



UNIVERSIDAD NACIONAL DE LOJA

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

TITLE

GAMES AS A TEACHING TECHNIQUE TO ENHANCE THE GRAMMATICAL COMPETENCE AMONG STUDENTS OF SEVENTH YEAR “A” OF BASIC GENERAL EDUCATION AFTERNOON SESSION, AT UNIDAD EDUCATIVA FISCOMISIONAL “MERCEDES DE JESÚS MOLINA”, IN THE CITY OF LOJA DURING 2020 – 2021 SCHOOL YEAR.

Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Major.

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CERTIFICATION

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CERTIFIES:

The present research work entitled **GAMES AS A TEACHING TECHNIQUE TO ENHANCE THE GRAMMATICAL COMPETENCE AMONG STUDENTS OF SEVENTH YEAR “A” OF BASIC GENERAL EDUCATION AFTERNOON SESSION, AT UNIDAD EDUCATIVA FISCOMISIONAL “MERCEDES DE JESÚS MOLINA”, IN THE CITY OF LOJA DURING 2020 – 2021 SCHOOL YEAR.**, under the responsibility of the undergraduate student, **ANGIE NICOLE VALAREZO LIMA**, has been thoroughly revised and fully analyzed. Therefore, I authorize the presentation of the thesis for the pertinent legal aims.

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THE AUTHOR

DEDICATION

This work is especially dedicated to my father Arturo and my mother Gabriela, who have always counseled, supported and encouraged me to continue studying and improving my professional and personal life. Despite of the small inconveniences we have had, they have never stopped believing in me, and that is why I will be eternally grateful.

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ANGIE NICOLE

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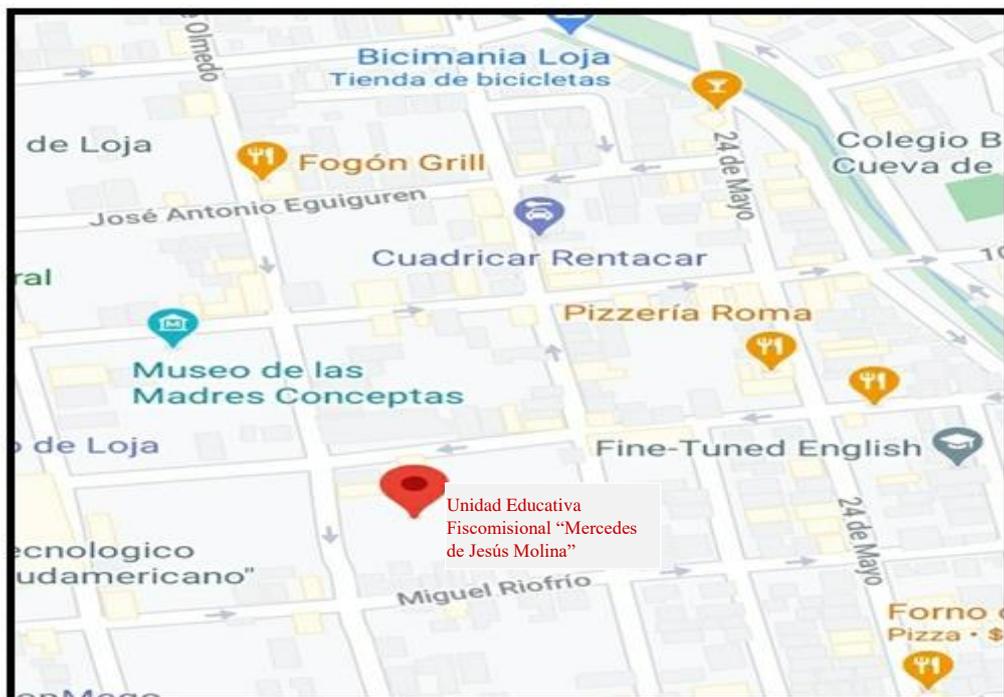
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a. TITLE

GAMES AS A TEACHING TECHNIQUE TO ENHANCE THE GRAMMATICAL COMPETENCE AMONG STUDENTS OF SEVENTH YEAR “A” OF BASIC GENERAL EDUCATION AFTERNOON SESSION, AT UNIDAD EDUCATIVA FISCOMISIONAL “MERCEDES DE JESÚS MOLINA”, IN THE CITY OF LOJA DURING 2020 – 2021 SCHOOL YEAR.

b. RESUMEN

El objetivo de este trabajo de investigación fue mejorar la competencia gramatical mediante la aplicación de juegos como técnica de enseñanza entre los alumnos de séptimo grado "A" de Educación General Básica sección vespertina, en la Unidad Educativa Fiscomisional "Mercedes de Jesús Molina", en la ciudad de Loja durante el periodo escolar 2020-2021. En este estudio, se emplearon diferentes métodos para describir, procesar, analizar e interpretar los datos, los cuales fueron el científico, descriptivo, estadístico y analítico-sintético. Se aplicaron pruebas y cuestionarios a veintiocho estudiantes para obtener datos sobre la competencia gramatical, y se administraron hojas de observación y notas de campo para obtener información sobre las actitudes de los estudiantes. Los resultados mostraron que los estudiantes mejoraron significativamente en la competencia gramatical en los aspectos de ordenar palabras, reconocer tiempos y referirse a la forma de los verbos. En conclusión, los juegos permitieron a los estudiantes adquirir y utilizar la gramática para transmitir una idea, motivar a los alumnos a participar, elevar sus calificaciones y cambiar sus actitudes de manera positiva.

ABSTRACT

The objective of this research work was to enhance the grammatical competence through the application of games as a teaching technique among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year. In this study, different methods were employed to describe, process, analyze and interpret the data, which were scientific, descriptive, statistical and analytical-synthetic. Tests and questionnaires were applied to twenty-eight students to obtain data about the grammatical competence, and observation sheets and field notes were administered to get information about learners’ attitudes. The results showed that students improved significantly in grammatical competence in the aspects of ordering words, recognizing tenses, and referring about verbs form. In conclusion, games allowed students to acquire and utilize grammar to convey an idea, motivate learners to participate, raise their grades and change their attitudes positively.

c. INTRODUCTION

In the learning process, there are some skills, systems and competences that are necessary to start using and mastering a new language, one main system is the grammatical competence, which is considered to be the basis for learning any language. Díaz-Rico (2013) argues that the mastery of grammatical competence is based on learning the language code, which includes the rules for forming words and sentences, meanings, spelling and pronunciation. According to Millrood (2014), grammatical competence in the context of learning a foreign language is a set of theoretical knowledge (rules) and language skills that are necessary and sufficient for students to construct correct sentences, to understand them, to monitor grammatical errors, to pass judgments about right and wrong linguistic forms and to perform language testing tasks. (p. 260)

Furthermore, people have shown they faced problems in writing and speaking because of the lack of knowledge of grammar conceptualizations and structures, they construct sentences that do not contain accurate grammatical rules. The main problem is with the conjugation of the verbs, due to verbs change in each tense, whether present, past or future. Besides that, when students are learning English, they should know the structure or the pattern of the sentence because it is different with their own language, thus this complicates the appropriate usage of grammar, and therefore the accurate practice of the language (GALA, 2018).

Similarly, the researcher witnessed different problems that students of seventh

year “A” at the Unidad Educativa Fiscomisional “Mercedes de Jesús Molina” faced in the grammatical competence. The investigator identified the issues that learners presented in grammar when the pre-professional practices were carried out in the institution. It was observed that students had difficulty to remember grammar structures and to construct correct sentences. This is, they had problems concerned with syntax knowledge, which is the word order that refers to the conventional arrangement of words in a phrase, clause, or sentence. They ignored where the correct place of each part of the utterance is.

Furthermore, another trouble that students showed was in morphology aspects as word structure and word formation, mainly the number, tense and agreement between subject and verb. The students of seventh year had drawbacks with these features, in number they always change incorrectly the nouns from singular to plural or vice versa. In tense, learners misunderstood when they have to deal with present and past tenses, and in recognizing which is the proper tense to use according to the situation. Finally, the agreement refers to use the correct verb form according to the subject. Consequently, the researcher has searched some information about how to raise students’ performance in grammar, and considered pertinent the implementation of games as a teaching technique to enhance the grammatical competence. Games that will be adapted to be applied in a remote learning because of the health crisis, which caused that teaching-learning process change to a virtual mode.

The main reasons to implement games were because they foster cooperation and collaboration among participants, students communicate more, and the fear of

participating and making mistakes decreases. In addition, through the application of games students' motivation increases as they play to win some rewards or just for fun, they have a healthy sense of competition and the boredom is not present. Another reason to apply games to teach grammar is due to the fact that they can work with the four skills (reading, writing, speaking and listening). It means that games make learners practice grammar through a variety of games, where some of them are related to write or speak about any topic.

This research was developed taking into account five main objectives: to research the theoretical and methodological references about games as a teaching technique and their application on grammatical competence, to diagnose the issues that limit the grammatical competence in the English language, to elaborate an intervention plan based on the application of games and to apply the most suitable games as a teaching technique in order to enhance the grammatical competence among students of seventh year "A" of Basic General Education afternoon session, at Unidad Educativa Fiscomisional "Mercedes de Jesús Molina", in the city of Loja during 2020-2021 school year.

The methods that were adopted for this investigation were: *The scientific method* facilitated the discovery of possible solutions and the collection of data to compose predictions and then analyze them. *The descriptive method* eased the description of the stages of the study, the kind of resources used by the researcher and the analysis and explanation of the object of the study. *The analytic-synthetic method* was used to analyze and interpret the results obtained from the pre-test and post-test, questionnaires, observations sheets and field notes. *The statistical method*

was employed to make the quantitative statistical analysis of the data obtained from the tests and the qualitative text analysis of the data obtained from questionnaires and the observations.

The components that conform this thesis work are: *The Abstract*, that describes the general objective, methods, instruments, population, main result and conclusion. Next, the *Introduction* which incorporates the contextualization of the problem, the central problem, reasons why the theme was chosen, specific objectives of the study, the methodology and the content of the thesis. Then, the *Literature Review* contains information related to the two variables: grammatical competence and games as a teaching technique. After that, the *Materials and methods* section involves the materials that were used, the design of the research, techniques and instruments, population and the description of the intervention plan. Then, the part of the *Results* encloses the fulfillment of the objectives, the pretest, pre questionnaire, posttest and post questionnaire results, comparison of pre/post test results. Next, the section of *Discussion* comprises the general results, aspects evaluated, description of the intervention plan phases, weaknesses and strengthens, and the contribution of the technique for the enhancement of the grammatical competence. Finally, the section of *Conclusions* encompasses the achievements of the research and *Recommendations* yield some suggestions for teachers and researchers.

d. LITERATURE REVIEW

The following section contains information about the two components of the research. The first part is related to games as a teaching and the second part is about grammatical competence.

GAMES AS A TEACHING TECHNIQUE

In this part of the research the most significant issues about the games variable are addressed, which are divided into different sections. At the beginning embraces the conceptualization of the technique, then there are its objectives, features, classification, ways to apply the technique, and finally it is explained the way games can be applied and adapted according to the teaching mode (whether face-to-face classes or remote learning), and how they boost grammar skills in students.

Definition of Games

Games are a helpful technique, which are used to have a pleasant teaching since these are chosen according to the subject to be taught and the skill that is going to be developed and improved, games also help to achieve learning objectives. In addition, these are applied so that students are more independent and less afraid of making mistakes, they also will not see the subject as complex matter, but educational and interesting.

Hadfield (2007) states that “A game is an activity with rules, a goal and an element of fun” (p. 4). Games are a natural way where students learn while playing, and are focused on backing up previous knowledge. Moreover, they are engaging

because learners are allowed to play with their peers, they cooperate, talk and share with others, and therefore teaching and testing is easier after applying this technique as learners do not realize that they are being observed or assessed.

According to Hadfield (2007), games can also be used at all stages as students progress in their learning since these games can be controlled by the teacher, and students are given the freedom to express themselves. Thus, these facilitate the acquisition of the language and consequently the use of it to communicate. Moreover, in the process of applying these games, teachers will be able to observe the deficiencies of learners in the language, the learning styles and therefore know what solutions take to solve them.

Objectives about Games

Games provide many positive aspects for learners, as they are chosen with specific aims and objectives for each skill, ability or for a class topic. Just as teachers set goals for their students, in the same way this game technique contains goals, which gives much value to each game because they are designed to achieve a specific purpose.

Gülin and Arda (2011) claim that games have some objectives for students in order to enhance their knowledge and practice the language. As the next presented:

- To facilitate the learning of a foreign language, making it more understandable and less complex for learners.
- To foster cooperation among participants, so that they use language with themselves in a real and meaningful context.

- To increase the interest in learning the language, introducing it in a discreet and interesting way for learners.

Furthermore, games seek for the updating and adjustment of methods in the English teaching process because it has been an impediment to provide the best quality education, due to there are still teachers who work with old methods and strategies that nowadays are not working well with EFL students, and therefore it has brought consequences rather than benefits in learners' knowledge, capacities, and skills.

Characteristics of Games

At the moment that a game is going to be developed in the class, it must not be any one, it should have certain characteristics that favor the intellectual, autonomous, integral and academic growth of the student. Constantinescu (2012) establishes some characteristics games can contain to be helpful.

- They need to have the purpose of using the target language in order to learn, practice, apply and remember all the components of the language.
- These should have appropriate content that promotes learners' development.
- They may promote good values in students.
- They are required to not be too long or they become bored

Moreover, those are just some characteristics that games may present but exist other perspectives to take into account when selecting a game. Liu and Liu (2015) claim that there are more considerations to pick a game for the class. For example:

Purpose.

Games are activities that aims to encourage students to participate voluntarily and actively, in addition to reaching the established objectives. Although, it should also be taken into account that there are going to be occasions when it will be necessary to demand the participation of the students. It is important to look at the effects that this causes on students, to see if it has brought good results.

Appropriateness.

There is a great variety of students, with different levels of learning styles and needs, thus it is advisable to start with simple games and gradually add complexity, and also choose and apply games that adapt to both genders of students, because some may be rough or inappropriate for everyone.

Interesting.

The activities that have been chosen for the class must be prepared according to the physical and mental development of learners, the content should be educational. In addition to use games, they have to create a pleasant atmosphere, where the objective of this game could be effectively achieved.

Competitiveness.

When playing there is always the sense of competitiveness among teammates, which can be a good factor to encourage them to actively participate and be enthusiastic.

Diversity.

It is advisable to choose different types of games so that they do not become monotonous, the variety of games will attract the attention of students and the entertainment factor will continue to be present.

Certainly, there is a great variety of characteristics to select the appropriate games to teach a language, mainly a skill or system. Thus, teachers must take into consideration those aspects according to the students' knowledge, abilities, skills, and needs in order to apply the game that is suitable for all.

Types of Games

There is a wide selection of games, which are determined to improve certain aspects on students. There is not a predetermined classification, they can vary according to its purpose, activities, development, aims, goals, etc. Some of them are focused on collaborative, individual or pair work. Hadfield (2003) states grammar games are classified into:

Matching games.

In this game, learners should match two words or phrases, half-sentences or some pictures. The number of cards that are necessary are placed, face down, in a random order, but previously the students must see them and try to memorize the places of each pair.

Ordering games.

Students arrange some pictures or order words to make sentences or to develop a long sentence, the longer the sentence the better the chance to win the game.

Completing games.

It is a game where the objective is to correct the sentences or the questions because they are incomplete or wrong.

Competition games.

Learners must untangle sentences or write as many sentences as possible in the shortest time.

Memory games.

In these games, students remember different sentences, pictures or any text, the winner is the person who remembers more the given categories.

Classroom Organization to Apply Games

According to Wright, Betteridge, and Buckby (2006), there are four ways to organize the classroom to apply a game in the appropriate environment, the arrangement must be related to the game. The activity can be done in different manners as follow:

Individual work.

These can be activities or games done by the student itself, they help to improve self-development, self-confidence, autonomy and independency.

Pair work.

In this type of work there is always the sense of cooperation and organization, besides the skills of listening and speaking are more practiced. When making a pair game, teacher must take into account some aspects like the friendship the pair may have, if the pairs are going to be created by the students or in a ruffle way and the strengths or weaknesses they may present.

Group work.

Sometimes there are games that require more than two participants because most of these types of games can be done to make a competition between groups. The groups can be joined with students with different learning styles or combining learners with strengths and weaknesses to help each other and also can be a leader in each group or not.

Whole class work.

At the moment of selecting a game for the whole class, it should not be so difficult so as to make all learners understand the game and the rules. It can be very useful in order to have a better class management but it can also present noise by all students.

Teachers' role.

According to Kouřilová (2015), the role of teachers is present when they have to explain a game, its rules and instructions. In addition, if the work is individual, pairs or groups, teachers must listen, advise, see how students work or help them if they

require it. Another aspect is that teachers must explain well the game, each concept, verify if everyone understood and if everything is clear.

Students 'role.

The role of each student is to have an active participation in the activities or games presented by the teacher. In addition to having doubts, students should ask the teacher in order to carry out the activity efficiently. Something important that needs to be present is the cooperation of each student, getting along with others and collaborating with whatever is necessary (Kouřilová, 2015).

Games in Teaching the Grammatical Competence

There are plenty of resources and ways to teach the grammatical competence, but not all of them have the necessary requirements to be efficient to use them with this system, so as it is a competence with several topics to address, it is needed good techniques and strategies. Learning the grammatical competence implies acquiring sets of rules, structures and concepts that are essential to begin to get acquainted with a new language, and gradually the learning remains impregnated in people and they start writing and understanding sentences and texts.

Nowadays, the teaching of grammar has become very important for teachers to teach a new language, but it is still seen as monotonous and boring system by students, since it is normally taught in a deductive form, which includes teaching the rules first, giving examples and finally doing exercises. The resource to teach this competence are games, which are an aid for teachers because of the advantages

they present. Harmer (2007) states “grammar can be introduced in a number of ways” (p. 210) and one is through the application of games.

Moreover, when implementing new and more dynamic activities, strategies or techniques (such as games) more frequently during class all learners are favored, especially students with different needs or learning styles because updated techniques motivate them to be engaged in grammar classes and be eager to participate and learn (Chambers & Yunus, 2017).

Godwin-Jones (2014) argues that games provide extensive use of the language, which is useful in the environment learners are surrounded, and in order to progress in the language, the players must actively participate in games, either communicating with classmates, or using and describing an object that is being employed in the activity. This will make sure that students use the language effectively and real to carry out the tasks or activities.

“Playing games can give learners a meaningful way to practice new grammatical structures and concepts in context. Unlike completing exercises from a textbook, games can provide learners with an opportunity to use language authentically, making learning more meaningful and memorable”. (American English, 2017, p. 1)

In the teaching process many methods, techniques, strategies and activities have been used, among them are games, which have been applied for a long time but not specifically as a language teaching technique, these are seen as any activity at the beginning of classes or at the end of it as a complement. But games contribute much

more to teaching, they arouse interest in students, they also complement and reinforce the content and the previous knowledge. The following are some games to strength grammar content. They are played in face-to-face lessons but they could be adapted to the need of teachers and students, as an example, they can be adjusted to employ in virtual classes.

