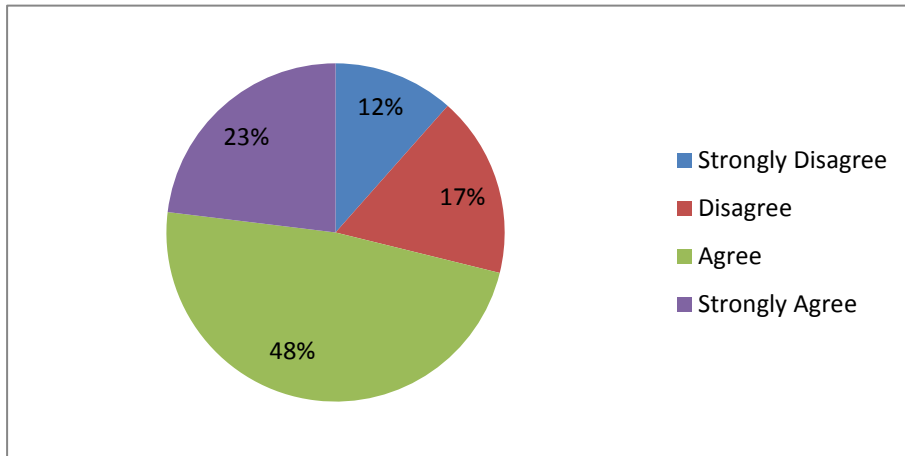
***Figure 6***. **Survey for students. Question 3: I believe that singing is a good strategy to practice pronunciation.**

From this figure, it can be seen that 58% of the learners strongly agreed that they believe that the singing is a good strategy to practice pronunciation. The 29% also agreed with this point. The reason for this agreement might be that students feel comfortable by listening and singing their favorite songs. Additionally, they have a preference of a famous artist which motivates them to do this activity inside the classroom. On the other hand, the 9% strongly disagreed and the resting 4% disagree with the idea of singing inside the class, this might be for their fear to mispronounced any word or because they are not good at singing and may be exposed to their classmates comments.
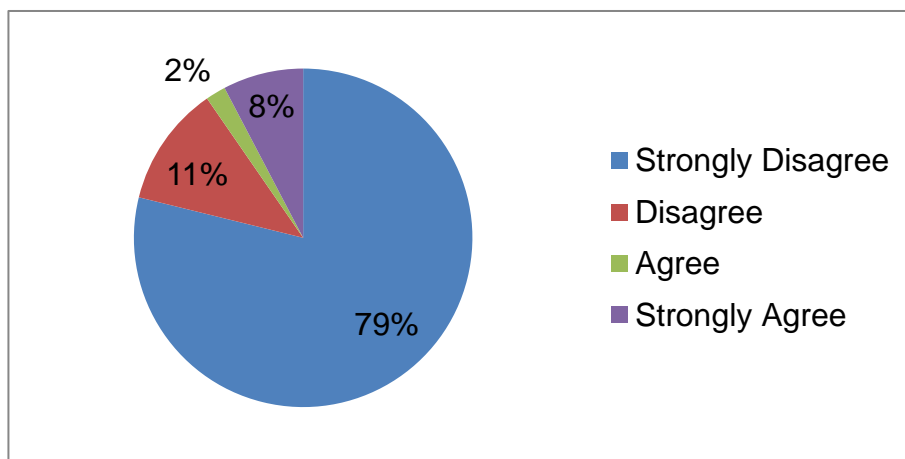


***Figure 7***. **Survey for students. Question 4: I believe that the best class is when we are only sitting.**

This pie chart describes that 56% of the learners strongly disagreed that they believe that the best class is when they are only sitting. The 27% also agreed with this statement. The reason for this disagreement might be that students feel uncomfortable receiving their classes in a static way. In addition, they have a demanded schedule of 7 hours per day, so that might be the causes of their discomfort. On the other hand, the 17% strongly disagreed and disagree with the statement of being only sitting; these contestants might feel comfortable listening to their teacher's instruction or explanation rather than working and producing knowledge by doing something.

*Figure 8*. **Survey for students. Question 5: I believe that reading is an effective way of learning.**

Figure 7 shows that most of the respondents said that they believe that reading is an effective way of learning. The reason for this agreement could be that as students get accustomed to work with Journeys' book which is based on readings, they feel comfortable to work in this way. On the other hand, the 29% of students strongly disagree and disagree with a curriculum based only in reading skills; this could be a factor of demotivation since the book does not develop the other resting skills.
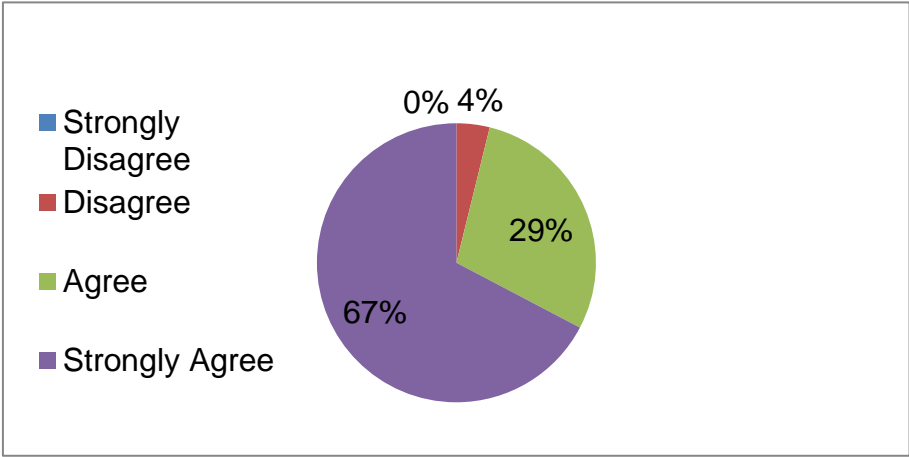


*Figure 9*. **Survey for students. Question 6: I learn new grammar points when the teacher gives examples without any previous explanation so that I can discover the rules.**

This chart specified that the 90% of the contestants said that they do not learn new grammar points when the teacher uses examples without any previous explanation so that they can discover the rules by themselves. Only 10% of them strongly agreed and agreed. The reason for these results might be the fact that students are taught the language through language focused learning by emphasizing in grammar,

vocabulary and spelling and the program of teaching with the textbook material needs a formal explanation that is what they are accustomed to receive.



