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“ANALYSIS OF PLAYFUL METHODOLOGICAL STRATEGIES IN THE
CREATIVE THINKING SKILLS IN THE AREA OF ENGLISH IN THE STUDENTS
OF NINTH AÑO DE EDUCACIÓN GENERAL BASICA CLASS”B” AT UNIDAD
EDUCATIVA “JUAN DE VELASCO ” DURING THE PERIOD MAY TO
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LANGUAGE CAREER

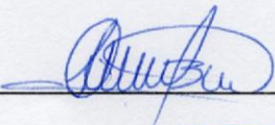
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THESIS TITLE: "ANALYSIS OF PLAYFUL METHODOLOGICAL STRATEGIES IN THE CREATIVE THINKING SKILLS IN THE AREA OF ENGLISH IN THE STUDENTS OF NINTH AÑO DE EDUCACIÓN GENERAL BÁSICA CLASS"B" AT UNIDAD EDUCATIVA "JUAN DE VELASCO" DURING THE PERIOD MAY TO SEPTEMBER 2018".

Work presented as requirement to obtaining the Bachelor's Degree of "Licenciatura en Ciencias de la Educación, profesora de Inglés".It has been approved by the following Committee Members at the Universidad Nacional de Chimborazo, it has been confirmed by their signatures.In constancy with all exposed sign:


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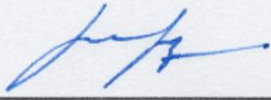
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INFORMO O CERTIFICO:

Thesis Title: **“ANALYSIS OF PLAYFUL METHODOLOGICAL STRATEGIES IN THE CREATIVE THINKING SKILLS IN THE AREA OF ENGLISH IN THE STUDENTS OF NINTH AÑO DE EDUCACIÓN GENERAL BASICA CLASS “B” AT UNIDAD EDUCATIVA “JUAN DE VELASCO” DURING THE PERIOD MAY TO SEPTEMBER 2018”** de autoría de la Señorita, Geovana de los Ángeles Herrera Veintimilla ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para la graduación, en tal virtud autorizo la presentación del mismo, para su calificación correspondiente.



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CERTIFICA

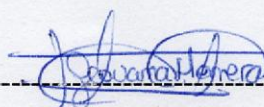
Que, el proyecto de grado de la señorita GEOVANA DE LOS ANGELES HERRERA VEINTIMILLA, portadora de la cédula de identidad N° 0605132844, estudiante de la Carrera de Idiomas con el título "ANALYSIS OF PLAYFUL METHODOLOGICAL STRATEGIES IN THE CREATIVE THINKING SKILLS IN THE AREA OF ENGLISH IN THE STUDENTS OF NINTH AÑO DE EDUCACION GENERAL BASICA CLASS "B" AT UNIDAD EDUCATIVA "JUAN DE VELASCO" DURING THE PERIOD MAY TO SEPTEMBER 2017", luego de haber pasado el URKUND, refleja con un resultado del 7% de PLAGIO. Es todo cuanto puedo certificar en honor a la verdad.

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AUTORSHIP

I, Geovana de los Ángeles Herrera Veintimilla, student of Language Career declare I am the only author of the research named “ANALYSIS OF PLAYFUL METHODOLOGICAL STRATEGIES IN THE CREATIVE THINKING SKILLS IN THE AREA OF ENGLISH IN THE STUDENTS OF NINTH YEAR OF EDUCATION BASIC CLASS”B” AT UNIDAD EDUCATIVA “JUAN DE VELASCO” DURING THE PERIOD MAY TO SEPTEMBER 2018”, the ideas and commentaries specified in this document are responsibility of its author.



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By: Geovana Herrera Veintimilla.

DEDICATORY

This thesis is dedicated to my mother Gabriela Veintimilla, for her love, affection and her faith in me, for making me believe that nothing is impossible with the blessing of God , for her encouragement when I had no reason to continue with my professional life for all that and much more. Her selflessness will always be remembered in my heart.

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SUMMARY

This research project was carried out at the Unidad Educativa "Juan de Velasco", located in the City of Riobamba, Province of Chimborazo, with the collaboration of the teacher and students of the ninth año de Educación General Básica class "B", during the Academic Period 2017-2018, The students participants were 33 of which are 18 women and 15 men. The main purpose of this research is to analyze playful methodological strategies and creative thinking skills that will help in the development of Foreign Language learning. There are several types of research, but the one that is applied is the descriptive one with a qualitative approach because it is about knowing the facts, processes, structures and people in their totality through the interaction between the researcher and the subjects studied. The method used was ethnographic to be able to interpret in a better way and analyze the whole process through the observation that was the technique applied to the students mentioned above, in the different classes of English and to be able to determine what are the existing difficulties in performing creative thinking skills to learn the foreign language .