The games below can be applied in both ways, online or face-to-face ways, but in virtual mode games are designed in different web pages. The pages allow the usage of images or the writing of the information that is going to be taught or practice in the classes.

Active verb tense game.

This game is based on making the participants write on pieces of paper some verbs, nouns, or any part of the grammar that is being seen in the class topic. It is a game that can be played in groups or individually, there must be a container for each type of word. Each student writes a word in a piece of paper and then puts it in a container, after it is left at the front of the class. Each player must go to the front and take a paper from each container, and use the words on the papers to make a sentence, the group or person that has used all the words in the containers and has written grammatically correct sentences is the winner. Also, this game tries to make students move from their seats and interact, it also focuses on the different learning styles.

In a virtual mode, the game can be designed to be played through online whiteboards like Ziteboard, which allow direct interaction with all the players, it is

only required that the teacher shares the link of the page with students, in this way they go to the page and the teacher can see students' participations.

Parmar (2021) argues Ziteboard is a tool that has become an essential element for teaching and for e-learning, especially in times for remote learning. It was created to improve teaching and make it more interactive between students and teachers, it is easy to use for anyone, and has special characteristics and functions, such as adding images, word and pdf documents. Teachers can use any feature to teach any kind of lesson like teaching grammatical structures, vocabulary, and most importantly: people can participate at the same time and in the same place while teachers observe everything (Ashley, n.d.).

The game begins when students are inside the page of the whiteboard, the teacher tells them to write a word of any part of the speech, when they have all written, the students are instructed to write a sentence with each word that they observe on the screen, they will have limited time to think and write their sentences on the board, at the end the sentences are read and verified if all are grammatically correct, and thus the winner is chosen.

This game greatly promotes the development of grammatical competence because it requires students to remember the verbs, nouns or any part of speech that have been used in the classes and that require more practice. In addition, using this game encourages the creation of sentences, questions or even short simple texts (American English, 2017). The active verb tense game played through an online whiteboard permits that teachers observe students' development and knowledge, it

also allows that teachers see if learners are applying correctly the grammar structures and remember the parts of the speech, or if they should reinforce the topics. Furthermore, learners will be able to notice their partners' comments, so they will not feel nervous or shy to write their sentences even if they make mistakes.

Word scramble game.

This game was created in 1954 by Martin Naydel, in this game the letters of the words are randomly mixed, or the words of the sentences are mixed together. The player must rearrange the words to form a coherent and meaningful sentence (Finder, n.d).

Word scramble is considered a board game, which has the facility to be developed in a classroom, on the whiteboard, or redesign in an online platform. This game in a normal and face-to-face class can be performed in different ways; individually, in pairs, in groups or as a whole class. To play, teachers write several sentences on paper, then cut them into pieces and ask students to fix them, but to win the game learners should have good knowledge of grammar structures. Another way to play is using the blackboard, where the teacher writes words and sentences in disorder, asking for the participation of students to write the sentences correctly.

On the other hand, if it is required to adapt the game to apply in a remote period. This could be done through different educational platforms that allow the development of various types of game, using the information that is going to be taught. A very useful platform that enables to play the word scramble game is Educandy. Larmand (2021) claims Educandy is a digital interactive tool that help

learners to retain and recall information like key words, concepts and rules while they have fun. This platform permits teachers to create activities in short time, then the page provides a code that should be shared with students, when they put it on the platform they can start to play while reviewing conceptualizations and utterances.

The grammatical competence is greatly enhanced when playing word scramble in the Educandy platform because it is a website that makes learning diverting and entertained because it has colors, sounds and images, so students enjoy playing meanwhile they study. Grammar here has a fundamental role, because in order to identify how the correct order of each letter or word is, learners must have knowledge of the structures in order to restructure the sentence correctly, and noticed that it has coherence when rewriting or reading it (Carter, 2020).

Pelmanism game.

One of the advantages of this game is that it serves with students of any age, no matter what subject they are learning, this game allows them to practice it in a dynamic way. In addition, there are different manners to develop it, such as doing it during face-to-face classes or virtual classes. To apply it within the class, it is a requisite to have flashcards with images, words or phrases that are going to be strengthened. To begin this game, the participants must place the cards face down, these are formed as a grid. The game starts when each participant takes turns turning over two cards at a time trying to find the pairs. If the cards match, the same player

has to draw another pair of cards but if they do not match, the turn goes to the other player (Verner, n.d).

In contrast, in online classes pelmanism game needs to be planned on a webpage like Genially, which allows teachers to add or modify any data that is going to be instructed. This is a digital page with several tools that favor the teaching-learning process, but the most remarkable thing is that it has a gamification section, with which is possible to adapt the class contents in any type of game. Genially possess the feature of creating games like board games, guessing games, questions and answer games, which enables the user to turn monotonous classes into vivid and fun ones, where there is the sense of entertainment, competition, points and rules to follow (DeBell, 2020).

In this activity not only the parts of speech are practiced, but memory is also strengthened, since students must try to memorize what is presented and then it is complemented with the practice of grammar, since learners memorize better from visual form the words, it is easier for them to remember the writing of the words and especially the formulation of sentences or questions. Pelmanism reinforce prior knowledge of words, then when learners have fresh knowledge, they are asked to use the words in any text, starting by short simple sentences until any kind of writing.

Error analysis game.

This is an activity focused purely on the knowledge of grammatical structures, but to not make it seen as a monotonous and traditional activity of just writing

sentences, it is designed and presented as a game. Game that is developed individually, in pairs or as a whole class, with students within the class, or through online meetings. According to Woodward (1996), this type of game can be developed in small groups, where there is a worksheet that contains some mistakes in the exercises or in any kind of activity. Students should read carefully to find the errors and then they have to correct them. The winner or winners are the people who have found most of the mistakes and correct them successfully.

Likewise, to be able to apply this game when there is a virtual modality, it must be adapted with an application or web page, a very useful page with an easy-to-use interface to design this game is Jamboard. This is an innovative digital whiteboard derivate from google, which permits teachers and learners interact between each other, without the need of being in the same room. Furthermore, its functions permit teachers write any idea, comment or information, upload images and so on, but the most important is that learners are able to see what teachers are doing and also, they can participate in real time (Edwards, 2020).

The error analysis game through the Jamboard platform is easy to play, at the beginning the teacher has previously chosen the sentences or the text that the students are going to read and identify the errors, then the link to the page is sent to them so that students go to it, see and participate in the activity, after that the sentences are written on the digital board and students are asked to find the errors, and there on the same board each student must write the sentences correctly. Teachers are able to see the participation of learners all the time, and choose the winner of the game by observing if sentences are well corrected.

This game requires a high use of grammar to be capable to complete it satisfactorily, since participants must know well the grammatical structures in order to be able to notice if there are errors present in the activities and above all to know how to correct them or what should go there.

The variety of games makes the classes more engaging and meaningful because the practice of the topics is in an inconspicuous way and tries to make the classes more motivating.

Advantages of Using Games in Teaching the Grammatical Competence

Games are a significant part in the language learning classroom, they bring benefits into the participants, even though there are still teachers who do not know the advantages they convey to the class and therefore they do not try them. One benefit is that games avoid the class to be ordinary, dull and tired because the environment turns to a positive space for learning (Gozcu & Caganaga, 2016).

Pathan & Alders (2014) mention some advantages when using this technique to enhance a system, skills or abilities, as the list above:

- Games increment inspiration by being entertaining.
- They give a serious component that improves powerful learning as they keep students intrigued.
- Games can assist learners with remembering and learning sentence structure rules.
- Students will be eager to learn due to they prefer learning while playing.

- Most participants like to be challenge in games, so with them participating the learning is better.
- Among other abilities, games help to develop and improve students' motor skills, social capacities, memory and creativity.

Therefore, games make all learners socialize in a real context or situations where they have to use the target language, sometimes they will need to move around or discover new things in their own. Additionally, Yolageldili and Arikan (2011) state other advantages for using games such as:

- Students pay more attention to grammar rules or patters, and also about vocabulary items.
- They are used to reinforce possible weaknesses.
- All students with different learning styles are involved.
- They are chosen according to students' age and level.
- A healthy sense of competition is developed, where the creativity and cooperation are used.
- It functions with the usage of the four skills (reading, writing, speaking or listening).

Undoubtedly, games have brought many advantages and benefits into the different English classrooms, the only factor is that teachers must be carefully when selecting any game, and after that look if those developed in students the skills that were expected and required.

GRAMMATICAL COMPETENCE

In this section there will be approached various parts of the grammatical competence, which are helpful to be acquainted with the different features that this system contains. The information begins with main concepts of the competence, then are the aspects that promotes grammar learning, and last are the role and importance of grammar.

Definition of Grammatical Competence

In the process of language acquisition, there are some skills and systems that are required to start using and applying the new language, one of the main systems that is useful is the grammatical competence, which is the basis to learn any language. Millrood (2014) states:

The grammatical competence in the context of learning a foreign language is a set of theoretical knowledge (rules) and language skills that are necessary and sufficient for students to construct correct sentences, to understand them, to monitor grammatical errors, to pass judgments about right and wrong linguistic forms and to perform language testing tasks. (p. 260)

Díaz-Rico (2013) argues that the domain of grammatical competence is based on learning the language code, which includes the rules for forming words and sentences, meanings, spelling and pronunciation. Thus, the objective of this competence is to develop the ability to use grammatical expressions correctly and in the appropriate context.

Hartwell organized some of these different meanings in an attempt to clarify the understanding of grammar by offering some definitions summarized below (as cited in Williams, 2016).

- Grammar can be a group of formal patterns in which the words are ordered to make a larger sentence or phrase.
- A field of linguistics that studies the description, analysis, and formulation of formal language structures.
- Concern with the parts of speech.
- Different words or terms used to make compositions and teaching writing. (p. 1)

Therefore, the grammar competence has to do with the grammatical forms of the sentence, knowing how to recognize the characteristics, phonological, morphological, syntactic and lexical that serve to understand, form and interpret words, sentences or short writings. This competence can be manifested not only by knowing all the rules, but by applying them for interpretation or expression. Thus, with grammar these sentences start making sense because all types of writing have rules, structures, order and tense in order to make the text clearer, with cohesion and coherence.

Aspects of Grammatical Competence

The grammatical competence is a field of linguistics and both are related to the study of the structure of words, sentences and meanings. But inside grammar, there are other aspects that together help when writing, explaining, expressing and interpreting in communication.

In language, grammar is the central focus that allows expression, either through sounds or in written form. Furthermore, meanings of words have another important role because they help to have a better understanding of the message. In order for grammar to have more value as a competence, there are other aspects that support it, these are morphology and syntax, which focus on words, sentences, rules and meanings of utterances (Sidney & Gerald, 2015).

Syntax.

It studies how words are combined and what is the relationship of all its components, it is also based on the correct arrangement of words to make simple or complex sentences, phrases and clauses. In the English language, the word order helps to demonstrate the relationship of words. Phrases or words that are related to each other can be used to form the sentences, also investigate sentences that have similar contexts (Duignan, 2020).

Word order.

“It refers to the conventional arrangement of words in a phrase, clause, or sentence. Compared with many other languages, word order in English is fairly rigid. In particular, the order of subject, verb, and object is relatively inflexible” (Nordquist, ThoughtCo., 2018).

Basically, word order is concerned in the way the words are arranged in any sentence. It is of utmost importance when communicating in English because it can have repercussions in the meaning of what people is trying to say. Thus, English has a basic standard that is the subject + verb + object. Furthermore, to apply an

appropriate word order is necessary to understand that the subject involves a noun or pronoun, the person, place or thing. The verb reflects the action or state of being, and the object is the word or group of words influenced by the verb (English, 2015).

Morphology.

Nordquist (2019) states morphology is a main part of the grammatical competence that is concerned with the word structures and formation, it also refers about morphemes, which are the smallest units of a language and serve to build words or phrases. Normally, morphology can be divided in various types, but the most common, basic and applied ones are the following:

Word-formation.

It demonstrates how new words are created based on other words or morphemes. The most common utterances used to the formation of the new ones are prefixes, suffixes, conversion and compounds.

Inflection.

Another type of morphology is inflection. Stebbins (2011) claims:

Inflectional morphemes are affixes which carry grammatical meaning (for example, the plural -s in cats or progressive -ing in sailing). They do not change the part of speech or meaning of the word; they function to ensure that the word is in the appropriate form so the sentence is grammatically correct. The most common inflectional morphemes are used in verb inflection (for example, -ed in raced, -ing in racing, -s in races) but there are suffixes for noun inflection (for example, plural

-s in horses and possessive -'s in Norma's) and adjective inflection (for example, comparative -er in faster and superlative -est in fastest).

In this case, some extra letters are added to adjectives, verbs or nouns, which express distinct grammatical forms. Inflection can be applied to show different meanings or to distinguish the mood, number, tense, voice, agreement or gender of words.

Tense.

Languages have its own grammatical ways to show when an event happens or when a process is in progress. In grammar, this aspect is known as tense. The English language uses some morphemes to explain the tenses, such as: the morpheme “ed” at the end of the verb walk, which turns into walked, illustrating that the event already happened (Hamm, 2018).

It expresses the time when an event occurred and the time of the speech event, it often uses the time to narrate, but also adverbials or nouns. It is perceived as past, and present. Past talks about any event before the present, and present tense refers to something that happens now (Britannica, 2011).

Number.

The number is concerned with singular or plural nouns, mainly focusing on making plural nouns. "The singular form of nouns is the unmarked and most common form, and plural nouns are formed from the singular by inflectional change, normally the addition of a suffix.

"The overwhelming majority of nouns form their plural by adding the ending -
(e)s.

"The normal spelling is -s, but if the word ends in s, z, x, sh, or ch, the spelling
is -es: bus-buses, box-boxes, bush-bushes, match-matches.

"If the singular ends in a consonant letter + -y, the spelling is -ies: copy-copies,
fly-flies, lady-ladies, army-armies.

"If the singular ends in a vowel letter + -y, however, the spelling is -s: boy-boys,
day-days, key-keys, essay-essays.

"If the singular ends in -o, the spelling of the plural is sometimes -os and
sometimes -oes: pianos, radios, videos v. heroes, potatoes, volcanoes." (Nordquist,
ThoughtCo., 2020)

Agreement.

This part of inflection is focused on the agreement on verbs, mainly concerned
in the suffix that is added at the end of the verb that changes depending on the
subject of the verb (Anderson, n.d.). For example:

English

1st I sing

2d you sing

3d she sings

1st we sing

2d you (pl.) sing

3d they sing

The Role of Grammatical Competence

“It is undeniable that Grammar plays an important role in learning the English language. Having a good command of the language means not only to master the four language skills of reading, writing, listening and speaking but also to achieve grammatical competence” (Adil, Anam, & Asfia, 2017, p. 4400).

The study and learning of language are part of the basic knowledge to acquire a second language. Sidney and Gerald (2015) argue that each person or student has a distinctive attitude towards learning another language, but some are specific to grammar. Grammar helps in several aspects such as:

- In punctuation, the structures of grammar are essential.
- To learn a foreign language, the system is the basis.
- This competence facilitates the understanding of various texts types.
- When composing a text, grammar helps to write it correctly through the drafts to later obtain the best composition.

Moreover, grammar has been established as a major part in language, it is a fundamental element in almost all curriculums that are stated by the Ministerio de Educacion due to the advantages it brings into the English language, it is not only focused in explaining rules, with the appropriate learning of grammar the other skills are improved as well. For example, in writing and reading, grammatical

competence helps to enhance the writings, making them more understandable and easier to interpret. On the other hand, grammar has to work with speaking and listening skills because when learning how the grammatical structures and rules work, it is simpler to speak better and also understand other's people messages, even the communication becomes more fluent.

Importance of Grammatical Competence in the Teaching and Learning

Process

The grammatical competence has been taught over many years due to its importance in language teaching-learning acquisition. During the process of teaching, it was seen that there are learners who learn grammar in a more natural way since they are surrounded and exposed to the language, but there are other students who present problems in learning this system. Richards & Theodore (2001 as cited in Jarrah Mohammad, Oraib, Rania, & Tamer, 2019) stated manners in which grammar helps learners to distinguish the form, meaning and the use of the language.

- Teaching form: These are rules that explain the correct order of words and which endings should be applied. These are usually taught by teachers, although there are certain ways or rules that students can learn on their own or without much explanation.
- Teaching meaning: When introducing a new structure, it is advisable for teachers to use the appropriate context that is meaningful, so that learners know how to

use it in daily life. They relate the structure with the meaning and the teacher at first present the structure, then the meaning.

- Practicing and using the language: Teachers must also use activities that help remind students of the new language, thus they can speak or communicate more fluently and accurately.

Grammar should be learned to give it a good application, not only because teachers teach it, it can help to discipline the mind and progressively reach high levels of knowledge of the language. In addition, grammar explains the reason for language and how it works, people simply cannot do without it (Pathan & Alders, 2014).

In the process of teaching grammar, teachers need to be careful in the way of teaching, regardless of the method or technique used to clarify this competence. As school years passed, learners tend to dislike grammar and structured exercises as well. Thus, to solve these inconveniences certain actions must be taken that favor the good learning of learners and permit to identify the weaknesses of them.

Briefly, games facilitate learning grammar because they make the acquisition of new words easier, the remembering of grammatical structures becomes interesting and important to complete the activities, and above all games encourage the use of language in a real context, where students practice it when they communicate while playing. In addition, games foster cooperative and collaborative skills, and promote the development of the four skills of English, where students read, write, speak and listen in order to accomplish the objectives of games.

e. MATERIALS AND METHODS

Materials

The present work was applied during the pandemic crisis, so as consequence the modality of teaching and learning change into a remote learning. This implies that teacher and learners teach and learn from their respective homes because the health crisis demanded it. As a result, the researcher had to adapt different resources to apply the technique in the virtual modality, and in the same way learners had to adjust their styles in order to be able to keep learning.

To conduct this research work, different resources were implemented, including human, material and technical. Regarding human resources, twenty-eight students from the seventh year “A” of the Unidad Educativa Fiscomisional “Mercedes de Jesús Molina” participated actively and collaborated in the implementation of the intervention plan. In addition, the researcher had an essential part in the design and development of these lesson plans.

Referring to the material resource, different tools were used to improve grammatical competence, specifically the four aspects that were word order, tense, number and agreement. The materials used during this intervention plan were visual digital resources such as cards and flashcards, PowerPoint and Genially presentations, online worksheets and assessment sheets, digital tools such as Quizizz and Kahoot, and different kind of games developed in various webpages like Educandy, Ziteboard, Jamboard.