*Figure 10*. **Survey for students. Question 7: I learn new grammar points when teacher explains the rules.**

This chart represents the percentage of contestants believes about if they learn new grammar points with teacher explanations. It is specified that the 96% of the respondents strongly agreed and agreed with this statements. Only 4% of them disagreed. As it was stated in the previous chart, students learn English through language focused learning and the English material brings all kind of definitions and structure explanations where is deeply explained by the teacher, as consequence they learn better with a previous explanation.
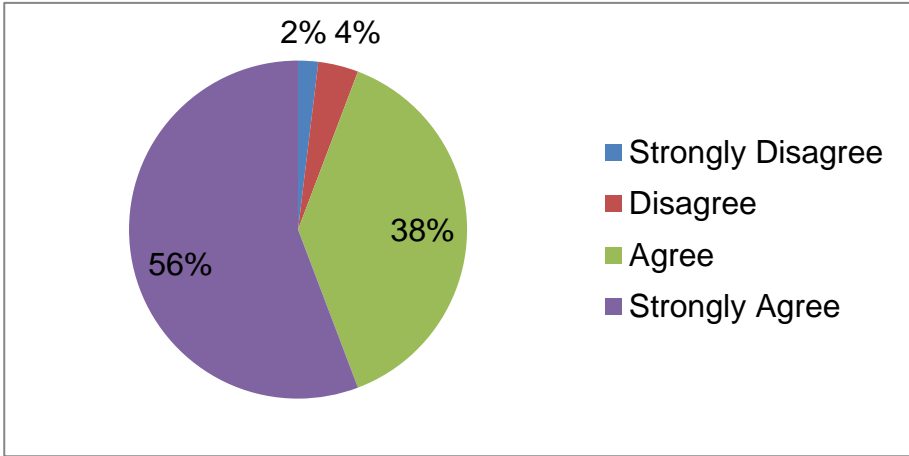


*Figure 11*. **Survey for students. Question 8: Grammar is the most important part of English.**

This illustration describes that almost all of the students said grammar is the most important part of English. Only the 4% of them said the contrary, probably because their annual English curriculum makes emphasis on the structure part and as a result their daily lessons include grammar points which seem very important for students.
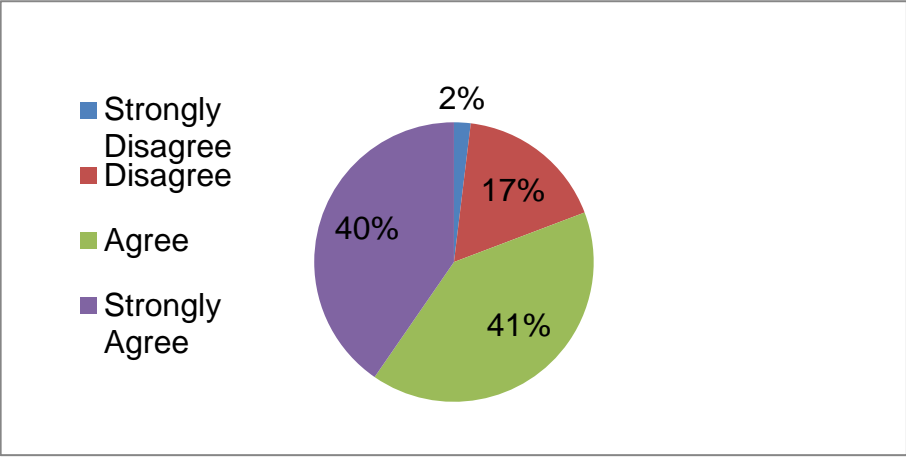


*Figure 12*. **Survey for students. Question 9: Vocabulary is the most important part of English.**

Figure 11 illustrates the percentage of students' perceptions about if vocabulary is the most important part of learning English. It is specified that most of the respondents strongly agreed and agreed with this statements. Only 19% of them strongly disagreed. The reason for this agreement might be that vocabulary is a demanded content for Liceo Panamericano students where they have different contests as the spelling bee which is centered on knowing how to write each single word. Additionally, their textbook starts each lesson with a target vocabulary where they can find inside the readings in context, and it is also evaluated.
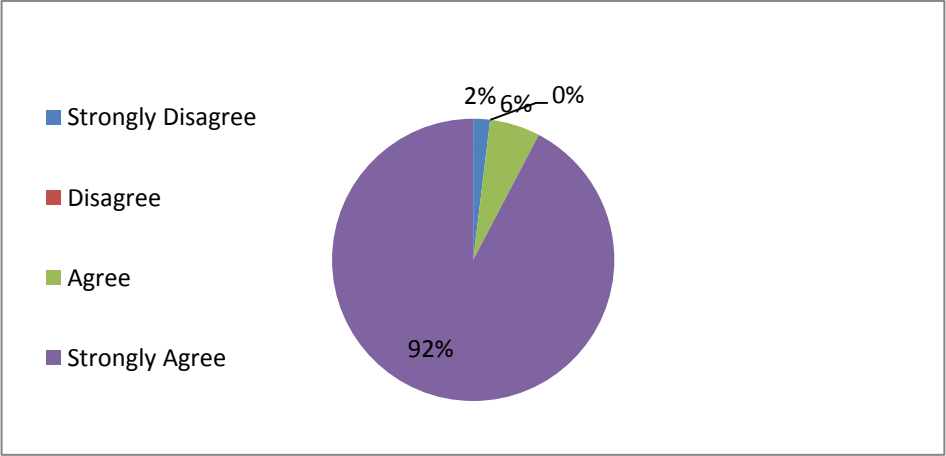


*Figure 13*. **Survey for students, Question 10: I expect that I will be able to use e-game in order to learn grammar.**

Figure 12 outlines that almost all of the learners strongly agreed that they expect that they will be able to use e-games in order to learn grammar. Only very few students strongly disagree. The causes of these results might be that young learners are involved into a virtual world where video games and social networks are more that useful tools for their daily lives.