Keywords:

Teaching, strategies, creative thinking, methodology.



Mgs. Mónica Cadena

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RESUMEN

Este proyecto de investigación se lo realizo en la Unidad Educativa “Juan de Velasco”, ubicada en la Ciudad de Riobamba, Provincia de Chimborazo, con la colaboración de la docente y los estudiantes de noveno año de Educación Básica paralelo “B”, durante el periodo académico 2017-2018, los estudiantes participantes fueron 33 de los cuales son 18 mujeres y 15 varones. Esta investigación tiene como propósito principal el análisis de las estrategias metodológicas lúdicas y las habilidades del pensamiento creativo que nos ayudará para mejorar el desarrollo del aprendizaje del Idioma Extranjero. Existen varios tipos de investigación, pero el que se aplicará es el descriptivo con un enfoque cualitativo porque se trata de conocer los hechos, procesos, y personas en su totalidad mediante la interacción entre el investigador con los sujetos estudiados . El método utilizado fue etnográfico para poder interpretar y analizar todo su proceso mediante la observación que fue la técnica aplicada, en las diferentes clases de la asignatura de Inglés y poder determinar cuáles son las dificultades existentes al ejecutar las destrezas del pensamiento creativo para aprender el idioma extranjero.

Palabras Clave:

Enseñanza, Estrategias, Pensamiento Creativo, Metodología

INTRODUCTION

The research topic is entitled “ANALYSIS OF PLAYFUL METHODOLOGICAL STRATEGIES IN THE CREATIVE THINKING SKILLS IN THE AREA OF ENGLISH IN THE STUDENTS OF NINTH AÑO DE EDUCACIÓN GENERAL BÁSICA CLASS”B” AT UNIDAD EDUCATIVA “JUAN DE VELASCO ” DURING THE PERIOD MAY TO SEPTEMBER 2018”. The significance of the use of ludic methodological strategies and the abilities of creative thinking in the classroom is evident. It is important to know how it influences the teaching-learning process where can deduce that knowledge could help these methodological strategies and creative thinking skills be of great help for better performance.

The importance of this research in the academic aspect is that methodological strategies and creative thinking skills are essential in the teaching-learning process because teachers are in need of helping students so that they can be in a welcoming environment, positive where they can lose their fear and create a space that favors students.

The problem found in this research is that students have difficulties when it comes to learning English because the activities captured in the classroom demonstrate the shortcomings that each student has, and in the aspect that each class should be focused on. The problem has been identified since the students do not show performance they do not want to experiment and learn the language.

In addition, it does not favor the teaching of teachers since they can not apply all their knowledge in language teaching. In conclusion, the methodology strategy and the skills of the creative thinking try to provide new methodologies for the teaching –learning that would play a very important role that would contribute in a positive way where students contribute to learning achieving satisfactory and genuine results.

CHAPTER I, In this chapter the Reference Framework the problem statement, the justification and the general and specific objectives are presented.

CHAPTER II, Here, theoretical foundations the which will help to support the investigation with the present research.

CHAPTER III, In this case the researcher presents the level of the research, the design, and the method also there is explanation about how the research did this investigation.

CHAPTER IV, The results got from the surveys of students and teachers are obtained during the research based on the information collected.

CHAPTER V, In this stage can find the conclusions and recommendations.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 PROBLEM RESEARCH

The playful methodological strategies were applied to all the students of the ninth año de Educación General Básica "B" of the Institution but these are unsuccessful, in all the students since these do not put part of the functioning of the strategies therefore they do not allow to develop the creative thinking in any of the activities carried out in class.

1.2 PROBLEM DEFINITION

Education means by which learning is facilitated through knowledge, skills is also a fundamental part of the process of a human being and progress of society as a basis for the development of a country. In terms of teaching - learning the language where students can make use of the skills of linguistics. The problem is that the students do not have enough resources and means to learn the language because of the teacher gives the class first in Spanish and then when translating the student, many times he does not understand that there were not enough bases could have helped for a better learning,

According to the description of what was observed in the field of action of the ninth año de educación general básica class "B" of the Unidad Educativa "Juan de Velasco", in the classroom during the teaching- learning process, they do not pay attention, they are distracted and there are students who do not understand why it is difficult to learn the language here is where you can see what is missing in the classroom to put more emphasis on creating more methodologies the use of creative thinking skills where the student is motivated, sure to feel confident and involved in class, being included and they easily socialize and be in an environment that favors both teachers and students using methodologies, skills that help us in teaching - Language learning.

1.3 PROBLEM FORMULATION

How should the methodological strategies motivate students in the development in creative thinking in the ninth año de Educación General Básica of basic class "B" in the Unidad Educativa "Juan de Velasco" during the period 2017-2018?