To begin with, the visual resources served to introduce the new words during the class. Afterwards, PowerPoint and Genially presentations were used to explain some topics of grammar. To continue, worksheets and assessment sheets were applied, one to practice the topics that were taught and the other to make a brief assessment of what was explained in class. In the same way, students were assessed with Kahoot and Quizizz apps, which gave variety in the class.

Games were applied for teaching and practicing each aspect of grammar using a different platform for each one. The platforms had educational content, and were characterized by allowing users to design the games based on the needs that students require, that is, the platforms permitted to upload images, music or write the words and instructions that students need to learn while playing.

For the word order aspect, the game word scramble was played in Educandy platform, instead the active verb tense game was performed in the Ziteboard website, which evaluated the tense aspect. Furthermore, the pelmanism game assessed the number aspect, this was played through Genially website, and finally the aspect agreement was practiced by playing the Error analysis game through the Jamboard website.

Finally, the technical resources useful for the development of this research were the laptop and the internet, which were fundamental for searching information about the technique, developing the intervention plan and choosing the best activities to apply with learners.

Design of the Research

The research was carried out using the model proposed by Creswell (2012), who claims that action research is “systematic procedure done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning”. Action research consists of the following steps: Identifying a research problem, reviewing the literature, specifying a purpose for research, collecting data, analyzing and interpreting the data, reporting and evaluating research.

Taking into account this process, at first the researcher discovered the problem that students of seventh year “A” presented in grammatical competence. Then, different resources were searched and one was selected to settle this issue, thus games as a teaching technique were chosen to solve this problem. Next, the researcher designed an intervention plan using the activation, connection and affirming model. These plans were focused on the application of games to enhance the grammatical competence. Finally, the findings obtained after the application of the intervention allowed the researcher to evaluate the effectiveness of games in grammar. The results gathered after the application of the intervention plan were reflect and analyzed in order to draw up conclusions and recommendations.

Methods, Techniques and Instruments

Methods.

To elaborate, plan and develop this research, different methods were implemented, which are the following:

The scientific method.

It facilitated the acquisition of the main information about games proposed to enhance the grammatical competence. It also permitted the collection and analysis of data, and the design of the intervention plan.

The descriptive method.

This method eased the description of the stages before, during and after the research. It was also helpful to detail the kind of resources used and the analysis and explanation of the purpose of the research.

The analytic-synthetic method.

It was used to analyze and interpret the results obtained from the pre and post-test, pre- and post-questionnaires, observations sheets and field notes. In addition, with the results that were collected with the instruments was possible to draw up the respective conclusions.

The statistical method.

This was employed to present and tabulate the quantitative and qualitative analysis of the pre- and post-test, and pre- and post-questionnaires. This quantitative

information was represented in tables, and the qualitative information was displayed in figures.

Techniques and instruments.

Test.

The researcher designed a test, which was applied as the pretest and posttest, these were administered at the beginning and at the end of the intervention plan, respectively. The test consisted of 4 questions, two were multiple choice, which permitted to evaluate the tense and number aspects. The two completion questions were addressed to assess word order and agreement aspects. The objective of these tests was to measure students' performance in grammatical competence before and after the intervention.

Questionnaire.

During the development of the intervention plan, a questionnaire was designed, which consisted of five multiple-choice questions and was given at the beginning and at the end of it. In the start, it was implemented to recognize the students' first impressions about the technique, and at the end to analyze the new attitudes or opinions that students have regarding the technique after having applied it during the intervention plan.

Observation sheets.

This instrument was used to write down and record the events, improvements and achievements that each time the students were obtaining on each indicator of

the grammatical competence, which were word order, tense, number and agreement. The information was gathered and registered in each lesson.

Field notes.

These are notes that were made during the application of the intervention plan, especially to see how the students' reactions were about the use of games to enhance grammar. Field notes were useful to annotate the important activities that occurred in the class, and also were helpful to evidence the findings.

Population

In the research were involved twenty-eight students, twelve girls and sixteen boys, who attended to seventh year "A". The participants were all about ten to eleven years old. The students received three hours of English per week.

Description of the Intervention Plan

The intervention plan was executed taking into account the next five phases:

Phase 1. Initial Reflection.

During a non-participant observation, the researcher noticed that students of seventh year "A" had difficulties with the appropriate word order to write any sentence, in applying the correct tense in sentences, also in adding extra letters in nouns and verbs when is required to express a clear message. This situation permitted the researcher to recognize grammatical competence as an issue among learners and she decided to apply games as a way to solve this inconvenient.

Phase 2. Planning.

As a consequence, to remedy the seventh-year “A” students’ weaknesses on the grammatical competence, Activation (before), Connection (during), and Affirming (after) lessons plans were presented, which were organized with different games.

Phase 3. Action.

The intervention plan was carried out during 30 sessions of 40 minutes each one in 10 weeks’ period of time. Lesson plans were developed through online classes, where students had synchronous learning, which facilitated the application of the technique and the observation of students' performance during class.

Phase 4. Observation.

During the intervention plan, the researcher observed and recorded seventh year students’ reactions and achievements to the planned activities by means of observation sheets and field notes. Moreover, the investigator could notice which were the advantages and disadvantages of applying the technique in a remote learning.

Phase 5. Reflection.

Once finished the intervention plan, the researcher reflected critically upon the effectiveness of the application of games as a teaching technique to enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year.

f. RESULTS

Pretest Results

a. Table 1

Pretest Scores of Students of Seventh Year “A” in Grammatical Competence.

Students' code	WO /2.5	T /2.5	N /2.5	A /2.5	Total /10
UEFMJM7A01	1.0	1.5	0.5	1.6	4.1
UEFMJM7A02	2.5	2.5	2.0	2.5	9.5
UEFMJM7A03	1.5	1.0	1.5	0.6	4.6
UEFMJM7A04	0.0	1.0	1.0	1.4	3.4
UEFMJM7A05	1.5	1.5	2.5	2.1	7.6
UEFMJM7A06	1.0	2.0	2.0	2.1	7.1
UEFMJM7A07	2.0	1.5	2.0	1.1	6.6
UEFMJM7A08	1.5	2.0	1.0	2.1	7.6
UEFMJM7A09	1.5	2.0	1.0	1.8	6.3
UEFMJM7A10	2.0	1.0	2.0	2.5	7.5
UEFMJM7A11	1.5	1.5	1.0	1.6	5.9
UEFMJM7A12	0.5	1.0	2.0	0.5	4.3
UEFMJM7A13	0.0	1.0	0.5	2.1	3.6
UEFMJM7A14	2.5	1.5	2.0	2.5	8.5
UEFMJM7A15	2.5	2.0	1.5	0.6	6.6
UEFMJM7A16	1.5	2.0	2.0	0.3	5.8
UEFMJM7A17	1.5	2.0	1.0	2.1	6.6
UEFMJM7A18	1.5	2.0	1.5	1.1	6.1
UEFMJM7A19	1.0	1.5	2.5	2.5	7.5
UEFMJM7A20	1.5	0.5	1.5	1.6	5.1
UEFMJM7A21	2.5	1.5	2.5	1.4	7.9
UEFMJM7A22	0.0	1.5	1.0	0.3	2.8
UEFMJM7A23	2.5	1.5	2.0	2.0	8.0
UEFMJM7A24	2.0	2.0	2.5	2.5	9.0
UEFMJM7A25	1.5	1.0	2.0	2.5	7.0
UEFMJM7A26	2.5	1.0	1.5	1.8	6.8
UEFMJM7A27	1.5	1.5	2.5	2.1	7.6
UEFMJM7A28	0.5	1.5	1.5	0.3	3.8
Mean	1.4	1.5	1.7	1.6	6.2

Note. UEFMJM= Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, 7A= seventh-year “A”, 01= Students' code, WO= Word Order, T= Tense, N= Number, A= Agreement

b. Interpretation and Analysis

The data in Table 1 illustrate that the students of seventh-year “A” achieved a 6.2 / 10 general score in the pretest, in which the word order, tense, number and agreement aspects of the grammatical competence were evaluated. With this result, students were below the average level (see grading scale on page. 158). This

demonstrates that learners have flaws when they write or speak in the English language.

As stated in the results above, it can be highlighted that the highest mean score obtained by the students was 1.7/2.5 in the aspect of number, which indicates that they had more mastery in recognizing when a noun should be in plural or singular according to the context. Even though, they had more mastery in this regard, they still manifested some mistakes when the plural of certain nouns must be written.

On the other hand, learners showed some weaknesses in the word order aspect, in which they got the lowest mean score that was 1.4/ 2.5. Thus, students displayed that they handle the basic structure to write simple sentences, but they faced some problems when writing longer sentences that required the usage of more parts of the speech.

Concluding, students' problems were regarding the mastery of grammatical structures, the plural and singular form of nouns and the use of verb tenses, which caused them to have errors when they want to transmit their ideas through sentences, especially when they are longer. Sidney and Gerald (2015) claim grammatical competence is the basis that allows the expression of ideas, thoughts, whether orally or in writing, but to convey a clear message grammar is based on different aspects such as morphology, which includes the word order, the other aspect is syntax that contains the tense, number and agreement.

Comparison of the Pre and Post Questionnaire Results

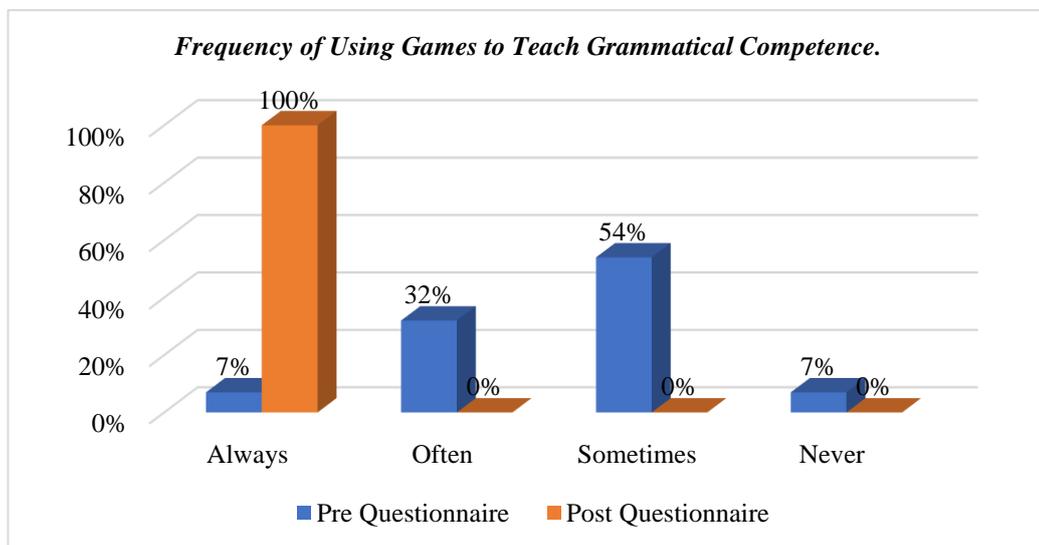
Question 1: How often does your teacher use games to teach grammatical competence?

a. Table 2

Frequency of Using Games to Teach Grammatical Competence.

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	2	7	28	100
Often	9	32	0	0
Sometimes	15	54	0	0
Never	2	7	0	0
TOTAL	28	100	28	100

b. Figure 1



c. Interpretation and Analysis

The results of Table 2 indicate that more than half of students (54%) stated that the teacher sometimes used games to teach grammar. The data indicate that, the way students learned grammar was focused on completing the activities in the book

and writing simple sentences on their notebooks, which caused that students acquired their grammatical competence in a deductive manner, making the learning tiresome. Besides that, the grammar classes emphasized on giving explanations of the grammatical structures, and in the application of traditional methods and resources, limiting them to improve their grammatical competence.

However, after the implementation of the intervention plan all students (100%) confirmed that the teacher always used games to teach the grammatical competence during the lessons. Students noticed that games provide more and accurate practice and to acquire grammatical competence more effectively. As a result, learners increased their participation in games, which permitted them to recognize most of the grammatical mistakes they had, and to construct sentences following the correct word order, singular and plural forms, depending on the context.

Moreover, when implementing new and more dynamic activities, strategies or techniques (such as games) more frequently during class all learners are favored, especially students with different needs or learning styles because updated techniques motivate them to be engage in grammar classes and be eager to participate and learn (Chambers & Yunus, 2017).

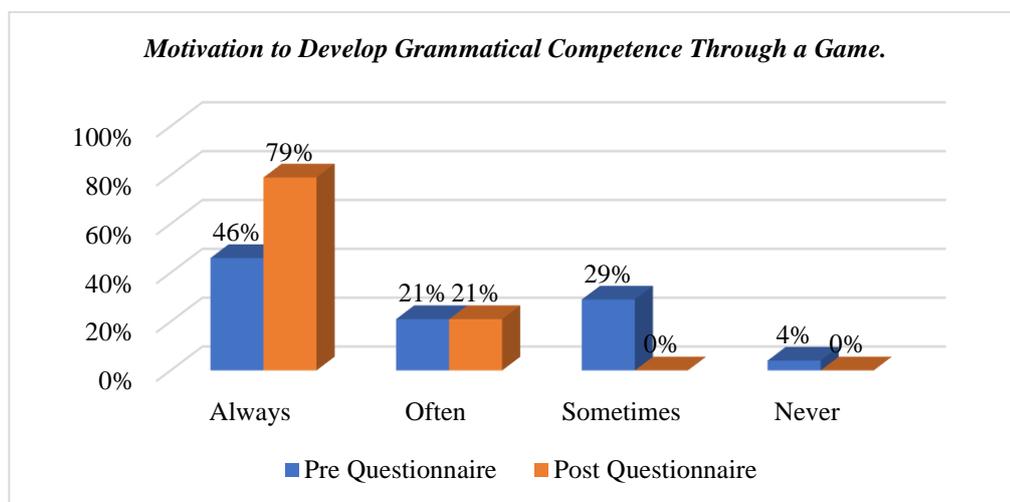
Question 2: Do you feel more motivated when you develop the grammatical competence through a game?

a. Table 3

Motivation to Develop Grammatical Competence Through a Game.

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	13	46	22	79
Often	6	21	6	21
Sometimes	8	29	0	0
Never	1	4	0	0
TOTAL	28	100	28	100

b. Figure 2



c. Interpretation and Analysis

The data collected in Table 3 illustrate that several students (46%) manifested they always felt more motivated in developing the grammatical competence through a game during class. Even students were more enthusiastic to learn the grammar topics playing, the application of the same kind of games made learners get bored, which impeded students develop their grammatical abilities to identify

the correct order of the words, to notice the appropriate verbs, the plural of nouns and to choose the main tense verbs in context.

After the application of games many students (78%) demonstrated that they felt more motivated in developing their grammatical competence. Students expressed that their motivation to learn grammar increased since games had different characteristics that caught their attention and encouraged them to be eager to join in playing in every class. Games also kept them fulfilling the activities, completing different exercises in relation to formulate questions and sentences in different tenses, which made them more competent in grammar.

Gozcu and Caganaga (2016) argue games are a significant part in the language learning classroom, they bring benefits into the participants, even though there are still teachers who do not know the advantages they convey to the class and therefore they do not try them. One benefit is that games avoid the class to be ordinary, dull and tired because the environment turns into a positive space for learning, and learners get more motivated to keep acquiring new knowledge.

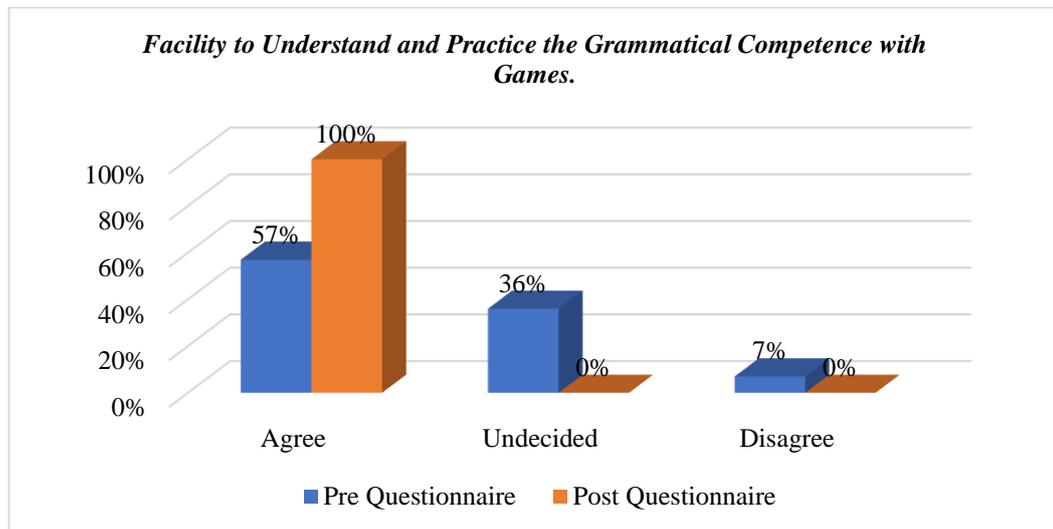
Question 3: Games facilitate the understanding and practice of grammatical competence.

a. Table 4

Facility to Understand and Practice the Grammatical Competence with Games.

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Agree	16	57	28	100
Undecided	10	36	0	0
Disagree	2	7	0	0
TOTAL	28	100	28	100

b. Figure 3



c. Interpretation and Analysis

As is displayed in Table 4, more than half of students (57%) agreed that games facilitated the understanding and practice of the grammatical competence. This indicates that students only executed and fulfilled the grammar exercises or tasks in their books and without receiving feedback about their failures in the competence when writing or speaking. Games were only used from time to time, which provided them little practice in developing their capacities in structuring short and long sentences, neither they acquired new knowledge in verbs and nouns.

However, the outputs changed after the application of the intervention plan, and the data collected indicate that all students (100%) agreed that games facilitated the understanding and practice of grammatical competence. This shows that games were focused on written or speaking activities, that assisted students to get training in handling grammatical structures and recognizing the correct place that each part

of the speech must have in order to express a clear message, using the different verb tenses.