## Observations

**Observation 1 and 2**

Observation 1 took place in July 20<sup>th</sup> 2016, started 7:50 until 9:10 and the participants were students from 7<sup>th</sup> A. Observation 2 took place in July 20<sup>th</sup> 2016, from 9:30 to 10:50 and the participants were students of 7<sup>TH</sup> B. In these two observations the game used to introduce the target vocabulary was domino. In both cases the description of the activity is this: match the word side with the picture (word-picture/ word-picture); as students play a domino they have to use one of the words in a sentence. The goal of the game is to get rid of all the pieces first, so the first pair that is done with the set of domino wins.

In both observations participation, motivation, effort and achievement were outstanding. First, the participants were engaged in the game and none of them refuse to be part of it. Second, they were motivated because all of them showed interest in winning the game. Third, it was evident that students made an appropriate effort in order to following the instructions and solve the puzzle that this kind of game represents. Fourth, the goals of the lesson were achieved by the students who, at the end of the game, where able to properly recognize the target vocabulary. Additionally, learners were able to create a short story utilizing two words from the vocabulary where was noticeable their understanding of the meaning of each word.

Likewise, in both observations performance was very good as the pairs want to get rid of the words fast, they start to guess the matching without even noticing that they were making a mistake, but then with a feedback and a reminded of the games rules they start to work consciously.

The conclusions we could obtain were that learners can understand the meaning of the target vocabulary through the game involving activity and pictures. It was visible an increase of motivation among the learners.

We highly recommend applying the domino game in order to introduce new vocabulary in a lesson. In addition, based on the observation, it is preferable to organize pairs of girl and boy instead of only girls because one of the pictures that were used to this game was mainly identified by male students because it was related to boys interests.



*Figure 14*. Observation 1 Domino Game. This figure illustrates the winner pair from 7th A group.

**Observation 3 and 5**

Observation 3 took place in July 27th 2016, started 8:30 until 8:40 and the participants were students from 7th A. Observation 5 took place in July 28th 2016, from 8:30 to 8:40 and the participants were students of 7TH B. In these two observations the game used to introduce the simple past tense was bingo. In both cases the description of the activity is this: present a slide with 10 words from the vocabulary (verbs in past tense),  and tell students to choose six of them and write them down. Explain students that any time you say a word that students has written down, they can cross off that word, when they have crossed off all of them, they must shout BINGO. Keep record of what you say to check that students really have heard all their words.

In observations, participation, motivation, effort, performance and achievement were outstanding. First, the participants were exiting to play the game because they have played it before, that is the reason of their willingness to participate and win.   . Second, they were motivated because all of them showed interest in winning the game and to pay attention to any word said by the teacher in order to accomplish with the game instructions. Third, it was visible that students make a huge effort to listen the pronunciation of every word in order to get rid of the group of words selected by them. Fourth, the goals of the lesson were achieved by the students who,

at the end of the game, where able to recognize the differences between regular and irregular verbs.

The participant's performance demonstrates that students did an accurate job by playing this game with all of the words pronounced in past tense.

The conclusions we could obtain were that learners can identify and recognize the differences between regular and irregular verbs by asking to the participants if they find any differences between the groups of verbs presented in the game that was played. Consequently, participant's motivation was increased as they want to be the winner.

We highly recommend playing bingo in order to introduce vocabulary, new target of verbs, etc. in a lesson. Additionally, based on the observation, it is preferable to check students' paper with the selected words before the game starts in order to avoid cheating.

**Observation 4 and 6**

Observation 4 took place in July 27th 2016, started 8:40 until 9:10 and the participants were students from 7th A. Observation 6 took place in July 28th 2016, from 8:40 to 9:10 and the participants were students of 7TH B. In these two observations the song used to practice the simple past tense was "Butterfly fly away" by Miley Cyrus feat. Billy Ray Cyrus. In both cases, the description of the activity is this: ask students to listen to the song and complete its lyrics by writing the verbs in the box in past tense. Then elicit students' answers, after that, show learners a video with the lyrics of the song in order to make any correction. Finally, ask students to sing the song twice.

In both observations, participation and effort were very good. First, the participants were reluctant to sing because they were afraid of their voice and to mispronounce any word. Second, students did not try to sing with their classmates looking at them at the beginning, but at the end they liked and enjoyed the song and even sang more than twice. Third, motivation was visible when they made a connection of the song with a famous movie that is "Hannah Montana". Fourth, the objective of the lesson was achieved by the students who, at the end of singing the song, where able to

differentiate the pronunciation of "ed" endings between the words "brushed" and "scared".

The participant's performance shows up that they love music and better when the songs are of their likes. In addition, after singing the song twice students were highly participated that the activity took long when Lyrics Training website was projected in order to play the game that is consisting of listening the song and complete with the missing words.

Summing up the results of these observations, it can be concluded that learners from 7th A and B can learn pronunciation of single words by listening and singing songs. At first sight students can be afraid of singing because of their kind of voice but as the teacher encourages them to sing by modeling the song they can performance with outstanding achievement.