“Playing games can give learners a meaningful way to practice new grammatical structures and concepts in context. Unlike completing exercises from a textbook, games can provide learners with an opportunity to use language authentically, making learning more meaningful and memorable”. (American English, 2017, p. 1)

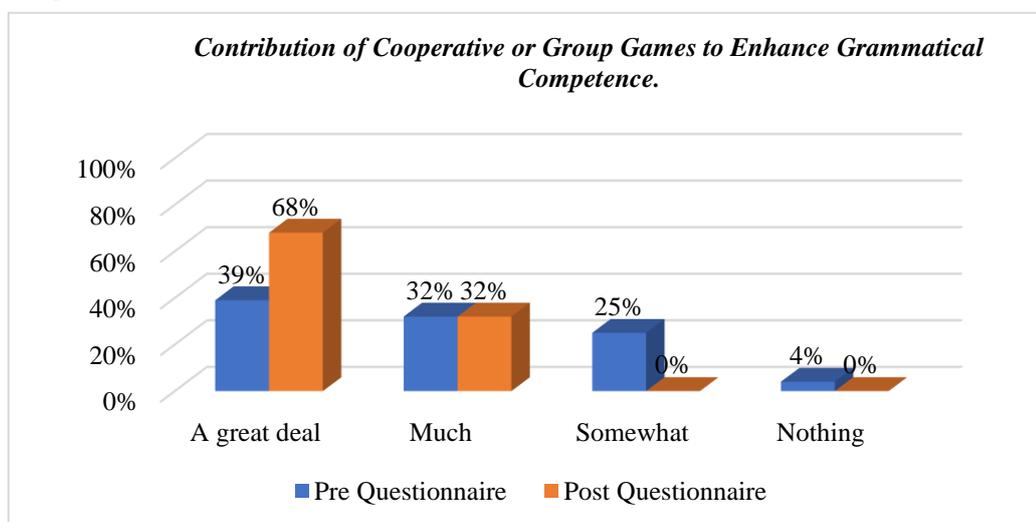
Question 4: To what extent the use of cooperative or group games implemented in the classroom contribute to the enhancement of grammatical competence?

a. Table 5

Contribution of Cooperative or Group Games to Enhance Grammatical Competence.

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
A great deal	11	39	19	68
Much	9	32	9	32
Somewhat	7	25	0	0
Nothing	1	4	0	0
TOTAL	28	100	28	100

b. Figure 4



c. Interpretation and Analysis

The information collected in Table 5 shows that before the intervention plan, several students (39%) expressed that cooperative or group games contributed in a great deal in enhancing their grammatical competence. This reveals that group games were used to practice grammar and they more or less eased the comprehension of the lessons during the class, but with cooperative games the participation was particularly made by students who mastered more grammar, the rest of the group members only watched or listened, with no chance to give their opinions or have an active participation during the game. This way, most students had difficulty to develop their grammatical competence because they had no enough opportunities to practice the system, they also could not get acquainted with the concepts and elements.

Nevertheless, the data gathered after the intervention plan display that more than half of students (67%) affirmed that cooperative or group games helped them a great deal in enhancing the grammatical competence. It is analyzed that the percentage of students who indicated their acceptance of games and their contribution to grammar increased, and now most of them agreed on their great usefulness and effectiveness. Moreover, students manifested that they were given clear instructions and were monitored when working in group games. Above all, grammar was better understood since learners helped each other. Playing in groups also allowed students to be active in class, be more collaborative, have a healthy sense of competition, practice and demonstrate their knowledge of grammar and brainstorm

some words (such as verbs, nouns, adjectives) in order to construct accurate sentences, questions and short simple texts.

Liu and Liu (2015) establishes that group games encourage learners to actively participate and be enthusiastic. There are group games that can be formed with students that have different learning styles or needs, in this way all members collaborate to carry out the activity, they also help each other to understand better the grammatical structures that may be seen complicated for some of them. When learners work in groups the grammatical competence becomes easier to comprehend because they are more confident to ask among classmates something they have not understood.

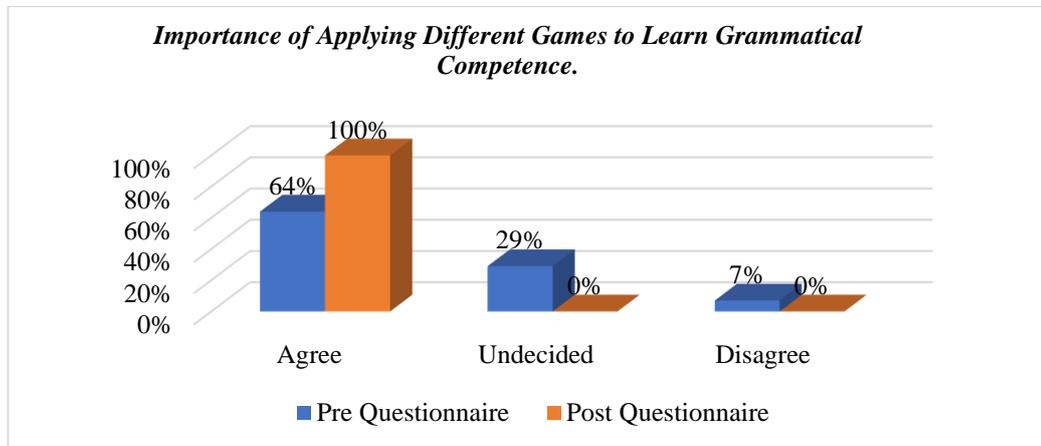
Question 5: It is very important to apply different games to make the classes more engaging to learn grammatical competence.

a. Table 6

Importance of Applying Different Games to Learn Grammatical Competence.

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Agree	18	64	28	100
Undecided	8	29	0	0
Disagree	2	7	0	0
TOTAL	28	100	28	100

b. Figure 5



c. Interpretation and Analysis

Based on the results in Table 6, more than half of students (64%) agreed that it is important to apply different games to make classes more engaging to learn the grammatical competence. The games that were applied in class were not about the topics, included difficult structures and the explanation of grammar concepts were not understandable. So, learners got confused and bored when a game was played because of the lack of the main grammar knowledge to catch the purposes of games, get the idea of the lessons and be eager to practice.

As a result, after the intervention plan, all students (100%) agreed that it is important the application of different games to make the lessons more engaging to learn grammar. This demonstrates that the usage of a variety of games like error analysis, word scramble, active verb tense and pelmanism made grammar topics easier to comprehend. The application of grammar structures to formulate simple texts that include short and long sentences was simpler. That means, learners had

the opportunity to learn, memorize, and practice different ways of using verbs, nouns, adjectives, in forms of sentences and questions.

Constantinescu (2012) argues that it is advisable to choose different types of games so that they do not become monotonous, the variety of games will attract the attention of students and the entertainment factor will continue to be present. Thus, teachers should analyze the characteristics that games have and apply the game that is suitable for all

Posttest Results

a. Table 7

Posttest Scores of Students of Seventh Year “A in Grammatical Competence.

Students' code	WO /2.5	T /2.5	N /2.5	A /2.5	Total /10
UEFMJM7A01	2.0	1.5	1.0	2.5	7.0
UEFMJM7A02	2.5	2.5	2.5	2.0	9.5
UEFMJM7A03	2.5	2.5	2.5	2.5	10
UEFMJM7A04	2.0	1.5	1.0	1.5	6.0
UEFMJM7A05	2.5	2.5	2.5	2.5	10
UEFMJM7A06	2.0	1.5	2.5	2.0	8.0
UEFMJM7A07	2.5	2.5	2.5	2.5	10
UEFMJM7A08	2.5	2.5	2.5	2.5	10
UEFMJM7A09	2.0	2.0	1.0	2.0	7.0
UEFMJM7A10	2.5	2.5	2.0	2.5	9.5
UEFMJM7A11	2.5	1.5	1.0	2.0	7.0
UEFMJM7A12	2.5	2.5	2.5	2.5	10
UEFMJM7A13	2.5	2.5	2.5	2.5	10
UEFMJM7A14	2.5	2.5	2.5	2.5	10
UEFMJM7A15	2.5	2.5	2.5	2.5	10
UEFMJM7A16	2.0	2.0	2.0	2.0	8.0
UEFMJM7A17	2.5	2.5	2.5	2.5	10
UEFMJM7A18	2.0	1.0	1.5	2.0	6.5
UEFMJM7A19	2.5	2.5	2.5	2.5	10
UEFMJM7A20	2.5	1.5	1.5	2.0	7.5
UEFMJM7A21	2.0	2.5	1.5	2.5	8.5
UEFMJM7A22	2.5	2.5	2.5	2.5	10
UEFMJM7A23	2.5	2.5	2.5	2.5	10
UEFMJM7A24	2.0	2.0	2.0	2.0	8.0
UEFMJM7A25	2.5	1.5	2.0	2.5	8.5
UEFMJM7A26	2.5	2.5	2.5	2.5	10
UEFMJM7A27	2.5	2.5	2.5	2.5	10
UEFMJM7A28	2.5	2.5	2.5	2.5	10
Mean	2.4	2.2	2.1	2.3	9.0

Note. UEFMJM= Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, 7A= seventh-year “A”, 01= Students' code, WO= Word Order, T= Tense, N= Number, A= Agreement

b. Interpretation and Analysis

The results in Table 8 display that students of seventh year “A” obtained the general mean score of 9/10 in the posttest regarding the grammatical competence, which assessed the word order, tense, number and agreement aspects. This grade places them in an excellent qualitative score range (see grading scale on page 158). Meaning learners become more competent in grammar.

The most noticeable progress that students had was in the word order aspect, in which they got a score of 2.4 / 2.5. As a result, learners write, speak and express correctly their ideas or thoughts. This is, they handled the basic standard grammar structure of English that is subject + verb + object and taking into account the verb agreement.

In contrast, the data exposed that students had the lowest improvement in the number aspect, which is verified with the mean score 2.1 / 2.5. This result demonstrates that students increased and enhanced their knowledge concerning the application of rules to form the plural of singular nouns or when to use the singular or plural forms. But despite of the betterment in this aspect, students continued making mistakes in writing the plural of nouns with some specific endings especially when the nouns end in y, s, z, sh or ch, and the learners tended to misspelled the plural nouns.

The information above, proved that games contributed meaningfully to enhance students’ grammatical competence. They could accurately communicate their ideas into small or long sentences and short simple texts, either in oral or written forms.

Godwin-Jones (2014) argues that games provide extensive use of the language, which is useful in the environment learners are surrounded, and in order to progress in the language, the players must actively participate in the games, either communicating with classmates, using or describing an object that is being used in the activity. In the process of the game the students are more exposed to acquire cultural and linguistic knowledge which may not be developed in the same way through the use of books.

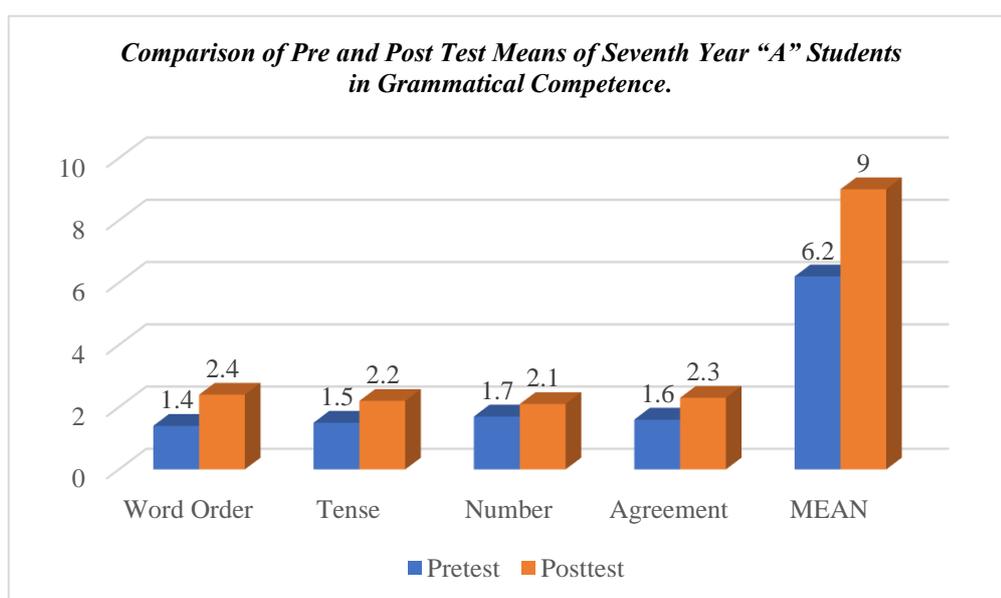
Comparing Pre and Post Test Means

a. Table 8

Comparison of Pre and Post Test Means of Seventh Year “A” Students in Grammatical Competence.

Aspects	Pretest	Posttest
Word Order	1.4	2.4
Tense	1.5	2.2
Number	1.7	2.1
Agreement	1.6	2.3
MEAN	6.2	9.0

b. Figure 6



c. Interpretation and Analysis

The data gathered in Table 8 and Figure 6 display that the application of games to enhance grammatical competence was successful during the development of the intervention plan. Comparing the results obtained in the pretest that were 6.2 / 10 and in the posttest 9/10, it is observable that there was a significant improvement in grammar. It was evident that the grammar aspects improved notably, in the word order aspect in the pretest and posttest they obtained 1.4 / 2.5 and 2.4 / 2.5 respectively. In the tense aspect they had first 1.5 and then 2.2, in the number aspect they got 1.7 and then 2.1, finally in the agreement aspect they achieved 1.6 and then 2.3, making clear the effectiveness of this technique.

Then it is recognizable that the difficulties that learners presented in grammar decreased considerably with the application of games. Students achieved a successful progress in the word order aspect. Although the performance in the number aspect was not as good as was expected, now students are more fluent in transmitting their ideas, they are capable to write or say short and long sentences, and short simple texts, which confirms students enhanced significantly their grammatical competence.

g. DISCUSSION

Games as a teaching technique to enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020- 2021 school year fostered meaningfully learners’ grammatical competence.

During the application of the intervention plan, in the pretest students obtained 6.2 out of 10 in grammatical competence and at the end they achieved 9 out of 10 in the posttest. “Playing games can give learners a meaningful way to practice new grammatical structures and concepts in context. Unlike completing exercises from a textbook, games can provide learners with an opportunity to use language authentically, making learning more meaningful and memorable”. (American English, 2017, p. 1)

In the intervention, different aspects of grammatical competence were taken into account to evaluate the students' knowledge in this area, the aspects were word order, tense, number and agreement. The results of the pretest showed that students had some disadvantages in the word order, they had problems in identifying where to place the parts of the speech to create a correct sentence and in recognizing which tense should be applied according to the situation. They also had difficulty in changing the number aspect that change singular nouns into plural or vice versa, and in using the correct verb form according to the subject.

Similarly, at the end of the intervention, the students reflected a significant improvement in these aspects. They master the way to arrange the words in sentences and are capable to combine different types of words to construct simple sentences and questions to talk or write about what is or was happening, with the appropriate use of verb forms, and applying singular and plural nouns. In short, through the use of games, learners practiced, developed and boosted their grammatical competence.

In the research process, students had different reactions regarding the application of games. At the beginning of the intervention classes, the students were a bit shy, they were obliged to participate, complete the activities, and playing games. As the classes progressed, the students began to speak frequently, and they often demonstrated their good attitudes and feelings. In the last classes learners were more involved and their participation was most effective in the performance of the games, which facilitated the improvement of their grammar competence.

In addition, it should be noted that there were some weaknesses and strengths during the intervention. Related to the strengths, students were willing to learn the different topics of the class, they always answered the questions, they did not like to be left with doubts, and they completed all the activities that were planned for them. Besides that, the teacher always had a good attitude to let the different activities and games take place, also controlled that students connect to class, show respect for everyone and have an active participation. In addition, the authorities provided their support and allowed the researcher to take place in their institution, making the students and the course teacher collaborate and cooperate with whatever

was necessary. Also, they allowed to use the Zoom platform to give classes and they explained the best ways in which the class should be taught so that all learners understand the topics.

However, there were also some drawbacks in the process, for example the biggest problem was with the internet connection, since not all students had access to it or some had bad connections not all attended to all classes or there were times when they lost the connection during class, this caused students to not fully understand the lessons. Furthermore, lesson classes were held in three consecutive hours, which provoked learners sometimes got tired and did not pay attention to the teacher. Besides, the course had many students so the teacher could not check if they were developing the exercises, it was also difficult to make all learners participate and be involve in class.

It is notorious that games provided learners different ways to acquire the knowledge in a nontraditional manner. They gave students a lot of practice in word order, tense, number and agreement through exercises and activities, such as placing words into sentences, picking tenses, transforming nouns and changing verbs with its subjects. Games were also helpful in increasing students' motivation to collaborate in pairs or groups, and have more freedom to express themselves. Moreover, this technique made the different structures of grammar easier to remember and to use them in written or oral form.

h. CONCLUSIONS

- Students of seventh year “A” presented complications to use grammatical competence, that is, they were not capable to apply the suitable basic structures to write and compose accurate sentences, phrases and short simple texts. They had no enough exposure to practice and acquire the knowledge to learn which tenses use in the different circumstances and neither which verb forms use, and make pluralization in utterances, so communicating and transmitting their opinions and points of views was complex for them.
- The difficulties that students presented were resolved with the application of various games, such as Error analysis, Word scramble, Active verb tense and Pelmanism. Games eased the mastering and memorization of the elements of grammar. This is, games permitted learners to articulate and order words, to form short and long sentences and questions, recognize if the situation is talking about present or past, and refer about third person of singular and plural.
- Games as a teaching technique was effective in enhancing the grammatical competence, they assisted students to overcome their weaknesses in this system. These games made grammar entertaining, easy to acquire and utilize to convey an idea. And above all, learners had a positive acceptance of games, were motivated to participate voluntarily and improve their skills and grades significantly.

i. RECOMMENDATIONS

- It is recommended that teachers pay more attention to their students to identify what are the difficulties that do not allow them to learn grammatical competence in a satisfactory way. Thus, they should look for several techniques and strategies that offer students more grammar activities in order to facilitate the mastery of the different structures and the words necessary to convey. The strategies, techniques and activities should be captivating, stimulating and be easy to implement in all the classes just like games are.
- Teachers should frequently implement games in their methodologies that enable students to develop and improve their skills and abilities in grammatical competence. Games like word scramble help students practice how to organize words to structure sentences, also games like active verb tense and pelmanism permit to have constant use of verbs and nouns to apply them in different contexts, and finally the game error analysis is very useful to recognize the correct way in which the sentences or questions should be presented in order to express messages in a coherent way.
- Teachers should be aware of the effectiveness of games to enhance grammar, since they bring benefits into the learning process. Thus, it is advisable for teachers to use games as much as possible when teaching grammatical competence. Games improve positively students' attitudes, encourage them to retain knowledge and increase attention during classes, participate frequently, interact with their peers, and express more their opinions with other people.

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k. ANEXXES



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

THEME

GAMES AS A TEACHING TECHNIQUE TO ENHANCE THE GRAMMATICAL COMPETENCE AMONG STUDENTS OF SEVENTH YEAR “A” OF BASIC GENERAL EDUCATION AFTERNOON SESSION, AT UNIDAD EDUCATIVA FISCOMISIONAL “MERCEDES DE JESÚS MOLINA”, IN THE CITY OF LOJA DURING 2020 – 2021 SCHOOL YEAR.