The findings suggest that the selection of the songs utilizing inside the classroom should be of students' interests in order to make feel comfortable the participants during the development of the activity.
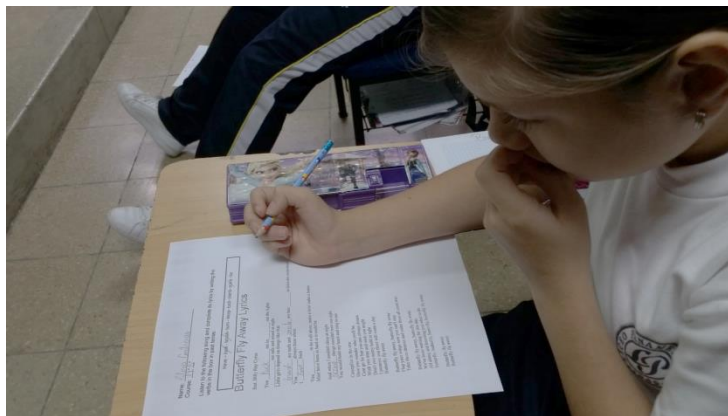


*Figure 15*. Observation 6 Simple past with a Song. This figure illustrates a student from group 7th B with her lyrics completed.


**Observation 7 and 8**

Observation 7 took place in August 1st 2016, started 9:30 until 11:30 and the participants were students from 7th B. Observation 8 took place in August 1st 2016, from 12:30 to 14:15 and the participants were students of 7TH A. In these two observations the game used to practice the identification and use of cause and effect relation sentences was THE MAGIC BAG; game that was invented during the tutor

sessions. In both cases the description of the activity is this: students are asked to be organized in pairs. One student takes an object from the magic bag and says a cause related to the object (or effect),　the other student says an effect (or cause). The pairs only have three minutes to say the causes and effects that they can achieve during the assigned time. Additionally, the pair that says more causes and effects sentences in less time becomes the winner.

In both observations participation, motivation, and performance were outstanding. First, all of the students were willing to participate in the game, without any kind of refusement. Second, they were motivated because all of them showed interest in winning the game. Third, it was visible that students made an excellent performance, because they try to say more sentences in less time in order to win with the help of their pairs. Fourth, the goals of the lesson were achieved by the students who, at the end of the game, where able to properly use the cause and effect structures in sentences with "because" and "so".

In addition, group A had an outstanding achievement of the activity because the winners made 10 sentences within 27 seconds with a very good sense of competition and cooperative learning, while group B had a very good achievement of the game because as some of the pairs want to win, they start to creating wrong sentences without paying attention to the structure, but with a correct feedback they started doing the activity well but the time was running.

The conclusions we could obtain were that learners can use cause and effect sentences by utilizing "because" and "so" conjunctions through the game involving realia and speaking activity with the game. It was visible how students made their best to win the game. It is highly recommend applying the magic bag game in order to practice the use of cause and effect sentences in a lesson. Based on the observation, it was required an online chronometer that was projected to the class in order to manage the time.

## Interviews

During the research process, three different people were interviewed: Ana Reinoso, Mariela Vasquez, and Natasha Del Pozo.

Ana Reinoso, English coordinator of Liceo Panamericano, emphasizes on the usefulness of games and songs in the English learning process in 7th grade children. According to her, these resources agree with constructivism. She explains that games and songs are effective because they are related children's particular interest. Additionally, she mentions that an unconscious process occurs: when playing a game, children read in English without noticing it. She recommends using slow pieces and well pronounced songs because they contribute to the learning process in a better way than other choices, finally she states that the institution allows the utilization of these enjoyable activities, but with a correct classroom management.

Mariela Vasquez, professor of Educational Psychology of Universidad Católica de Santiago de Guayaquil, confirms the criteria stated in the literature review. She says that 7th grade students are during a transition from concrete to operational learning where the activities that are meaningful for them are the ones that involve active learning rather than a passive students' role in classes. Additionally, she refers to the characteristics of 7th grade students where social issues are part of their lives and having friends becomes an essential aspect to them. Consequently, during this stage they try to find models to follow as famous singers, actors, etc., since they are building their personality.

Likewise, Vásquez agrees on the use of games in the classroom. She says that games are an essential activity to include in the lesson plans and it has been proved that it helps to classes' development. She also refers to the kind of games that can be applied to 7th grade learners, where they should assess performance and achievement of the activities like making interviews, role play, guessing games. In addition, she reassures that utilizing songs is an effective technique to teach English since it helps to those shy kids to be part of the group. She also states that the criteria of selection songs must be based on students' interests and teachers should be aware of the trendy about music and famous singers that can be familiar to students, always taking into account the register and the words stated in the song's lyrics in order to avoid bad language.

Natasha Del Pozo, professor of Linguistics of Universidad Católica de Santiago de Guayaquil, confirms the criteria that using games with 7th grade children increase students' motivation to learn the language as long as teacher gives the correct

feedback to the students' performance. She also refers to the benefits of using games to increase the proficiency of the four language skills and the kind of games preferable to pre-operational students which involves moving. The interviewee mentions as example: running dictation, sentence jumble, and role play games.

Del Pozo emphasizes on the benefits of using songs as helping in words' stress and intonation and creating a positive atmosphere, which provide a participative classroom. The criteria stated by the interviewee in order to select songs involve leaners' interests and the level of student's proficiency.

To summarize, the utilization of games and songs are relevant techniques that can be incorporated in a lesson plan where students can increase their motivation, feeling of competence and even the knowledge as vocabulary, structures and communicative competence.

The criteria of selecting the kind of games and songs depend on students' age, interests and English level. All of the activities mentioned below contribute to provide meaningful activities and the constructivism.

## Lesson Plans

In order to expose students to games and songs activities during Language Arts classes, lesson plans were developed. There are some details about the planning that are going to be explained in detail below.