Thesis project as a previous requirement to obtain the Bachelor’s Degree in Sciences of Education, English Language Major

AUTHOR

ANGIE NICOLE VALAREZO LIMA

LOJA – ECUADOR
2020

a. THEME

GAMES AS A TEACHING TECHNIQUE TO ENHANCE THE GRAMMATICAL COMPETENCE AMONG STUDENTS OF SEVENTH YEAR “A” OF BASIC GENERAL EDUCATION AFTERNOON SESSION, AT UNIDAD EDUCATIVA FISCOMISIONAL “MERCEDES DE JESÚS MOLINA”, IN THE CITY OF LOJA DURING 2020 – 2021 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

The present project will be carried out at the Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, which was founded in September, 1995, institution that bears the name of a distinguished nun, who was a hardened woman who fought for the rights of children who had no home, education nor help from the government. This institution has afternoon sessions, and gives education to initial and basic general education.

The Unidad Educativa Fiscomisional “Mercedes de Jesús Molina” is located in the city of Loja, central neighborhood, Olmedo Street, El Sagrario parish. Currently, the institution is managed by the Lic. Ángel Benavides, who is the principal that administrates all the institution, which has about 450 students and 28 teachers. The area of English language is formed by two teachers that work in the afternoon session. Additionally, the institution has many classrooms for students, director’s office, inspector office, teachers’ rooms, natural science and computer centers.

Its mission is that the institution acts like a trainer of students with a human development, integrated-liberating expressed in knowledge, skills and attitudes, with an educational model according to the demands of the National Educational Project. Institution that provides quality in educational services, evaluated and accredited, with trained teachers and operational staff, with responsible, committed, participative parents, inspired by the charism and spirituality of the Mother of Jesús Molina. Likewise, its vision is to give Christian education to boys and girls of

limited economic resources, following a liberating comprehensive promotion project, which has Jesus de Nazareth and the pedagogy of “Mercedes de Jesús Molina” as a reference for life, tenderness and firmness.

Current situation of the research problem

Nowadays, it is not possible to deny the importance of learning English due to its relevance in the world, where it is one of the most spoken languages. Studies have shown that there are around 350,000,000 native English speakers and more than 400,000,000 speakers of English as a foreign language. Furthermore, another value of it is that English is a lingua franca, thus it allows learners to communicate in most of the countries, where they could develop in any field like education, science and more.

The English language in Latin American has a remarkable role, authorities have ensured that quality education will be the main focus for students, especially the teaching of this language. And to achieve this, there have been introduced well-established legal foundations, laws, designed plans that look for the best teaching of English. However, some results of proficiency tests have shown that there is a very low performance in this area, and the information gathered from the EF English First English Proficiency Index taken in 2016 indicates that students or individuals of all age groups in Latin America have low language proficiency (Cronquist, 2017). Despite that, Latin American countries have presented troubles in the education field.

“The educational system is simply not producing students with adequate levels of English proficiency. Schools are often unable to provide the necessary English

classes, while those that do exist are often of poor quality.” (Cronquist & Fiszbein, 2017, p. 3)

In Ecuadorian institutions, the English language is a compulsory subject and part of the educational curriculum and it was created by the Ministerio de Educación, which goal is to teach English in the best way so learners will acquire this language through the best resources, methodologies, strategies, techniques. Although, there have been some issues in the English teaching – learning process such as the large classes, low-qualified teachers with poor training and a shortage of teacher: The Ministerio de Educación estimates that 7,500 English teachers are required to help to accomplish the objectives but there are just 4000. (British Council; Education Intelligence, 2015).

In the Andean regions of Ecuador, tests have shown that there is a decline in English proficiency, where this country has gone down to 81st place which is a low rank compared to other countries. Similarly, in Loja there is not a good English competence, not all reach the level that is expected to be achieved. For example: in primary education the proficiency required is A.2.2 level according to the Common European framework, and in high school courses the level to achieve is B1.2, but these levels are not reached due to the lack of good resources in some cases and also for the teachers’ methodology. The teaching of the English language has had a very important role in the institutions, since learning this language not only helps to pass the subject or fulfill the requirements in the curriculum, it serves as a means of global communication. But to start using this language, it is essential to start with

grammar because it is the basis for learning a new language. Grammar includes all kinds of rules, structure patterns, word order, tenses and number of verbs.

Mastering grammar in this year is significant because it allows learners to use both spoken and written language to communicate or transmit messages. Grammar covers the structure of words, its forms, organization to produce the language but it also promotes students to discover and correct their own mistakes. Learners at this level start acquiring the basis of the knowledge to begin using the English language but not in a complex level, it begins with simple rules, verbs, but it is necessary to apply the appropriate grammar structures or rules, so that in the following years the language could be easier to use and combine with the new content, besides that in this grade learners initiate writing short and long sentences. Students of superior levels are expected to try to use this competence in their compositions with the correct text type, a clear purpose, meaningful content and good language application.

Understanding basic principles of words, utterances, sentence and grammar structures enable learners to plan how they transmit and interpret a message, from a simple text to a presentation. Although, part of the problems when learning grammar are that learners find difficult to use correctly the rules, they cannot differentiate the structural patterns neither the appropriate way of applying the word order when writing. Some students even get confused in the conjugation of verbs, the tenses, numbers, starting from the verb to be with the appropriate personal pronoun. Besides that, studying this competence is seen difficult and dull by students because of the usage of traditional methods, inappropriate techniques and

strategies. So, learning grammar could keep being this way if there is not a suitable solution or strategy for enhancing this system.

Based on the above, it was observed that in the Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, students of seventh year “A” have difficulties when studying grammar and also when it comes to use it in any type of writing. It can be because this competence is seen as one of the complex systems to acquire by students. Moreover, learners have troubles when applying the structure of sentences that involves knowing the elements, the rules, the tenses of verbs, number of nouns and word order for constructing any kind of text. In the process of the observation, it was notable that learners have a poor understanding of what they have to write, do or even understand what the teacher is teaching and saying.

The aim of this research project has therefore been to try and establish a technique to enhance the students’ grammatical competence, that let them practice their writings and also develop their skills. Taking into account the National Curriculum of English, the researcher will use games as a teaching technique to enhance not only this competence but to try to boost the other skills as well. Through the use of games, is expecting that learners start using grammar rules, express more and work cooperatively, due to the reason that games not only enhance grammar but also speaking, listening, writing and reading (Musilová, 2010). This technique has many advantages, such as increasing motivation, teaching the rules of this system in a better way, improve learners’ abilities, and develop motor skills and creativity (Pathan & Alders, 2014).

Research Problem

According to the previously mentioned issues, it is essential to research the following problem:

HOW DOES THE APPLICATION OF GAMES AS A TEACHING TECHNIQUE ENHANCE THE GRAMMATICAL COMPETENCE AMONG STUDENTS OF SEVENTH YEAR “A” OF BASIC GENERAL EDUCATION AFTERNOON SESSION, AT UNIDAD EDUCATIVA FISCOMISIONAL “MERCEDES DE JESÚS MOLINA”, IN THE CITY OF LOJA DURING 2020-2021 SCHOOL YEAR?

Delimitation of the research problem

Timing

The project work will be held in 2020- 2021 school year.

Location

This research will be carried out in the afternoon sessions at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, located in the city of Loja, central neighborhood, Olmedo Street, El Sagrario parish.

Participants

The research project will consider students who are attending to seventh year “A” of basic general education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”. There are fourteen boys and fourteen girls.

Sub-problems

- What theoretical and methodological references about games as a teaching technique are adequate to enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?
- What are the issues that limit the enhancement of the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?
- What are the phases of the intervention plan that help to enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?
- Which games as a teaching technique are applied to enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?
- How effective was the application of games as a teaching technique in enhancing the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?

c. JUSTIFICATION

This research project aims to contribute to the enhancement of the grammatical competence through the application of games as a teaching technique in students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina” during 2020-2021 school year. Although, there have been controversies of how the grammatical competence can be best acquired, due to students do not have the appropriate input when learning this system. However, the teaching of grammatical competence is significant because it is the basis of learning English and it is also a communicative competence that allows learners to know how to manifest in a socially appropriate way.

Based on the above, as it is known, grammar is usually taught in a traditional way and it used to tire learners, they get distracted or simply do not understand what is being explained, and thus they are left with gaps in the learning which make difficult to communicate, write, read and speak in the target language. That is why the implementation of games as teaching technique will favor students’ learning, since it is going to be in a more authentic and dynamic way, making the work easier to carry out. Games help students to experience the language rather than just study it, they are also useful for teachers because they will create meaningful contexts to teach, where students may want to participate, transmit their ideas and understand others' opinions or thoughts (Wright, Betteridge, & Buckby, 2006).

The games will be beneficial in the learning process because it will enhance the students’ competence in grammar as this technique has been helpful in many classes

and has been applied by many teachers. Moreover, this technique makes the practice of grammar more active, due to games are according to the activity or topic that is being developed. Yolageldili and Arikan (2011) mention “Therefore, games provide learners with a chance to practice grammar communicatively provided that games attract learners’ attention to some specific forms before the communicative practice” (p. 223).

Additionally, the present research might encourage teachers to use this technique to upgrade and make more dynamic their classes, so learners will be eager to learn while playing, changing traditional methods or strategies to this better technique. Similarly, the main objective for using games as teaching technique is for enhancing the grammatical competence and therefore learners might find easier to apply the content and then inform in a written or oral way. Likewise, this project is developed because of the need for looking for best manners to teach this competence and also demonstrate that this technique is not just another activity applied at the beginning of the class or used to complete the hour, but it is a significant technique that promotes collaborative work, increases skills and learners discover a better mode to gain knowledge.

The contributions that the project will provide to the researcher are; learning a good and better way of teaching grammar to apply in the future, knowing some preferences of students in learning, understanding of how these techniques work and the impact they have on students, and at the end of this research project, the researcher will be able to obtain the degree to complete the studies in the English language career.

d. OBJECTIVES

General

- To enhance the grammatical competence through the application of games as a teaching technique among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year.

Specifics

- To research the theoretical and methodological references about games as a teaching technique and their application on grammatical competence.
- To diagnose the issues that limit the grammatical competence in the English language among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year.
- To elaborate an intervention plan based on the application of games as a teaching technique in order to enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year.
- To apply the most suitable games as a teaching technique in order to enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year.

- To validate the results obtained after the application of games as a teaching technique to enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year.

e. THEORETICAL FRAMEWORK

GAMES AS A TEACHING TECHNIQUE

Definition of Games

Games are a helpful technique, which are used to have a pleasant teaching since these are chosen according to the subject to be taught and the skill that is going to be developed and improved, games also help to achieve learning objectives. Games are made up of rules, instructions, aims and goals, which help to enhance communication and cognitive skills. In addition, these are applied so that students are more independent and less afraid of making mistakes, they also will not see the subject as complex matter, but educational and interesting.

Hadfield (2007) states that “A game is an activity with rules, a goal and an element of fun” (p. 4). Games are a natural way where students learn while playing, and are focused on backing up previous knowledge. Moreover, they are engaging because learners are allowed to play with their peers, they cooperate, talk and share with others, and therefore teaching and testing is easier after applying this technique as learners do not realize that they are being observed or assessed.

According to Hadfield (2007), games can also be used at all stages as students progress in their learning since these games can be controlled by the teacher, and students are given the freedom to express themselves. Thus, these facilitate the memorization of the language and consequently the use of it to communicate. Moreover, in the process of applying these games, teachers will be able to observe

the deficiencies of learners in the language, the learning styles and therefore know what solutions take to solve them.

Objectives about Games

Games provide many positive aspects for learners, as they are chosen with specific aims and objectives for each skill, ability or for a class topic. Just as teachers set goals for their students, in the same way this game technique contains goals, which gives much value to each game because they are designed to achieve a specific purpose.

Gülin and Arda (2011) claim that games have some objectives for students in order to enhance their knowledge and practice the language. As the next presented:

- To facilitate the learning of a foreign language, making it more understandable and less complex for learners.
- To foster cooperation among participants, so that they use language with themselves in a real and meaningful context.
- To increase the interest in learning the language, introducing it in a discreet and interesting way for learners.

Furthermore, games seek for the updating and adjustment of methods in the English teaching process because it has been an impediment to provide the best quality education, due to there are still teachers who work with old methods and strategies that nowadays are not working well with EFL students, and therefore it has brought consequences rather than benefits in learners' knowledge, capacities, and skills.

Motivation Through Games

Games are profoundly inspiring, diverting, fascinating and simultaneously test learners in a discreet manner. The exercises in a game get all the participants to move around, strengthen their intellectual abilities and invigorate thinking skills. As well, all people in class like to participate, even those who are shy or do not like to be involved in some activities. They tend to forget their feeling of scare or nervousness and instead they have fun.

Harmer (2007) asserts that there are many factors that influence the motivation for learners to learn something, some of them can be goals that they want to achieve or can be external factors. One is the extrinsic motivation, which is the motivation that is bringing from outside the class. The other is the intrinsic motivation, that is the one that occurs inside the classroom, this can be generated by classmates, teacher's methodology and techniques, or the feeling of success. This motivation can be hard to develop or keep during the whole class as learners tend to get bored or distracted when they do not understand the class that is taught or the teachers' methods are demotivating.

Games are a significant part in the language learning classroom, they bring benefits into the participants, even though there are still teachers who do not know the advantages they convey to the class and therefore they do not try them. One benefit is that games avoid the class to be ordinary, dull and tired because the environment turns to a positive space for learning (Gozcu & Caganaga, 2016).

In addition to the aforementioned aspects, it is very important to emphasize the motivation that students should have in the classroom, since motivation is what encourages students to learn, continue to pay attention in class and begin to realize what is most important and what they like about the language, and thus little by little this knowledge remains impregnated in the minds of the students because the motivation transforms the learning, it starts to be acquired in an unexpected and more significant way.

Characteristics of Games

At the moment that a game is going to be developed in the class, it must not be any one, it should have certain characteristics that favor the intellectual, autonomous, integral and academic growth of the student. Constantinescu (2012) establishes some characteristics games can contain to be helpful.

- Games should present aims, to not be seen just as an entertain or fun activity
- They need to have the purpose of using the target language in order to learn, practice, apply and remember all the components of the language.
- These should have appropriate content that promotes learners' development, but also the content may be according to the curriculum stated by the Ministerio de Educación.
- They can promote good values in students.
- They have to be easy to apply and be understandable by learners
- Games need to be selected in respect of students' levels and ages.
- The games must be interesting, otherwise students may lose interest in the class.

- They are required to not be too long or they become bored

Moreover, those are just some characteristics that games may present but exist other perspectives to take into account when selecting a game. Liu and Liu (2015) claim that there are more considerations to pick a game for the class. For example:

Purpose.

Games are an activity that aims to encourage students to participate voluntarily and actively, in addition to reaching the established objectives. Although, it should also be taken into account that there are going to be occasions when it will be necessary to demand the participation of the students. It is also important to look at the effects that this causes on students, to see if it has brought good results.

Appropriateness.

There is a great variety of students, with different levels of learning or styles and needs, so it is advisable to start with simple games and gradually add complexity, and also choose and apply games that adapt to both genders of students, because some may be rough or inappropriate for everyone.

Interesting.

The activities that have been chosen for the class must be prepared according to the physical and mental development of learners, the content should be educational. In addition to use games, they have to create a pleasant atmosphere, where the objective of this game could be effectively achieved.

Competitiveness.

When playing there is always the sense of competitiveness among teammates, which can be a good factor to encourage them to actively participate and be enthusiastic.

Diversity.

It is advisable to choose different types of games so that they do not become monotonous, the variety of games will attract the attention of students and the entertainment factor will continue to be present.

Certainly, there is a great variety of characteristics to select the appropriate games to teach a language, mainly a skill or system. Thus, teachers must take into consideration those aspects according to the students' knowledge, abilities, skills, and needs in order to apply the game that is suitable for all.

Types of Games

There is a wide selection of games, which are determined to improve certain aspects on students. There is not a predetermined classification, they can vary according to its purpose, activities, development, aims, goals, etc. Some of them are focused on collaborative, individual or pair work. Hadfield (2003) states grammar games are classified into:

Communicative games.

These types of activities have a goal that is not focused on linguistics, it seeks for the successful completion of the game.

Linguistics games.

Which are mainly concerned with the appropriate usage of the grammatical forms.

Moreover, Hadfield (2003) has made other classifications of grammar games which are:

Matching games.

In this game, learners should match two words or phrases, half-sentences or some pictures.

Ordering games.

Students order words to make sentences or arrange some pictures to develop a long sentence, the longer the sentence the better the chance to win the game.

Completing games.

It is a game where the objective is to correct the sentence or the questions because they are incomplete or wrong.

Competition games.

Learners must write as many sentences as possible in the shortest time or untangle them.

Memory games.

In these games, students remember different sentences, pictures or any text, the winner is the person who remembers more the given categories.

Besides the mentioned games that are mainly focused on the accuracy of grammar structures, exist more and different games that are used as a reinforcement of the grammatical competence because they serve as a drill or repetition of the rules taught.

Information gap games.

One participant has information that the other person does not have, the person must find out that information to complete the task.

Guessing games.

It is a type of game where the objective is to figure out data, for example, a word, an expression, a title, or the area of an article. These are most played cooperatively.

Searching games.

It is played with all students, each of them has a piece of information and with it, they must complete a questionnaire, solve a given problem or complete a chart

Classroom Organization to Apply Games

According to Wright *et al.* (2006), there are four ways to organize the classroom to apply a game in the appropriate environment, the arrangement must be related to the game. The activity can be done in different manners in order to practice the oral production, and these are as follow:

Individual work.

These can be activities or games that can be done by the student itself, they help to improve self-development, self-confidence, autonomy and independency.

Pair work.

In this type of work there is always the sense of cooperation and organization, besides the skills of listening and speaking are more practiced. When making a pair work, teacher must take into account some aspects like the friendship the pair may have, if the pairs are going to be created by the students or in a ruffle way and the strengths or weaknesses they may present.

Group work.

Sometimes there are games that require more than two participants because most of these types of games can be done to make a competition between groups. Groups can be joined with students with different learning styles or combining learners with strengths and weaknesses to help each other and also can be a leader in each group or not.

Whole class work.

At the moment of selecting a game for the whole class, it should not be so difficult so as to make all learners understand the game and the rules. It can be very useful in order to have a better class management but it can also present noise by all the students.

Teachers' role.

According to Kouřilová (2015), the role of the teachers is present at the moment when they have to explain a game, its rules and instructions. In addition, if the work is individual, pairs or groups, teachers must listen, advise each student, see how

they work or help them if they require it. Another aspect is that teachers must explain the game well, each concept, verify if everyone understood, and if everything is clear the teachers can continue with the activity.

Students 'role.

The role of each student is to have an active participation in the activities or games presented by the teacher. In addition to having doubts, students should ask the teacher in order to carry out the activity efficiently. Something important that needs to be present is the cooperation of each student, getting along with others and collaborating with whatever is necessary (Kouřilová, 2015).

Materials needed.