**LESSON PLAN: Domino Game**

| Topic: | Vocabulary from lesson # 19 |
|---|---|
| **Grade:** | 7th A/B |
| **Objective:** Students will be able to identify the target vocabulary (fiery, horrifying, within, ancient, mysterious, emergency, panicking, scientific, prehistoric, immediately) and compose sentences in context. | |
| **MATERIALS AND RESOURCES:** | Markers, board, projector, computer, student book and worksheets. |
| **PRESENTATION:** | <ul><li>Ask students to join in pairs.</li><li>Provide students a set of domino with the target vocabulary.</li><li>Have students played the domino game by</li></ul> |

| | matching the word side with the picture (word - picture / word – picture / word picture…); as students play a domino they have to use one of the words in a sentence. The goal of the game is to get rid of all of the pieces first, so the first pair that is done with the set of domino wins. |
|---|---|
| **PRACTICE:** | ● Display a PPT with the definitions of each word from the target vocabulary and ask students to say a sentence using a word.<br>● Ask students to open their SB on page 104 and read the instructions aloud.<br>● Ask each student to read aloud the vocabulary in context sentences. |
| **PRODUCTION:** | ● Ask students to create a short story by using two words from the vocabulary in pairs and dramatize it in front of the class.<br>● Have students arrange two rows.  An appointed player turns to the person behind him and makes a face that represents the adjective that the teacher says (horrifying, panic, etc.) That person mimics the gesture, passing it on quickly to the next person, and so on orderly. When the mimic has completed the circuit, another person begins, until all the students have had the chance to initiate the face- making. The row that finishes first becomes the winner. |
| **ASSESSMENT:** | Provide students an assessment worksheet to complete the sentences with the correct word. |

# LESSON PLAN: Bingo Game and Song

| | |
|---|---|
| **Topic:** | Simple Past |
| **Grade:** | 7<sup>th</sup> A/B |

**Objective:**   Students will be able to identify verbs in past and compose simple past structure form.

Students will be familiar with the spelling or word formation of past action verbs.

| | |
|---|---|
| **MATERIALS AND RESOURCES:** | Markers, board, projector, computer and worksheets. |
| **PRESENTATION:** | Sing the song "**Hello**"<br><br> Play **Bingo** game:<br><br>• Present a slide with 10 words from the vocabulary (verbs in past tense).<br>• Tell students to choose five of them and write them down.<br>• Explain students that any time you say a word that student has written down, they can cross off that word.<br>• When they have crossed off all their words, they shout *Bingo!*<br>• Keep record of what you say to check that students really have heard all their words. |
| **PRACTICE:** | After the game, recall the words in the bingo.<br>Show students a time line and ask them to complete the sentence: TODAY IS_____.<br>Then ask them for the day before (yesterday).<br>Explain Ss that we use Simple Past in order to express actions that we did yesterday or in the past.<br>Explain Ss the difference between regular and irregular verbs. |
| **PRODUCTION:** | Ask students What did they do yesterday?<br>Ask Ss to add "ed" to regular verbs.<br>Ask Ss to rewrite sentences in simple past tense. |
| **ASSESSMENT:** | Ask Ss to complete five sentences by choosing the best answer with Simple past. |

# LESSON PLAN: Magic Bag Game

| Topic: | Cause and Effect |
|---|---|
| Grade: | 7th |
| **Objective:** Students will be able to use the cause and effect structures in sentences. ||
| **MATERIALS AND RESOURCES:** | Markers, board, realia, computer, and projector. |
| **PRESENTATION:** | Show slides with the vocabulary about the realia such as cellphone, scissors, keys, a book, running shoes, pizza, money, umbrella, a movie, and a ball.<br><br>Explain the cause and effect structure using because and so, for example: I have the keys, so I can open the door. /I can open the door because I have the keys. |
| **PRACTICE:** | Ask students to write 6 causes and effect sentences. |
| **PRODUCTION:** | Ask students to participate in a game.<br><br>The magic bag:<br>1. Students are going to be organized in pairs.<br>2. One student takes an object from the magic bag and says a cause related to the object (or effect), the other student says and effect (or cause).<br>3. The pairs only have 1 minute to say the causes and effects that they can in that time. The pair that says more causes and effects according to the time bound becomes the winner. |
| **ASSESSMENT:** | Ask students to write five cause and effect relation sentences using so and because related to the game played before. |

# CONCLUSIONS

- Based on the results, it can be concluded that the research into the exploration of the roles of games and songs within 7th grade classroom has been very successful, because after each activity that incorporates games or songs students' assessments demonstrates their understanding of the topic that was worked.

- It is concluded that the use of games in English classes to preoperational stage children is a crucial and necessary activity to increase learners' motivation and interest.

- This project has clearly shown that children perform an active role inside the classroom while playing games related to the teacher's lesson, which validates constructivism theory of constructing knowledge by an active learning.

- It has been demonstrated that playing games provides an emotional component of peers interaction since most of the games were played in pairs allowing learners to communicate their ideas in order to win. This emotional aspect proves that social development plays a vital role inside the cognitive development.

- It is concluded that using songs in order to teach English contributes to the development of intonation, pronunciation and even it helps to reduce fear to speak the language freely while singing a song of their favorite artist.

- As a conclusion, grammar structure can be reinforced by the identification of forms of the verbs by listening and completing lyrics of the songs. Additionally, it was evident the relation that students made between the song and context sentences about the target structure during the assessment, which validates the powerful use of music since it provides a long term retaining of information, creating a meaningful learning.

# RECOMMENDATIONS

- **Recommendations for future research projects**

  Based on the analysis of the data collected and the conclusions of this project it is recommendable to do further research in the field of gender interaction during classroom activities in elementary school grades.

  Additionally, we recommend to continue researching about the use of games and songs and its benefits in other developmental stages.

  Finally, we encourage other interest actors to do research about the use of games and songs emphasizing on the reaction of parents and teachers.

- **Recommendations for improvement in the classroom curriculum**

  Considering the data collected and the conclusions stated about it is recommended to develop an English curriculum incorporating in each unit a considerable amount of games in Liceo Panamericano school.

  In addition, we recommend to ask teachers from Liceo Panamericano to create a sample of songs based on students' interests in order to practice and teach grammar structures and vocabulary.

  Finally, we recommend teachers from Liceo Panamericano to use technology and electronic devices to play e-games and listening songs with pedagogical purpose.