There has been a great variety of games, all of them have different features, procedures and materials to be developed. Some games require worksheets, cards, information gap sheets, pictures or bingo cards. But there are also some games that do not need any resource, only students and teachers' participation and the board.

Games in Teaching the Grammatical Competence

Nowadays, the teaching of grammar has become very important for teachers when teaching a new language, but it is still seen as monotonous and boring system by students, since it is normally taught in a deductive form, which includes teaching the rules first, giving examples and finally doing exercises. But an effective way has been found to explain this competence so that students are more active in class, are less afraid of participating or making mistakes, they develop cooperation among classmates and socialize more, but above all they learn in a better way the

grammatical competence. The resource to teach this competence are games, which are an aid for teachers because of the advantages they present. Harmer (2007) states “grammar can be introduced in a number of ways” (p. 210) and one is through the application of games.

Grammar learning is better with active games, where there are different communicative contexts, and is preferable to take active part of this activities rather than only focus on completing the exercises present on workbooks or worksheets (Yaccob & Yunus, 2019).

Moreover, when using not classic activities, strategies and techniques, students with different needs or learning styles are favored because updated techniques motivate learners to be engage in grammar classes and be eager to learn them (Chambers & Yunus, 2017).

Godwin-Jones (2014) argues that games provide extensive use of the language, which is useful in the environment learners are surrounded, and in order to progress in the language, the players must actively participate in the games, either communicating with classmates, using or describing an object that is being used in the activity. This will make sure that students use the language effectively and real to carry out the tasks or activities. In the process of the game the students are more exposed to acquire cultural and linguistic knowledge which may not be developed in the same way through the use of books.

“Playing games can give learners a meaningful way to practice new grammatical structures and concepts in context. Unlike completing exercises from a textbook,

games can provide learners with an opportunity to use language authentically, making learning more meaningful and memorable”. (American English, 2017, p. 1)

In the teaching process many methods, techniques, strategies, activities have been used, among them are games, which have been applied for a long time but not specifically as a language teaching technique, these have been seen as any activity at the beginning of classes or at the end of it as a complement. But games contribute much more to teaching, they arouse interest in students, they also complement and reinforce the content and the previous knowledge. The following games are very useful for teaching the grammatical competence because they develop many skills.

Active verb tense game.

Materials: Paper slips with a noun, verb, and tense written on each one. Some containers for the papers

Procedure:

- Make students brainstorm some infinitive verbs or have the verbs ready.
- Verbs must be written on each piece of paper, then they are mixed and divided among all the containers in each group.
- Divide the class into 3 or 4 groups, as appropriate. Make sure that students know the person from each team who will start the game and the order in which other students will follow.
- Each member of the group must choose a paper from the container and then write a grammatically correct sentence as quickly as possible.

- The team that finishes first wins two points, then each sentence is reviewed, if they are correct each sentence is equivalent to one point. The winning team is the one with the most correct sentences.

Advantages: this game helps students to remember or activate their prior knowledge, improve thinking skills and practice the grammatical competence, mainly word order and sentence structure. There is also the sense of competitiveness and collaboration.

Word Scramble game

Materials: different sentences cut into pieces.

Procedure:

- This game can be played individually, in pairs or small groups.
- Teacher delivers different sentences to the students; the sentences are cut into pieces.
- Students should organize the papers to order the sentence.
- The person or the group that has more correct ordered sentences is or are the winner/s.

Advantages: The game is very useful to practice any kind of grammar structure, besides this is a simple game that will not make students get bored or tired.

Pelmanism - memory game

Materials: ten or more pairs of cards with similar actions.

Procedure:

- It can be developed with the whole class or in small groups
- At first, teacher makes an example using the board. The pictures must be pasted on the board so that all the actions are visible, then the students must look carefully to find the pictures that are related to each other.
- Then, they are turned over and the students are invited to try to remember where each pair of pictures is.
- When learners find a pair, they should say a sentence with the action of each photo (since they are not the same actions, but similar) and they must write it down.

Advantages: It makes learners use their memory, practice grammar and oral production.

Error analysis game.

Material: worksheet

Procedure:

- Learners can work by themselves or divide them into small groups of approximately three. Give each group a copy of the worksheet related to the topic of the class.
- Instruct the members of each group to work together to find the errors they may be present in the sheet. The errors can be in the letters of the words, the word order, missing letters and so on.
- Students exchange papers with another group. Go over the answers to make sure that each group found the errors indicated and can correct them.

- Finally, students and teacher check answers.

Advantages: in this case, the game permits learners to use critical thinking because they analyze and also use previous knowledge to complete the task. There is also the feeling of partnership and collaboration.

The variety of games makes the classes more engaging and meaningful because the practice of the topics is in an inconspicuous way and tries to make the classes more motivating.

Advantages of Using Games in Teaching the Grammatical Competence

The application of games makes the learning process easier for students, and therefore a better understanding of the class. Classes stop being tiresome and the environment becomes more pleasant and enjoyable to work. Pathan & Alders (2014) mention some advantages when using this technique as the above:

- Games increment inspiration by being entertaining.
- They additionally give a serious component that improves powerful learning as they keep students intrigued.
- Games can assist learners with remembering and learning sentence structure rules.
- Students will be eager to learn due to they prefer learning while playing
- Most participants like to be challenge in games, so with them participating the learning is better
- Among other abilities, games help to develop and improve students' motor skills, social capacities, memory and creativity.

Therefore, games make all learners socialize in a real context or situations where they have to use the target language, sometimes they will need to move around or discover new things in their own. Additionally, Yolageldili & Arikan (2011) state other advantages for using games such as:

- Students pay more attention to grammar rules or patterns, and also about vocabulary items.
- They are used to reinforce possible weaknesses.
- All students with different learning styles are involved.
- They are chosen according to students' age and level.
- A healthy sense of competition is developed, where the creativity and cooperation are used.
- It functions with the usage of the four skills (reading, writing, speaking or listening).

Undoubtedly, games have brought many advantages and benefits into the different English classrooms, the only factor is that teachers must be carefully when selecting any game, and after that look if those developed in students the skills that were expected and required. Furthermore, it is important to highlight that this technique helps learners to remember more de grammatical structures because the knowledge is impregnated in their minds or memories, they stop making too much errors in writing and also in speaking because they received the appropriate input and reinforce in the process of the class and the game.

GRAMMATICAL COMPETENCE

Definition of Grammatical Competence.

In the process of the language acquisition, there are some skills and systems that are required to start using and applying the new language, one of the main systems that is useful is the grammatical competence, which is the basis for learning any language. According to Millrood (2014):

The grammatical competence in the context of learning a foreign language is a set of theoretical knowledge (rules) and language skills that are necessary and sufficient for students to construct correct sentences, to understand them, to monitor grammatical errors, to pass judgments about right and wrong linguistic forms and to perform language testing tasks. (p. 260)

Díaz-Rico (2013) argues that the domain of grammatical competence is based on learning the language code, which includes the rules for forming words and sentences, meanings, spelling and pronunciation. Thus, the objective of this competence is to develop the ability to use grammatical expressions correctly and in the appropriate context.

Hartwell organized some of these different meanings in an attempt to clarify the understanding of grammar by offering some definitions summarized below (as cited in Williams, 2016).

- Grammar can be a group of formal patterns in which the words are ordered to make a larger sentence or phrase

- A field of linguistics that studies the description, analysis, and formulation of formal language structures.
- Concern with the parts of speech.
- Different words or terms used to make compositions and teaching writing. (p. 1)

“Grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions” (Williams, 2016, p. 2)

Therefore, the grammar competence has to do with the grammatical forms of the sentence, knowing how to recognize the characteristics, phonological, morphological, syntactic and lexical that serve to understand, form and interpret words, sentences or short writings. This competence can be manifested not only by knowing all the rules, but by applying them for interpretation or expression. Thus, with grammar these sentences start making sense because all types of writing have rules, structures, order and tense in order to make the text clearer, with cohesion and coherence.

Aspects of Grammatical Competence

The grammatical competence is a field of linguistics and both are related to the study of the structure of words, sentences and meanings. But inside grammar, there are other aspects that together help when writing, explaining, expressing and interpreting in communication.

In language, grammar is the central focus that allows expression, either through sounds or in written form. Furthermore, meanings of words have another important

role because they help to have a better understanding of the message. In order for grammar to have more value as a competence, there are other aspects that support it, these are morphology and syntax, which focus on words, sentences, rules and meanings of utterances (Sidney & Gerald, 2015).

Syntax.

It studies how words are combined and what is the relationship of all its components, it is also based on the correct arrangement of words to make simple or complex sentences, phrases and clauses. In the English language, the word order helps to demonstrate the relationship of words. Phrases or words that are related to each other can be used to form the sentences, also investigate sentences that have similar contexts (Duignan, 2020).

Word order.

“It refers to the conventional arrangement of words in a phrase, clause, or sentence. Compared with many other languages, word order in English is fairly rigid. In particular, the order of subject, verb, and object is relatively inflexible” (Nordquist, ThoughtCo., 2018).

Morphology.

Nordquist (2019) states morphology is a main part of the grammatical competence that is concerned with the word structures and formation, it also refers about morphemes, which are the smallest units of a language and serve to build words or phrases.

Normally, morphology can be divided in various types, but the most common, basic and applied ones are the following:

Word-Formation.

It demonstrates how new words are created based on other words or morphemes. The most common utterances used to the formation of the new ones are prefixes, suffixes, conversion and compounds.

Inflection.

In this case, some extra letters are added to adjectives, verbs or nouns, which express distinct grammatical forms. Inflection can be applied to show different meanings or to distinguish the mood, number, tense, voice, agreement or gender of words.

Tense.

It expresses the time when an event occurred and the time of the speech event, it often uses the time to narrate, but also adverbials or nouns. It is perceived as past, present and future. Past talks about any event before the present, and the future tense refers to something that happens after now (Britannica, 2011).

Number.

The number is concern with singular or plural nouns, mainly focusing on adding an s, es, or ies to singular nouns to make them plural.

Agreement.

This part of inflection is focused on the agreement on verbs, mainly concerned in the suffix that is added at the end of the verb that changes depending on the subject of the verb (Anderson, n.d.).

The Role of Grammatical Competence

“It is undeniable that Grammar plays an important role in learning the English language. Having a good command of the language means not only to master the four language skills of reading, writing, listening and speaking but also to achieve grammatical competence” (Adil, Anam, & Asfia, 2017, p. 4400).

The study and learning of language are part of the basic knowledge to acquire a second language. Sidney & Gerald (2015) argue that each person or student has a distinctive attitude towards learning another language, but some are specific to grammar. Grammar helps in several aspects such as:

- In punctuation, the structures of grammar are essential.
- To learn a foreign language, the system is the basis.
- This competence facilitates the understanding of various texts types.
- When composing a text, grammar helps to write it correctly through the drafts to later obtain the best composition.

Moreover, this competence has been established as a major part in language, it is a fundamental element in almost all curriculums that are stated by the Ministerio de Educacion due to the advantages it brings into the English language, it is not

only focused in explaining rules, with the appropriate learning of grammar the other skills are improved as well. For example, in writing and reading, grammatical competence helps to enhance the writings, making them more understandable and easier to interpret.

Besides, grammar has to work with speaking and listening skills because when learning how the grammatical structures and rules work, it is simple to speak better and also understand other's people messages, even the communication becomes more fluent.

Importance of Grammatical Competence in the Teaching and Learning

Process

The grammatical competence has been taught over many years due to its importance in language teaching-learning acquisition. It has been seen that there are learners who can learn grammar in a more natural and ease way since they are more surrounded and exposed to the language, but teachers must be aware that are other students who can have present troubles in learning this system. Richards & Theodore (2001, as cited in Al-Jarrah, Waari, Talafhah, & Al-Jarrah, 2019) stated manners in which grammar helps learners to distinguish the form, meaning and the use of the language.

- Teaching form: These are rules that explain the correct order of words and which endings should be applied. These are usually taught by teachers, although there are certain ways or rules that students can learn on their own or without much explanation.

- Teaching meaning: When introducing a new structure, it is advisable for teachers to use the appropriate context that is meaningful, so that learners know how to use it in daily life. They relate the structure with the meaning and the teacher at first present the structure, then the meaning.
- Practicing and using the language: Teachers must also use activities that help remind students of the new language, thus they can speak or communicate more fluently and accurately.

Grammar should be learned to give it a good application, not only because the teacher teaches it, it can help to discipline the mind and progressively reach high levels of knowledge of the language. In addition, grammar explains the reason for language and how it works, people simply cannot do without it (Pathan & Alders, 2014).

In the process of teaching grammar, the teacher needs to be careful in the way of teaching, regardless of the method, approach or technique used to clarify this competence. As the school years passed, learners tend to dislike grammar and structured exercises as well. Thus, to solve these inconveniences certain actions must be taken that favor the good learning of learners and also permit to identify the errors or weaknesses of them by teachers.

Approaches to Teach the Grammatical Competence

There is a great variety of methodologies teachers have used, which are always changing, improving or emerging new ones. The main focus of changing is to look for the best ways to acquire a foreign language through the appropriate methods,

approaches, strategies and techniques. These different methodologies try to explain how the language works, what are their aims or objectives, and how students can reach learning outcomes. In the grammatical competence there have been established many approaches to teach it, which have worked effectively in students. Some of the most applied approaches are:

Deductive approach.

The ELT (2015) expresses that the deductive approach can be seen as a top-down approach, which means it starts from the general to the more specific theories or rules and after that they are assessed. Likewise, the deductive approach is applied in grammar teaching, where a new grammar structure is taught first, then explained the rules and some examples are given to be used by students to practice and therefore master the grammatical topic. Although this approach is seen as a teacher-centered, technical and not dynamic, it serves to explain difficult concepts or tenses.

Inductive approach.

In this approach, the student is the main author in learning, that is, the teacher tries to make the students more autonomous and learn for themselves, since it is based on using prior knowledge and the new knowledge that is acquired from through the peer interaction or by the teacher. Teaching grammar in this way means going from the more specific to the general or teaching it in a real context where the learners at first discover the rules of grammar by themselves, then they practice and finally there is the conceptualization. It can be said that it is a bottom down approach that starts from the examples and finish in the concepts. (ELT, 2015)

Communicative approach.

The communicative approach can work effectively to develop or improve different skills or systems, but it has been very successfully in teaching the grammatical competence. This approach is not intended to teach or introduce the elements of grammar first or to have students perform designed and controlled exercises to be evaluated later, but rather to create grammar lessons that include tasks or activities that improve communicative skills. These allow learners to practice grammar in a real way, although they work with speaking activities, they also focus on writing skills in a more dynamic way. Thus, to practice the target grammar there are communicative lessons that involves different tasks or activities. The communicative activities that serve to teach and practice grammar are role-plays, discussions and games. The most significant are games because they permit a more effective way of learning and practicing grammar.

This approach has the principle of “learning by doing”, therefore this can be used to strength the different skills and systems like grammar because the learning becomes easier due to the structures or rules of the competence are not explained as a traditional way, but in a more interactive manner. This approach favorably changes the way of learning and teaching these days that methods are always innovating and upgrading as a favor of learner’s development. Moreover, the teacher has the role of a guide and observer, the intervention is only required when the students need it. (Eileen & Noorchaya, 2015)

Assessing Grammatical Competence

After teaching the grammatical competence, it is necessary to assess students to notice how they are learning or if they understood the topics. Assessing is not only used to take admission exams or pass the course, they are used to see learners' development and also teachers' progress or efficiency because in the scores the teachers can see the result of their methodologies and also realize if they have to change something or keep using the same methods or strategies.

Nozadze (2013) claims: "Testing is typically done by means of decontextualized, discrete-point items such as sentence unscrambling, fill-in-the-blanks, error correction, sentence completion, sentence combining, picture description, elicited imitation, judging grammatical correctness, and modified cloze passages" (p. 25).

Moreover, Nozadze (2013) has established some characteristics to measure grammar, these are:

- If there is a test, the content must contain various topics, which must have been taught previously.
- Teachers should know what is the purpose and objectives to assess.
- The assessing needs to be according to the grade and the students' level.

Types of assessment.

As was discussed, the assessment of any system, skills or class is the vital importance because through the results of that, teachers will see how accurate were

their classes or methodologies. According to Nozadze (2013), there are many ways, types or resources to evaluate or assess, some of them are:

Assessment by the teacher.

In this case, the teacher can evaluate in different ways, for example if a game is used, the teacher focuses on seeing if the student is using grammar correctly, even if the game involves writing or speaking practice. This is a discreet way to evaluate, since the students are not aware that they are being observed and evaluated.

Assessment by the student.

In this type of assessment teachers are able to apply activities or games that can be developed in pairs or groups. Here the students are in charge of observing the performance of their classmates and in the end give them a grade or feedback on the aspects in which they are failing.

Creative/contextual/ authentic assessment.

It uses real-world tasks in order to check what students learned and make them more independent. In this case, this assessment helps to provide real and immediate feedback about the errors or weaknesses. The tasks can be making some questions, doing some tasks using their creativity, short quizzes, exercises on a worksheet or assessment sheets, where there are activities of multiple choice, filling the gap, making up sentences, etc. Moreover, games are also considered as activities to measure because there are a variety of them that can be applied to assess grammar or other aspects.

Formative and summative assessment.

The purpose of the formative assessment is to have an analysis or monitor the development of the student and therefore give feedback, so then teachers could see the successful or failure of their methodology. It can be through quizzes, test, projects, group works. On the other hand, summative assessment is designed to evaluate learners learning, it is usually taken at the end of the unit to compare with the previous grades. Examples of this assessment are final exams, reports, papers or projects.

Rukminingsih (2016) claims:

In many assessment contexts today, knowledge of grammar may be inferred from the ability to use grammar correctly while reading, writing, listening to or speaking the L2 – a practice based on the assumption that all instances of language use invoke the same fundamental working knowledge of grammar and that a lack of grammatical knowledge can severely limit what is understood or produced in communication. (p. 209)

Indeed, the assessment of grammar give teachers a chance to notice students' weaknesses or abilities during the class. Thus, a non-complex way of evaluating should be chosen so that learners can perform better when evaluating. Teachers can use different forms of evaluation, either through an oral or written test, autonomous or collaborative work, projects, and use interactive activities to evaluate, which have the advantage that learners do not feel that they are being assessed, but they see it as one more class but it is more dynamic and also do not feel that pressure as when giving a test.

f. METHODOLOGY

Design of the Research

Action research in educational settings is related to finding solutions to problems in the teaching-learning process. According to Mill (cited by Creswell, 2012) “action research is a systematic procedure done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning”. Based on the aforementioned, the procedure of action research is cyclic and follow these steps; identify a problem, gather data through different instruments, interpret the data, propose an action based on the data and finally reflect on the work done (Ferrence, 2000).

This research study titled games as a teaching technique to enhance the grammatical competence is based on action research and will allow the pre-service teacher to become a participant to study aspects in the problematic situation, gather information and analyze or reflect on the results that will be derived from the application of an intervention plan that lasts ten weeks, in which the results will justify if this work was effective or not in enhancing the learning of grammatical competence in students.