- **Recommendations for the English Language school – Universidad Católica de Santiago de Guayaquil**

  Based on the results, it is recommendable to include creative workshops for students that stimulate the creation of games based on learners cognitive stage since it is recommended to make up a sample of a game based on each group of learners needs, as it was made in this project with the game "Magic Bag" which was invented during the sessions with the advisor, Mr. Luigi De Angelis.

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# ANNEXES

## UNIVERSIDAD CATOLICA DE SANTIAGO DE GUAYAQUIL
## FACULTAD DE ARTES Y HUMANIDADES
## ESCUELA DE LENGUA INGLESA

## OBSERVATION PROTOCOL

Date: _____ Beginning: _____ End: _____
Grade: _____ Parallel: _____
Subject: Language Arts.

**1.** **Warm up:**

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**2.** **Topics of the lesson:**

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**3.** **Teaching approach :**

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**4.** **Description of the activity:**

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**5.        Students' reaction:**

|  | OUTSTANDING | VERY GOOD | GOOD | SUFFICIENT | INADEQUATE |
|---|---|---|---|---|---|
| Participation |  |  |  |  |  |
| Motivation |  |  |  |  |  |
| Effort |  |  |  |  |  |
| Performance |  |  |  |  |  |
| Achievement |  |  |  |  |  |

Conclusions:

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Recommendations:

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# UNIVERSIDAD CATOLICA DE SANTIAGO DE GUAYAQUIL
## FACULTAD DE ARTES Y HUMANIDADES
## ESCUELA DE LENGUA INGLESA
## SURVEY 1 FOR STUDENTS

Name of the student: _____     Date: _____

Birth date: _____

You have received this survey as part of a research study of the Catholic University of Santiago of Guayaquil. The purpose of this study is to investigate the effectiveness of different activities inside the classroom. This survey does not ask personal information. Your participation in this survey will help us make your school better, so please be honest in your answers. Your identity is not going to be shared with the teachers or the authorities of the school, thank you.

**DIRECTIONS: Please indicate your degree of agreement with the following statements. Circle the number that represents your agreement with each statement according to the definition provided in the superior section of the table.**

|  | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
|---|---|---|---|---|
| 1.   I expect that I will be able to play games during the English classes. | 1 | 2 | 3 | 4 |
| 2.   I would like to learn English with pair-work activities. | 1 | 2 | 3 | 4 |
| 3.   I believe that singing is a good strategy to practice pronunciation. | 1 | 2 | 3 | 4 |
| 4.   I believe that the best class is when we are only sitting. | 1 | 2 | 3 | 4 |
| 5.   I believe that reading is an effective way of learning. | 1 | 2 | 3 | 4 |
| 6.   I learn new grammar points when the teacher gives use examples without any previous explanation so that I can discover the rules. | 1 | 2 | 3 | 4 |
| 7.   I learn new grammar points when the teacher explains the rules. | 1 | 2 | 3 | 4 |
| 8.   Grammar is the most important part of English. | 1 | 2 | 3 | 4 |
| 9.   Vocabulary is the most important part of English. | 1 | 2 | 3 | 4 |
| 10.  I expect that I will be able to use e-games in order to learn grammar. | 1 | 2 | 3 | 4 |

# UNIVERSIDAD CATOLICA DE SANTIAGO DE GUAYAQUIL

## FACULTAD DE ARTES Y HUMANIDADES

## ESCUELA DE LENGUA INGLESA

## INTERVIEW PROTOCOL # 1

**Name of the interviewer:** Solange Rivera E.

**Name of the interviewed:** Ana Reinoso

**Date:** July 26th, 2016

**Time from** 8: 16 **to** 8: 23

**Purpose:** To gather information about the methodologies and techniques accepted and practice in Liceo Panamericano. Additionally, to learn what is the position of the English coordinator of the institution concerning the use of games and songs in EFL classroom.

## QUESTIONNAIRE

1. **As constructivism is the methodology of LiceoPanamericano, how are teachers applying this method with students?**
   Ahh! Well here at Lice Panamericano all our teachers practice constructivism through a real classroom management they assign role to the students and they work as a group so they are a very important part of this machine that we call classrooms and they work with really meaningful activities so they are able to learn English throughout games, songs readings and everything related to the learning process.

2. **What types of games are teachers allowedto play inside the classrooms?**
   All the games are allowed, could be group games or could be individual games but all of them with a very well classroom management of course.

3. **Do you think students can learn English by playing games? Why?**
   Absolutely! Because games are a very fun way that you can learn English, because it is a way that students acquire the language but they do not realize actually that they are learning because they just want to play that is what they want.

4. **Can you enlist games with pedagogical purpose? Explain one.**
   Of course! You can play inside the classroom BINGO, SIMON SAYS. There is a game that I really like that is "The last word" it's when you write one word and the group, because you divide the students in groups, start the other word with the last letter of the word that your partner wrote, so that is a way to check vocabulary, or if you want to focus on verbs or something. There is another game call "pin pon", when you work in pairs and you as a teacher gives a

selection and you say for example colors and in pairs they start: one student says one color and the other one so they start to playing the words like "pin pon" but they do not have to repeat, they are not allowed to be in silent, they have to be very quickly for that, it's a very good way when you want to check vocabulary or if you want to check. I don't know! Verbs.

5. **Do you think students can learn pronunciation by listening and singing songs? Why?**
Yes, absolutely. I highly recommended listening music. Personally, I prefer the old ones when you can get the correct pronunciation because the modern songs they just cut some words so it's not able to understand because for the rhythm they have to cut so they want to be a little more catching, so I prefer the old ones.

6. **What do you think are the topics of interest of children?**
Absolutely, games they just want to play, but you can related with types of values and they like to listen a good story when they got a message. It's better for them.