Methods, Techniques and Instruments

Methods.

This study will make a description of the data that result from an intervention plan. The following general methods will be applied along the research:

The Scientific method will facilitate the study of games as a teaching technique intended to enhance the grammatical competence, and will help in the observations done both before and during the intervention. This method will facilitate the prediction of the possible solution, as well as assisting the collection of data to make relevant predictions and the analysis of it.

The Descriptive method will facilitate description of the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The Analytic-synthetic method will be used to analyze the obtained results through the pre-test and post-test. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The Statistical method will be used to make both the quantitative statistical analysis of the data obtained from the questionnaires and the qualitative text analysis of the data obtained during the observations.

Techniques and Instruments

Data collection.

Since this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research ponders an understanding of words or actions. Both qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question

construction. Being this the case, paper and pencil methods (test) will be used to develop quantitative data collection instruments, and observations and interviews (questionnaire, observation sheet) for the qualitative ones.

Test.

Tests will allow participants to perform different activities in relation to the basic grammatical competence. Additionally, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre- and posttest results.

Pre/post-test.

A researcher-made pretest will provide a measure on the grammatical competence before the participants (students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”) receive a treatment through the intervention plan designed in this research project. After the treatment or plan of action, a written posttest will measure again the performance of games as a teaching technique in order to make a pretest- posttest comparison of the cognitive dimension of the grammatical competence in the participants being treated.

Questionnaire.

A researcher-made questionnaire will be administered to the participants to answer questions related to their attitudes and feelings toward games. Likewise, the pre and post questionnaire will be administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the tests results.

Observation.

The emphasis during the observation will be on understanding the natural environment as lived by the seventh year “A” at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina” during their English classes. There will be two types of observations as detailed below.

Non-participant observation.

In nonparticipant observation, the researcher is not involved in the situation being observed. Through this observation it will be recorded behavior but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research project which will be supported through the participant observation

Observation sheet.

An observation sheet will be employed by the researcher, this will be useful to record students’ attitudes and behaviors towards the grammatical competence. The observation sheet is a self-development instrument that presents the indicators and main aspects of the second variable.

Participant observation.

In participant observation, the researcher will become a part and a participant in the situation being observed. The researcher will participate deliberately in the problematic situation by using games as a teaching technique to enhance the grammatical competence among students of seventh year “A” of Basic General

Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year

Field Notes.

Field notes are instruments used by the researcher to write and record about what is happening during the research setting in the educational issue being studied. It is useful for the project because it will help to collect the information as evidence of the research about the problematic situation to be solved. In this study, field notes have the purpose to take notes daily to remember the behavior, attitudes or events towards the treatment to enhance the grammatical competence (the issue) through the application of games. In addition, notes are acquired by the researcher during the course of the qualitative field work, at each step of the participant, site, or event observations. They can establish the totality of the data attached to the research project.

Population Sample

Students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina” will be the participants in the development of this action research. They are twenty-eight students, fourteen girls and fourteen boys, who are all about ten to eleven years old.

Intervention Plan

The intervention plan will be developed during 30 sessions of 40 minutes each one in a 10-week period of time. Session 1 and 30 will be devoted to the administration of the data collection instruments (pre and posttest and

questionnaires) the other 28 sessions will be developed with lesson plans and the researcher will record observations on field notes to reflect upon the application of games as a teaching technique as a treatment to solve students' issues on grammatical competence.

An Activation-Connection-Affirming lesson model plan will be adopted as a treatment to help students in the enhancement of their grammatical competence which is described with details below. The data obtained through the data collection instruments will be used to consider the most appropriate ways of developing and enhancing the grammatical competence through games as a teaching technique.

Activation.

Teacher will use activities and warm ups to access students' knowledge. This phase will be developed with brainstorming, hangman, Pictionary and so on, games associated to the grammar of the topic.

Connection.

The teacher serves as a monitor, and facilitator for student learning. This phase will be developed with different games that have different purposes, some games can be in pairs, groups or individual, and some need resources like cards, worksheets that will be according to the grammar structure of the class.

Affirming

The teacher uses assessment to document students' progress. This phase will be developed with assessment sheets, activities, and homework where students will have to demonstrate their knowledge acquired during the class.

Description of the intervention plan

The present project has the objective to enhance the grammatical competence through the application of games as a teaching technique on students at seventh year "A" at Unidad Educativa Fiscomisional "Mercedes de Jesús Molina". As this is an action research project, the development of the intervention plan will be carried out in different phases:

Phase 1. Initial reflection.

During a non-participant observation, the researcher was able to see that students of seventh year "A" have difficulties in using the appropriate word order to write any sentence, they confused in applying the correct tense in the sentences, also adding extra letters in nouns and verbs when is required in order to express a clear message. This situation allowed the researcher to recognize grammatical competence as an issue among learners who do not have learning opportunities to use and apply this system during their English classes.

Being this the concern, the teacher candidate asked herself whether there are some different techniques that would better prepare students to enhance their grammatical competence. Therefore, having read some mainstream literature about the grammatical competence, the researcher found out that games will empower

learners to apply this system and therefore have a better communication through the appropriate use of word order, tense number and agreement.

Phase 2. Planning.

As a consequence, to remedy the seventh-year "A" of Basic General Education student's weaknesses on the grammatical competence, Activation (before), Connection (during), and Affirming (after) lessons plans will be presented, which are organized with different games. An activation, connection and affirming lesson plan integrate guided, controlled and free practices that promote grammar production among students.

The goal of these games will give the students of seventh-year "A" of Basic General Education the opportunity to enhance their grammatical competence through the use of different games focused on applying the correct tenses and numbers and agreement, write or speak using the correct word order to give a clear message, which eventually will enhance their grammatical competence which is a crucial element in students learning.

On the other hand, this intervention plan will explicitly respond to the following research questions:

- What are the phases of the intervention plan that help to enhance the grammatical competence among students of seventh year "A" of Basic General Education afternoon session, at Unidad Educativa Fiscomisional "Mercedes de Jesús Molina", in the city of Loja during 2020-2021 school year?

- Which games as a teaching technique are applied to enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?

Phase 3. Action.

The intervention plan will be developed during 30 sessions of 40 minutes each one during 10 weeks’ period of time. As is usual, things will rarely go precisely as expected, therefore some minor changes or deviations will be made to meet possible drawbacks.

Phase 4. Observation.

During the intervention plan, the researcher will monitor and record seventh year student’s reactions and achievements to the planned activities by means of a pre and posttest, pre and post questionnaire, observation sheet and field notes.

Phase 5. Reflection.

Once finished the intervention plan, the researcher will reflect critically upon the effectiveness of the application of games as a teaching technique to enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year.

This intervention plan will be developed with a Lesson Plan Model that contains the following stages: activation (before), connection (during), and affirming (after).



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ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK N° 1

INFORMATIVE DATA

Institution: Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”

Teacher: Lic. Paulina Granda

Teacher Candidate: Angie Nicole Valarezo Lima

Participants: 7th Year “A” EGB

School Year: 2020-2021

Topic: What do you do in the library?

<p>RESEARCH PROBLEM: How does the application of games as a teaching technique enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?</p>		
<p>GOAL: By the end of the intervention plan students will be able to enhance their grammatical competence through the application of games as a teaching technique, focused on: syntax (word order), morphology (tense, number and agreement).</p>		
<p>LEARNING OBJECTIVES: At the end of this lesson students will be able:</p> <ul style="list-style-type: none"> ● To ask about and explain preferences related to what people do in a place, through the appropriate application of word order and verb tenses. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE
<ul style="list-style-type: none"> ● Structures - Wh- questions with do and like (What books do you like?) 	<p>ACTIVATION:</p> <ul style="list-style-type: none"> ● Teacher starts the class by introducing herself and asking some information about the students. After that, students see some cards in order to remember some verbs, then they have a brainstorming about other verbs they may know. Using the same verbs learners said, they form sentences and teacher writes them to see if they are grammatically correct. 	<ul style="list-style-type: none"> ● Cards

<p>- Yes/No questions with do and like (Do you like comic books?)</p> <ul style="list-style-type: none"> • Key Words read books, use atlases, look at posters, listen to stories, dictionaries. 	<p>CONNECTION:</p> <ul style="list-style-type: none"> • Teacher explains the new topic using slides, she writes sentences and underlines the different parts of the sentence, so that learners recognize the word order. • After explaining the topic, teacher uses an Active verb tense game • Students think about and say some verbs and nouns, teacher makes notes of all of them. After that, teacher shows the list of verbs and nouns in a digital board (Jam board) so all students can see them, then each student should write a sentence using a verb and a noun. Teacher gives specific time to write the sentences and the first student that makes good sentences with all the words of the list wins. Finally, students complete a worksheet that contains exercises related to the new tense and nouns. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students have to analyze the sentences and say if they are right or wrong, if the sentences are incorrect, they have to correct them by writing the sentences again on their notebooks, then they read some of them to check. • Students are asked to write one sentence per student, they use the online board (ziteboard), thus all students and teacher can see the sentences. After, teacher gives some feedback if necessary 	<ul style="list-style-type: none"> • PowerPoint presentation • Jam board website • Worksheet • Ziteboard website
<p>MONITORING PLAN: Data Source 1: pretest Data source 2: pre questionnaire Data Source 3: observation sheet Data Source 4: field notes</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: November 9th to November 13, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 2

INFORMATIVE DATA

Institution: Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”

Teacher: Lic. Paulina Granda

Teacher Candidate: Angie Nicole Valarezo Lima

Participants: 7th Year “A” EGB

School Year: 2020-2021

Topic: Extreme Vacation

<p>RESEARCH PROBLEM: How does the application of games as a teaching technique enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?</p>		
<p>GOAL: By the end of the intervention plan students will be able to enhance their grammatical competence through the application of games as a teaching technique, focused on: syntax (word order), morphology (tense, number and agreement).</p>		
<p>LEARNING OBJECTIVES: At the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • To communicate and ask to peers and teacher when something is not understood in class through the use of simple basic questions 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE
<ul style="list-style-type: none"> • Structures - Yes/No answers with 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher uses flashcards about the last topic and encourages students to see one and say a sentence in order to make them activate their prior knowledge. Thus, teacher uses Content Checking Questions (CCQ’S) like “Do you like comic books?” 	<ul style="list-style-type: none"> •Flashcards

<p>do and don't (Yes, I do. No, I don't.)</p> <ul style="list-style-type: none"> • Key Words <p>Puzzle books, science books, magazines.</p>	<p>CONNECTION</p> <ul style="list-style-type: none"> • To start the new topic teacher draws a t-chart to explain the differences of the topic. • Teacher uses cards about the new vocabulary and she related them with the new grammar structure by giving examples. • Teacher motivates students to remember and write a verb in a piece of paper, then a partner has to act or say a sentence using the verb that their partner gave. • Teacher chooses a game called word scramble, she uses the educandy website to play it, then she gives the code to all the class, so that all learners can play. • After playing, teacher shows some extra sentences in slides, and learners should order them as well, then teacher and students check them. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Teacher asks students to complete an assessment sheet, where there are different exercises related to the class 'topic, they should order sentences, make new sentences and so on. • Then teacher makes students read aloud some answers of the previous activity to see if they understood the topic. 	<ul style="list-style-type: none"> • PowerPoint presentation cards • educandy website • Assessment sheet
<p>MONITORING PLAN: Data Source 1: observation sheet Data source 2: field notes</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: November 16th to November 20, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 3

INFORMATIVE DATA

Institution: Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”

Teacher: Lic. Paulina Granda

Teacher Candidate: Angie Nicole Valarezo Lima

Participants: 7th Year “A” EGB

School Year: 2020-2021

Topic: Adventure Tales

RESEARCH PROBLEM: How does the application of games as a teaching technique enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?		
GOAL: By the end of the intervention plan students will be able to enhance their grammatical competence through the application of games as a teaching technique, focused on: syntax (word order), morphology (tense, number and agreement).		
LEARNING OBJECTIVES: At the end of this lesson students will be able:		
<ul style="list-style-type: none"> To employ different simple words, phrases with correct use of grammar to express simple ideas reflected in sentences. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE
<ul style="list-style-type: none"> Structures Statements with subject + verb + object (I read books.) 	ACTIVATION <ul style="list-style-type: none"> Teacher plays a song that has simple grammar tense, students work individually to listen and complete a sheet related to the song that has some exercises. 	<ul style="list-style-type: none"> Song lyrics sheet

<ul style="list-style-type: none"> ● Key Words use atlases, look at posters, listen to stories, dictionaries, storybooks 	<p>CONNECTION</p> <ul style="list-style-type: none"> ● Teacher starts the class by making students choose new verbs of the sheet, if there are new verbs for students, the teacher explains the meaning of them, after that students write some sentences on their notebooks to check their understanding. ● Teachers develops a game; she explains how the Pelmanism game works. She presents slides that have pictures of different action verbs and nouns, so that students see and remember all the images with their own names. ● Teacher plays the Pelmanism game using the website “Genially”, learners see the images of the game and after playing, they use the verbs of the game to write their own sentences in a worksheet, then all the class checks the sentences. <p>AFFIRMING</p> <ul style="list-style-type: none"> ● Students develop a short quiz on “quizizz” platform, where there are some exercises to check students learning, and then teacher gives some extra clarification. 	<ul style="list-style-type: none"> ● Notebook ● PowerPoint presentation ● Genially web 2.0 tool ● Quizizz web 2.0 tool
<p>MONITORING PLAN: Data source 1: observation sheet Data source 2: field notes</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: November 23th to November 27, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 4

INFORMATIVE DATA

Institution: Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”

Teacher: Lic. Paulina Granda

Teacher Candidate: Angie Nicole Valarezo Lima

Participants: 7th Year “A” EGB

School Year: 2020-2021

Topic: Let’s Paint

RESEARCH PROBLEM: How does the application of games as a teaching technique enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?		
GOAL: By the end of the intervention plan students will be able to enhance their grammatical competence through the application of games as a teaching technique, focused on: syntax (word order), morphology (tense, number and agreement).		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To write and talk about different things and then describe what they are seeing or doing through the appropriate grammatical structure. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE
<ul style="list-style-type: none"> Structures <p>Wh- questions with do (What do you do in art class? What do you see?)</p>	<p>ACTIVATION</p> <ul style="list-style-type: none"> The class begins with a warm-up called Pictionary using the ziteboard website, some students draw some actions and the rest of the class guess the verbs. This will help learners to remember the previous lessons. 	<ul style="list-style-type: none"> Ziteboard website

<ul style="list-style-type: none"> ● Key Words - draw, paint, glue, cut, paper, picture 	<p>CONNECTION</p> <ul style="list-style-type: none"> ● To start the lesson, using slides of genially webpage the teacher explains how to formulate questions, how to answer them and how to use them, she gives examples using the context of the class. E.g. what do you do in English classes? ● Students work individually to write some sentences about their favorite subjects or objects, then they present to the class and teacher checks students understanding. ● After the explanation, students will develop a worksheet that has an Error analysis game, where they have to look for wrong sentences and questions, they should correct them. Students should pay attention that sentences contain the tense of the lesson, correct word order, the use of different words and the vocabulary. ● Teacher and students socialize the answers and gives some reinforcement if necessary. <p>AFFIRMING</p> <ul style="list-style-type: none"> ● Teacher shows some PowerPoint slides that have different sentences, some are correct and some incorrect, she asks students to say if the sentence is right or wrong, and if it is wrong the students should it in a correct way. 	<ul style="list-style-type: none"> ● genially web 2.0 tool ● Jamboard website ● Worksheet ● PowerPoint presentation
<p>MONITORING PLAN: Data Source 1: observation sheet Data Source 2: field notes</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: November 30th to December 4th, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK N° 5

INFORMATIVE DATA

Institution: Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”

Teacher: Lic. Paulina Granda

Teacher Candidate: Angie Nicole Valarezo Lima

Participants: 7th Year “A” EGB

School Year: 2020-2021

Topic: Let’s write!

RESEARCH PROBLEM: How does the application of games as a teaching technique enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?		
GOAL: By the end of the intervention plan students will be able to enhance their grammatical competence through the application of games as a teaching technique, focused on: syntax (word order), morphology (tense, number and agreement).		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To interpret and exchange information about school supplies with peers by using appropriate forms of verbs and nouns. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE
<ul style="list-style-type: none"> Structures <ul style="list-style-type: none"> Indefinite articles for countable nouns (a paintbrush, a pencil, a marker, a crayon); 	ACTIVATION <ul style="list-style-type: none"> Teacher shows a sheet with some pictures to explain the different types of nouns. Teacher develops a match-up game in educandy website in order to check learners’ memory and learning 	<ul style="list-style-type: none"> PowerPoint presentation Educandy website

<p>no article for uncountable nouns (scissors, paper)</p> <p>● Key Words paintbrush, scissors, crayon, marker, pencil</p>	<p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher uses the examples of the slides to explain the topic, then to practice students complete a worksheet. • Teacher applies an Active Verb tense game. First, each student writes a verb and a noun in the ziteboard website, then teacher gives specific time to all students so that they should write sentences using the verbs and nouns they wrote before. The winner is the person that has more correct grammatical sentences. • Teacher makes students read aloud their sentences, she copies them and shows to all students to verify if they have understood the topics. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students are assessed through an activity in kahoot, where there are examples of the lesson of the class. 	<ul style="list-style-type: none"> • Worksheet • Ziteboard website • Notebook • Kahoot web 2.0 tool
<p>MONITORING PLAN: Data Source 1: observation sheet Data Source 2: field notes</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: December 14th to December 1, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 6

INFORMATIVE DATA

Institution: Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”

Teacher: Lic. Paulina Granda

Teacher Candidate: Angie Nicole Valarezo Lima

Participants: 7th Year “A” EGB

School Year: 2020-2021

Topic: What do you...?

<p>RESEARCH PROBLEM: How does the application of games as a teaching technique enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?</p>		
<p>GOAL: By the end of the intervention plan students will be able to enhance their grammatical competence through the application of games as a teaching technique, focused on: syntax (word order), morphology (tense, number and agreement).</p>		
<p>LEARNING OBJECTIVES: At the end of this lesson students will be able:</p> <ul style="list-style-type: none"> ● To select the appropriate words to give and express a clear message about lunch preferences; order food and drink. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE
<ul style="list-style-type: none"> ● Structures - Wh- questions with do (What do you want to eat/drink?) - Yes/No questions with do (Do you want some chicken?) 	<p>ACTIVATION</p> <ul style="list-style-type: none"> ● Teacher starts the class by making learners play kahoot about the last topics of the class, this will help to activate learners’ prior knowledge. 	<ul style="list-style-type: none"> ● Kahoot web 2.0 tool

<ul style="list-style-type: none"> ● Key Words some French fries, pizza, ice cream, fish, chicken, chocolate bar, grapes. 	<p>CONNECTION</p> <ul style="list-style-type: none"> ● Using the examples of the previous activity, teacher presents the new topic of the class, she writes sentences and underlines the parts of the sentence to give a clearer explanation using slides. ● Teacher chooses the Pelmanism game to play with the whole class, at first, she presents some flashcards to practice the vocabulary of the class, then the whole class play the game through the genially website. ● After playing, teacher gives a worksheet, where they have to write sentences using the verbs and nouns of the verbs and so on. <p>AFFIRMING</p> <ul style="list-style-type: none"> ● Students have to choose one sentence of the worksheet, then present and explain its parts to the class, after that the teacher and students analyze and correct them if there are mistakes. 	<ul style="list-style-type: none"> ● PowerPoint presentation ● flashcards ● Genially web 2.0 tool ● worksheet ● Ziteboard website
<p>MONITORING PLAN: Data source 1: observation sheet Data source 2: field notes</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: January 4th to January 8th, 2021</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 7

INFORMATIVE DATA

Institution: Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”

Teacher: Lic. Paulina Granda

Teacher Candidate: Angie Nicole Valarezo Lima

Participants: 7th Year “A” EGB

School Year: 2020-2021

Topic: What do you want to eat?

RESEARCH PROBLEM: How does the application of games as a teaching technique enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?

GOAL: By the end of the intervention plan students will be able to enhance their grammatical competence through the application of games as a teaching technique, focused on: syntax (word order), morphology (tense, number and agreement).

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To choose the appropriate words to formulate simple sentences or short simple paragraphs to talk or write about food.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE
<ul style="list-style-type: none"> • Structures <ul style="list-style-type: none"> - Uncountable nouns with some (I want some water, please.) 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teachers starts the class talking about her favorite food or dishes and then she asks students to tell something about their likes or dislikes on food. Then, teacher shows 	<ul style="list-style-type: none"> • Cards

<p>- Countable plural nouns with some (I want some carrots, please.)</p> <ul style="list-style-type: none"> ● Key Words noodles, beans, fruit, potatoes, carrots, tomatoes 	<p>some cards about different types of food, students should see one image and try to say a sentence.</p> <p>CONNECTION</p> <ul style="list-style-type: none"> ● Teacher writes students' opinions on the board and verifies if learner's sentences are correct, otherwise she gives some clarification. She uses the same examples to introduce the new lesson. ● Teacher uses a PowerPoint presentation to play the word scramble game, this is a whole class game, she makes all students try to participate. ● Teacher makes students copy the words of the game, then they should make sentences using those words. After that, teacher checks some of them. <p>AFFIRMING</p> <ul style="list-style-type: none"> ● Learners write a short simple text in a worksheet using the sentences of the previous activities, they should use the correct articles. ● Students are assessed through Socrative website, where there are some exercises of multiple choice related to the topic 	<ul style="list-style-type: none"> ● Jamboard website ● PowerPoint presentation ● Notebook ● worksheet ● Socrative website
<p>MONITORING PLAN: Data Source 1: observation sheet Data Source 2: field notes</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: January 11th to January 15, 2021</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 8

INFORMATIVE DATA

Institution: Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”

Teacher: Lic. Paulina Granda

Teacher Candidate: Angie Nicole Valarezo Lima

Participants: 7th Year “A” EGB

School Year: 2020-2021

Topic: Can you play the piano?

<p>RESEARCH PROBLEM: How does the application of games as a teaching technique enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?</p>		
<p>GOAL: By the end of the intervention plan students will be able to enhance their grammatical competence through the application of games as a teaching technique, focused on: syntax (word order), morphology (tense, number and agreement).</p>		
<p>LEARNING OBJECTIVES: At the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • To reproduce words to express and ask about abilities in an oral and written context using the appropriate grammar settings. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE
<ul style="list-style-type: none"> • Structures <ul style="list-style-type: none"> - Wh- questions with do (What do you do in music class?) 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher uses flashcards to teach the new vocabulary, she makes some sentences as examples and then she applies a hangman warm-up to see if learners recognize the appropriate word order of the sentences. 	<ul style="list-style-type: none"> • Flashcards • Educandy website

<ul style="list-style-type: none"> • Key Words piano, violin, guitar, drums, recorder, triangle, hand bell, kazoo. 	<p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher uses PowerPoint slides to present the new topic, then she makes students think of an instrument they like and say a sentence. Teacher listens some of them and writes down to explain its structures. • Teacher develops an Error analyses game; she gives a worksheet to all students. In the worksheet there are exercises of sentences and questions, learners should correct them by ordering them, adding extra words or letters. • Students and teacher check the answers of the worksheet. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students should use the sentences of the game to complete an assessment sheet, in the sheet they should write a short simple text using the new vocabulary, the correct application of grammar structures and order, then teacher verifies if they are using the appropriate word order to write and the correct verbs and nouns. 	<ul style="list-style-type: none"> • notebook • Worksheet • Assessment sheet
<p>MONITORING PLAN: Data Source 1: observation sheet Data Source 2: field notes</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: January 18th to January 22nd, 2021</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 9

INFORMATIVE DATA

Institution: Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”

Teacher: Lic. Paulina Granda

Teacher Candidate: Angie Nicole Valarezo Lima

Participants: 7th Year “A” EGB

School Year: 2020-2021

Topic: Music class

RESEARCH PROBLEM: How does the application of games as a teaching technique enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?		
GOAL: By the end of the intervention plan students will be able to enhance their grammatical competence through the application of games as a teaching technique, focused on: syntax (word order), morphology (tense, number and agreement).		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To identify basic familiar words and phrases in a new piece of text; give simple answers to basic questions when given time to reply. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE
<ul style="list-style-type: none"> Structures <ul style="list-style-type: none"> Ability questions with can (Can you play the piano?) 	ACTIVATION <ul style="list-style-type: none"> Teacher shows some pictures to explain how the different abilities are, next she shows new images and makes students guess the kind of abilities and try to guess their names. 	<ul style="list-style-type: none"> Pictures

<ul style="list-style-type: none"> • Key Words <ul style="list-style-type: none"> - harmonica, listen to, sing songs, music, play (an instrument), can, can't 	<p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher shows a short video about the abilities, then she explains the correct way to make questions to ask about others' abilities. Then, she teaches how to answer those types of questions. • Teacher develops an active verb tense game; students work individually, they write nouns, verbs, abilities, then they say to the teacher and she writes in PowerPoint. Students should write in their notebooks some sentences using the words posted in the slides. The first student who writes the sentences using all the words is the winner. • Teacher makes students write some of their sentences on the board in order to check their work. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Teacher develops a hangman activity to see if learners remember the correct structure and word order of some words or simple sentences. • She asks some questions to each student and verifies if they answer in the appropriate manner. 	<ul style="list-style-type: none"> • video • PowerPoint presentation • Ziteboard website • hangman
<p>MONITORING PLAN: Data Source 1: observation sheet Data Source 2: field notes</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: January 25th to January 29th, 2021</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 10

INFORMATIVE DATA

Institution: Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”

Teacher: Lic. Paulina Granda

Teacher Candidate: Angie Nicole Valarezo Lima

Participants: 7th Year “A” EGB

School Year: 2020-2021

Topic: Instruments

RESEARCH PROBLEM: How does the application of games as a teaching technique enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?		
GOAL: By the end of the intervention plan students will be able to enhance their grammatical competence through the application of games as a teaching technique, focused on: syntax (word order), morphology (tense, number and agreement).		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> Identify the meaning of specific content-based words and phrases, with the aid of visual support, and write simple sentences on familiar topics to communicate basic ideas 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE
<ul style="list-style-type: none"> Structures <ul style="list-style-type: none"> Statements with and joining two noun phrases (We listen to 	ACTIVATION <ul style="list-style-type: none"> Teacher starts the class making CCQ questions to check what students remember about the last class. Then, she introduces the new topic by showing some examples using sentences in genially presentation. 	<ul style="list-style-type: none"> Genially web 2.0 tool

<p>music and we sing songs.)</p> <ul style="list-style-type: none"> • Key Words <ul style="list-style-type: none"> - piano, violin, guitar, drums, recorder, triangle, hand bell, kazoo, tambourine, cymbals, xylophone, harmonica, listen to, sing songs. - music, play (an instrument), can, can't 	<p>CONNECTION</p> <ul style="list-style-type: none"> • Students are asked to remember verbs and nouns related to music, then they write down in their notebooks, next they search new words about the same topic and share with the class. Then, they make sentences using the words they found. • Teacher organizes an Error analysis game; teacher uses the sentences students wrote before, she mixes the words of the sentences or write them in an incorrect way, then she shows them in slides, next students should copy on their notebooks, analyze and correct them. After that, each student should write some sentences in the board to be analyzed by the whole class. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students should develop an activity in quizizz, to see if they have understood the class topic. According to the students' grades, teacher gives some reinforcement. 	<ul style="list-style-type: none"> • notebook • PowerPoint presentation • Ziteboard website • Quizizz web 2.0 tool
<p>MONITORING PLAN: Data Source 1: post questionnaire Data Source 2: posttest Data Source 3: observation sheet Data Source 4: field notes</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: February 1st to February 5th, 2021</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

h. BUDGET AND FINANCING

Budget

Expenses	Cost
Internet connection	\$125.00
Print of the project	\$145.00
Copies	\$170.00
Unforeseen	\$110.00
Print of the final thesis project report	\$150.00
Transportation	\$100
TOTAL	\$800.00

Financing

The financing of the expenses derived from the present research work will be assumed by the research author

Resources:

Human

- The teacher candidate as a researcher
- The thesis advisor
- Students of seventh year at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”

Material

- Worksheets
- Pictures
- Flashcards
- Cards
- Webpages
- Notebooks
- Assessment sheets

Technical

- Laptop
- Printer
- Internet connection
- Speakers

i. BIBLIOGRAPHY

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ANNEXES

Annex 1: Observation sheet



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

RESEARCHER: ANGIE VALAREZO

OBSERVATION SHEET: GRAMMATICAL COMPETENCE

OBSERVATION SHEET					
Observation N°: Topic: Objective of the session:	Date/Time: Participants: seventh year “A”			Role of the researcher: Nonparticipant observer Duration of the observation:	
Things to be observed (Indicators)	Levels of Acceptability				Remarks
	Perfectly acceptable	Acceptable	unacceptable	Totally unacceptable	
Word order					
Tense					
Number					
Agreement					

Annex 2: Field notes



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: FIELD NOTES

RESEARCHER: ANGIE VALAREZO

FIELD NOTES		
Observation #: Topic: Objective of the session:	Date /Time: Class size: Participants: seventh year "A"	Role of the researcher: Participant observer Duration of the observation start/end time:
Description of the event		Reflective notes

Annex 3: Pre and Posttest & Scoring guide



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
DATA COLLECTION SOURCE: PRE-TEST / POST TEST**

As a student of the English language Department of the Universidad Nacional de Loja, I would be very grateful if you can answer the following pretest and posttest in a clear and honest way. The information obtained will be for the development of the research work.

Student's code:

Date:

1. Read and order the words to write correct sentences in the spaces below. (word order) (2,5 points)

Example: is /What /name? / your = What is your name?

- a) name/is/ My / José= _____
- b) student/ I am /a = _____
- c) teacher/ she / my/ is= _____
- d) my / subject/ favorite / is math= _____
- e) his/ What is / name? = _____

2. Tick the correct verb according to the sentence. (tense) (2,5 points)

Example:

- He _____ soccer in the park every day.

- plays
- played

a. He is my teacher this year. He _____ English.

- teaches
- taught



b. Yesterday I _____ an ice cream with my friend.

eat

ate



c. We _____ soda everyday in the cafeteria

drink

drank



d. She _____ to school in a bus last week.

went

go



e. I _____ to music all day in my house.

listen

listened



3. Read the following sentences and choose the correct option. (number)

(2.5points)

a. Mary reads a _____ everyday

book

books

bookes

b. I have many _____ to play football at school.

Ball

balls

Balles

c. Joshua has two _____ and one cat in the house.

Dog

doggs

Dogs

d. There are three _____ in the school.

Bus

Buses

Bussees

e. My mom has four _____

Cats

Kats

Cat

4. Complete the following table. Make the appropriate conjugation.

(agreement) (2.5 points)

Example:

<p>EAT</p> 	I <u>eat</u>
	YOU <u>eat</u>
	HE <u>eats</u>
	SHE <u>eats</u>
	IT <u>eats</u>
	WE <u>eat</u>
	THEY <u>eat</u>
<p>a. PLAY</p> 	THEY <u> </u>
IT <u> </u>	
HE <u> </u>	
SHE <u> </u>	
WE <u> </u>	

<p>b. LISTEN</p> 	I <u> </u>
	THEY <u> </u>
	HE <u> </u>
	SHE <u> </u>
	WE <u> </u>
<p>c. WASH</p> 	I <u> </u>
	YOU <u> </u>
	WE <u> </u>
	SHE <u> </u>
	IT <u> </u>

THANK YOU SO MUCH FOR YOUR COLLABORATION



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
PRE AND POST TEST SCORING GUIDE

INDICATOR FROM QUESTION 1: WORD ORDER

Read and order the words to write correct sentences in the spaces below.	
ANSWERS	SCORE / 2.5
a. My name is José	(0.50)
b. I am a student.	(0.50)
c. She is my teacher	(0.50)
d. My favourite subject is math.	(0.50)
e. What is his name?	(0.50)

INDICATOR FROM QUESTION 2: TENSE

See the pictures and use the words in the box to write in the sentences.	
ANSWERS	SCORE / 2.5
a) Teaches	(0.50)
b) Ate	(0.50)
c) Drink	(0.50)
d) Went	(0.50)
e) Listen	(0.50)

INDICATOR FROM QUESTION 3: NUMBER

Read the following sentences and choose the correct option	
ANSWERS	SCORE / 2.5
a) book	(0.50)
b) balls	(0.50)
c) dogs	(0.50)
d) buses	(0.50)
e) cats	(0.50)

INDICATOR FROM QUESTION 4: AGREEMENT

Complete the following table. Make the appropriate conjugation	
ANSWERS	SCORE / 2.5
a) play	(0.16)
Plays	(0.16)
Plays	(0.16)
Plays	(0.16)
Play	(0.16)
b) listen	(0.16)
Listen	(0.16)
Listens	(0.16)
Listens	(0.16)
Listen	(0.16)
c) wash	(0.16)
Wash	(0.16)
Wash	(0.16)
Washes	(0.16)
washes	(0.16)

Annex 4: Pre and Post Questionnaire



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about the application of games as a teaching technique to enhance the grammatical competence. The information you will provide below will be used only for academic purposes. Your answers will be anonymous and confidential.

Student's code:

Date:

1. How often does your teacher use games to teach grammatical competence?

- Always ()
- Often ()
- Sometimes ()
- Never ()

2. Do you feel more motivated when you develop the grammatical competence through a game?

- Always ()
- Often ()
- Sometimes ()
- Never ()

3. Games facilitate the understanding and practice of grammatical competence.

- Agree ()
- Undecided ()
- Disagree ()

4. To what extent the use of cooperative or group games implemented in the classroom contribute to the enhancement of the grammatical competence?

- A great deal ()
- Much ()
- Somewhat ()
- Nothing ()

5. It is very important to apply different games to make the classes more engaging to learn grammatical competence

- Agree ()
- Undecided ()
- Disagree ()

THANK YOU SO MUCH FOR YOUR COLLABORATION

Annex 5: Research Matrix

Theme: Games as a teaching technique to enhance the grammatical competence among students of seventh year “A” Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020 – 2021 school year.

Problem	Objectives	Theoretical frame	Methodological design (action research)	Techniques and instruments
<p>General</p> <p>How does the application of games as a teaching technique enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?</p>	<p>General</p> <ul style="list-style-type: none"> • To enhance the grammatical competence through the application of games as a teaching technique among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year 	<p>Games</p> <ul style="list-style-type: none"> • Definition of Games • Objectives about Games • Motivation Through Games • Characteristics of Games • Types of Games • Classroom Organization to Apply Games • Games in the teaching 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing the English classes • Stating the background of problem. • Describing current situation • Locating and reviewing the literature • Creating a methodological 	<ul style="list-style-type: none"> • Observation Sheets (participant and non-participant observation) • Field notes • Pre and post test • Pre and post questionnaire

<p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about games as a teaching technique are adequate to enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year? • What are the issues that limit the enhancement of the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad 	<p>Specifics</p> <ul style="list-style-type: none"> • To research the theoretical and methodological references about games as a teaching technique and their application on grammatical competence. • To diagnose the issues that limit the grammatical competence in the English language among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year. • To elaborate an intervention plan based 	<p>grammatical competence</p> <ul style="list-style-type: none"> • Advantages of using games in teaching the grammatical competence <p>Grammatical Competence</p> <ul style="list-style-type: none"> • Definition of Grammatical Competence • Aspects of Grammatical competence. • The Role of Grammatical Competence. • Importance of Grammatical Competence in the Teaching and Learning Process. 	<p>framework for research</p> <ul style="list-style-type: none"> • Designing an intervention plan <p>Intervention and observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires. • Observing and monitoring students’ performance according to the intervention plan. <p>Presentation of research findings.</p> <ul style="list-style-type: none"> • Reflecting, analyzing and answering the 	
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<p>Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?</p> <ul style="list-style-type: none"> • What are the phases of the intervention plan that help to enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year? • Which games as a teaching technique are applied to enhance the grammatical competence among students of seventh year “A” of Basic General Education 	<p>on the application of games as a teaching technique in order to enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year.</p> <ul style="list-style-type: none"> • To apply the most suitable games as a teaching technique in order to enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes 	<ul style="list-style-type: none"> • Approaches to Teach the Grammatical Competence • Assessing the Grammatical Competence. 	<p>proposed inquiries.</p> <ul style="list-style-type: none"> • Organizing the final report. 	
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<p>afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year?</p> <ul style="list-style-type: none"> • How effective was the application of games as a teaching technique in enhancing the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year? 	<p>de Jesús Molina”, in the city of Loja during 2020-2021 school year.</p> <ul style="list-style-type: none"> • To validate the results obtained after the application of games as a teaching technique to enhance the grammatical competence among students of seventh year “A” of Basic General Education afternoon session, at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, in the city of Loja during 2020-2021 school year. 			
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Annex 6: Grading Scale

Grammatical competence

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
8-7	Average
6-1	Below average

Games

Quantitative score range	Qualitative score range
81-100	High level of effectiveness of games as a teaching technique to enhance the grammatical competence.
61-80	Expected level of effectiveness of games as a teaching technique to enhance the grammatical competence.
41-60	Moderate level of effectiveness of games as a teaching technique to enhance the grammatical competence.
21-40	Unexpected level of effectiveness of games as a teaching technique to enhance the grammatical competence.
01-20	Low level of effectiveness of games as a teaching technique to enhance the grammatical competence.

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