7. **How much noise and moving around the classroom would you permit?**
Ok, the classroom and the movement. Everything is allowed, but of course not to high and during my classes I use a watcher, so they have to check how much level, even there is an app that you can use it in your cellphone which measure the noise and it's a very good way that you can manage the students because they are very aware that they cannot expect to loud for them.

8. **What is or are the best roles that a teacher should perform inside the classroom? Why?**
I think that teachers have to be a complete monitor if I want to say the word, for the classroom because the teacher has to be the guide for the students because you are interesting in them not as students, you are interesting them as human beings so you have to be the friend, you have to be the teacher because actually, you teach them but I think that in English there is not a word that in Spanish I love that is "maestro", because you actually help the students to grow up and that is something very important for me and that is the reason that I am not a teacher I am a "maestra" because I actually help the students and to be better version of themselves.

**UNIVERSIDAD CATOLICA DE SANTIAGO DE GUAYAQUIL**
**FACULTAD DE ARTES Y HUMANIDADES**
**ESCUELA DE LENGUA INGLESA**

## INTERVIEW PROTOCOL # 2

**Name of the interviewer:** Solange Rivera E.

**Name of the interviewed:** Mariela Vasquez

**Date:** August 20th, 2016

**Time:** 11:09

**Purpose:** To learn what is an expert position concerning the use of games and songs in EFL classroom. Additionally, the aim of this interview is to get an inside in to learning psychology aspects related to the topic.

### QUESTIONNAIRE

1. **What are the psychological characteristics of seventh grade students?**

Kids at this transition stage (puberty), are trying to cope with the changes in their body and the changes in their mood. They are more aware of what is going on around them; they start to make questions about the nature of human beings. They are moving to abstraction (concrete operational), so critical thinking is a new field to be explored, with adequate guide, their normal curiosity at this age may stimulated by reasoning, analysis and argument.

They prefer hands-on over passive classroom activities. They have this tendency to get bored easily if they find that activities are not so meaningful for them, but since they still cannot explain this situation to themselves, they would misbehave or ignore others.

Social concern is more important than academic features. This is the age of finding "best friends forever"; they start to mirror on somebody else, because they are trying to recognize their own self or identity. This struggle is going to follow them for the rest of adolescence, so this is the moment to become fan of singers and movie stars and like to become part of groups that could reflect their interests.

2. **Do you think that games are effective for teaching English?**

Yes, they are. Ludic activities well planned and with an specific aim can help the classroom become a magic place where everyone would like to come and share. Games have proved to be effective teaching strategy that is the reason why almost all textbooks bring at least one classroom game.

3. **What are some examples of appropriate games for seven grades students considering their characteristics?**

These must be games more challenging that could help to demonstrate their capacities. They should test how industrious they are and how good they can perform. According to Erick Erikson, this is the moment of gaining attachment to a

group other than the family, so these activities must be appealing to students, on age, interests and effort.  These could be classroom contests where students have to run, role play where students can pretend to be somebody else for making interviews or for reporting some event, students at this age like to work in groups (no more than four),  they can play guessing games like "charades", that is exciting for them.

**4.     Do you think that using songs is an effective technique to teach English?**

I do think it is effective, in my experience it was an excellent way to start the warm-up of a class session, but I had observed that it is necessary for those kids who are shy and needs approval from the group, they can show how good they are and how they could get along with their classmates.

**5.     What are the criteria we must apply when selecting songs for seventh grade students in ESL or EFL classroom?**

First, teachers must know their students interests.  Students know what is new and trendy about music, more than teachers do, obviously it is part of the age gap.  To fill this inconvenience we must try to find what they like to see and hear, the TV shows and the radio broadcasts they follow.  Second, teacher could do their own research about the new songs and listen to them; teachers must like the music or keep open minded to new rhythms so as to transmit in class a real feeling.  Third, teachers should read in detail the lyrics of songs and be aware that there is a large amount of bad language in most of them.  It is necessary to use correct language, check for difficult structures and the register being used.  The exercise is going to be fascinating for students, but it implies extra work for the teacher.  This is returned in meaningful learning for students, in other words, real learning.

# UNIVERSIDAD CATOLICA DE SANTIAGO DE GUAYAQUIL

## FACULTAD DE ARTES Y HUMANIDADES

## ESCUELA DE LENGUA INGLESA

## INTERVIEW PROTOCOL # 3

**Name of the interviewer:** Solange Rivera E.

**Name of the interviewed:** Natasha Del Pozo

**Date:** August 9th, 2016

**Time:** 21:59

**Purpose:** To learn what is an expert position concerning the use of games and songs in EFL classroom. Additionally, the aim of this interview is to get an inside in to learning linguistics aspects related to the topic.

## QUESTIONNAIRE

1. **Do you think that games are effective for teaching English?**

   Yes, I think games are effective for teaching English.  When students are engaged in entertaining activities, they are most likely to learn.  Playing games should be pleasurable, and having fun definitely put the students in a relaxed mood where learning can occur.   Having fun motivates students to pay attention to rules and steps to follow to win a game, so they are certainly more focused on the subject of study.
   Nowadays that technology is taking big steps; the digital generation has brought to the market very interesting games to give the students to practice a foreign language.  If the students are having enjoying their time they are more motivated.  It is important to remember that it is necessary to give feedback because even if they are playing games, these games are planned with a specific objective and with expected outcomes.

2. **What are some examples of appropriate games for seven grades students considering their characteristics?**

   Games generally integrate practicing the four skills of language, and, considering 11 to 12 years-old students, any game that involves moving around the classroom would be very effective
   I would recommend running dictation for practicing listening, reading, writing, speaking.  The students read sentences of an article that is outside the

classroom and run back into the class to tell their group who would have to write the sentences correctly. The game is very fun to play.

Sentence jumble games are effective for practicing reading and writing.

Any board game variation would help too. The teacher can divide the board in two and ask students set in groups to practice vocabulary for example.

Role-play games make the students play a role or simulate a situation where they have to figure out how to deal with a problem set by the teacher. This very communicative game is always very useful.

In general, the types of games you use in class will have to be related to the class contents and the outcomes you are expecting to get.

3. **Do you think that using songs is an effective technique to teach English?**

Yes, it is very effective. Songs help students with pronunciation, with practicing stress and intonation. Songs create a positive welcoming atmosphere. When using songs everybody participates, and students are not afraid of making mistakes.

Nowadays many web sites give people suggestions of how to plan lessons that involve songs. It is a matter of choosing which one and for what pedagogical reason. The one thing you must keep in mind though is that you need to have a specific objective in mind; deleting words here and there will only serve for learning words of a song. There are several types of activities that can be done with songs like spotting mistakes, ordering the verses, engaging in discussion about the topic of the song, giving phonetic transcription, etc.

Do not forget to have a feedback session where you talk with the students about the song and about what they learned.

It is also necessary to give the students formal or informal assessment to see if the objective set at the beginning of the activity was fulfilled.

4. **What are the criteria we must applied when selecting songs for seven grade students in ESL or EFL classroom?**

Knowing your students English proficiency level, their learning styles and their interests is the most important factor that should be considered by every teacher when selecting songs for seven graders or for any other group of students.

Another important factor to consider when selecting a song is the academic objective the teacher has in mind; so, the teacher must choose the correct song, the correct lyrics, the correct rhythm, speed, and even the correct artist.

Very fast songs will not be very helpful if the proficiency level is not so high.

If you as a teacher have the opportunity to match your language objectives for using a song with all of the other factors then I would definitely recommend using songs every time you can.
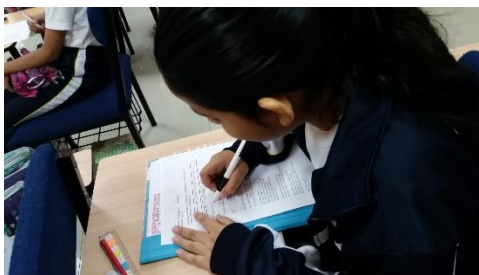
**Observation 1 and 2:** Domino game



**Observation 3 and 5:** Bingo game
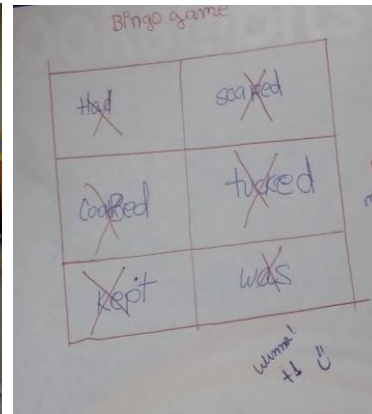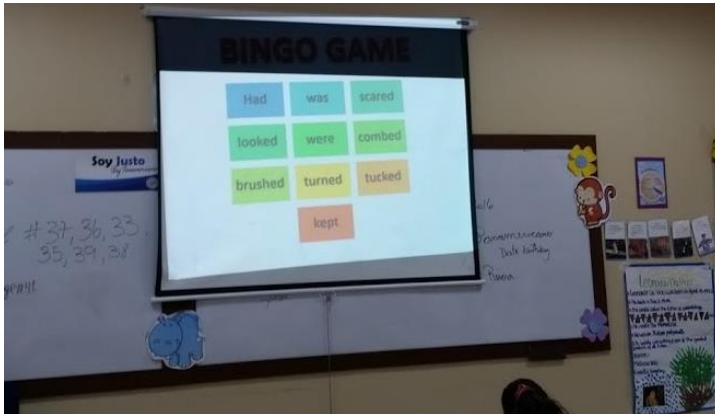


**Observation 4 and 6:** "Butterfly fly away" song activity
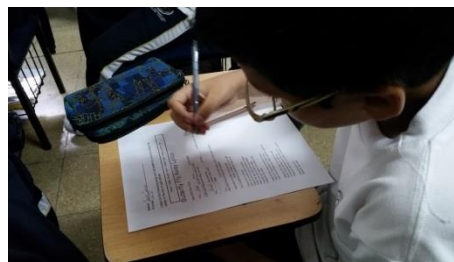


**Observation 7 and 8:** Magic bag game.

**UNIVERSIDAD CATÓLICA**
**DE SANTIAGO DE GUAYAQUIL**

CARRERA DE LENGUA INGLESA

**SOLICITUD DE PERMISO PARA**
**REALIZAR INVESTIGACIÓN**

Con motivo de mis estudios de titulación que sigo en la Universidad Católica Santiago de Guayaquil, me encuentro realizando la investigación titulada:

"Exploring the use of games and songs in the learning process of an elementary school"

Para lo cual solicito su permiso para recabar información de los maestros y de los estudiantes de Séptimo de Básica en la asignatura de Language Arts.

Este proceso incluye observaciones áulicas a estudiantes e innovación de actividades. Dichos procesos se llevarán a cabo en los meses de julio y agosto para la efectiva obtención de resultados.

Le agradezco de antemano su tiempo y su amable atención a la presente, me despido de usted.

Atentamente,

Solange Cristina Rivera Espinoza
Estudiante de Lengua Inglesa, UCSG

Guayaquil, julio 11 de 2016

---

Autorizo a Solange Rivera E. la realización de la investigación antes descrita en el Plantel Educativo a mi cargo.

Institución: *Unidad Educativa Particular Bilingüe Liceo Panamericano*

Autoridad: _____

f. _____

Dra. Patricia Ayala de Coronel Msc
RECTORA (E) LICEO PANAMERICANO

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Yo, **Rivera Espinoza, Solange Cristina**, con C.C: # **0950423244** autor/a del trabajo de titulación: **Exploring the use of games and songs in the learning process of an elementary school 7th grade classroom of Liceo Panamericano School in Samborondón** previo a la obtención del título de **Licenciada en Lengua Inglesa con mención en Gestión Educativa Bilingüe** en la Universidad Católica de Santiago de Guayaquil.

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