1.3.1. GUIDING QUESTIONS

- ✓ How it would favor the use of the methodological strategies for the teaching of the English Language in the ninth año de educación General básica class “B” at Unidad Educativa Juan de Velasco during the period May to September 2018?
- ✓ How do students react to the application of creative thinking skills?

1.4 OBJECTIVES

1.4.1 GENERAL

To analyze the use of playful methodological strategies and apply the feasibility of how to develop the creative thinking skills in the ninth año de educación general básica class "B" in the Unidad Educativa “Juan de Velasco” during the period May to September 2018.

1.4.2 SPECIFICS

- ✓ Identify the creative thinking skills used by the teacher for teaching.
- ✓ Observe how students react when the teacher applies the methodological strategies in the classroom.

1.5. JUSTIFICATION

This research is important because it enriches the field of English methodology and the linguistic area. In addition, it helps to know how to use methodological strategies and the use of creative thinking skills in teaching –learning of English.

This research will create a basis for the development of the human being, it will generate awareness about the importance of acquiring English as a second language, which will improve the student population, object of this study and meaningful learning and also the development of skills that each student wants to learn and has fun at the same time.

The beneficiaries of this research project are the teachers, the students and the researcher, because they are all part of the research. The research was feasible to develop because the researcher has sufficient knowledge about methodology and other matters related to this research acquired during the studies carried out at the Universidad Nacional de Chimborazo. For this reason, it is very important to promote methodological teaching-learning strategies that generate an education with quality and that responds to the demands of today.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND OF INVESTIGATIONS REGARDING TO THE INVESTIGATION PROBLEM.

When I did the respective investigations in the bookstore of the Universidad Nacional de Chimborazo in the Facultad de Ciencias de la Educación, Humanas y Tecnologías, I could find there similar characteristics about this research that has the following title: "Methodological Strategies and their influence on the development of the productiveness English Speaking Skills in the learners of eight year at "Tomas Oleas" High school located in Cajabamba Colta Chimborazo Province during the school year 2014-2015, conducted by Erika Tenesaca and Jairo Mullo in 2015. Those who propose that with the use of these strategies classes become more participatory and students can improve and increase confidence so that they become smarter students and achieve better results in learning.

2.2 THEORETICAL FOUNDATIONS

2.2.1 Pedagogy

Pedagogy (most commonly understood as the approach to teaching) refers more broadly to the theory and practice of education, and how this influences the growth of learners. Pedagogy, taken as an academic discipline, is the study of how knowledge and skills are exchanged in an educational context, and it considers the interactions that take place during learning. Pedagogies vary greatly, as they reflect the different social, political, cultural contexts from which they emerge. Theories of pedagogy increasingly identify the student as an agent, and the teacher as a facilitator. Conventional western pedagogies, however, view the teacher as knowledge holder and student as the recipient of knowledge (described by Paulo Freire as "banking methods").

The pedagogy adopted by teachers shape their actions, judgments, and other teaching strategies by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Its aims may include furthering liberal education (the general development of human potential) to the narrower specifics of vocational education (the imparting and acquisition of specific skills).

The pedagogy is a science that how to influence the development of students taking into account as an academic discipline how we exchange knowledge, skills, skills that take place interacting while learning, In addition, to the use of pedagogy we create receiving students of knowledge.

In the pedagogy, it aims to promote education where the student liberally develops a potential by means of creating and participating in the acquisition of skills that would contribute significantly in the effective development of knowledge.

2.2.2 Playful

Cépeda M (2001) Play is a natural activity, free and spontaneous, act as an element of balance at any age because it has a universal character, because it crosses all human existence, which needs play at all times as an essential part of its harmonic development; play is an option, a way of being, in front of life, and in the school context, It contributes to the expression, creativity, interaction and learning of young and adult children. When the dynamics of the game are part of the learning spaces, they transform the environment, providing benefits for the teacher and the students during the classes. Time is spent between laughs, texts and games; every day reading, adding, subtracting and multiplying learning experiences. The games inspire students to think, to create and recreate activities that contribute to the development of active listening and listening , the follow-up of

instructions and the commitment to comply with rules, in order to understand the experience and coexistence, in the action and correction.

A game definition related to development and learning

For the purposes of this study it is important to adopt a definition that supports the relationship between play, child development and learning. Lifter K. (2000) defines the game as "The expression of intentional states, the representations in consciousness constructed from what the child knows and what is learnt from events that happen. It consists of spontaneous activities, which occurs naturally with objects that compromise the attention and interest of the child. The game may or may not involve caregivers or peers, may or may not involve the display of affection, and may or not involve simulation. "This definition places special emphasis on the child's commitment to playful activity, and recent studies give empirical support to the relationship between this active commitment and the child's learning. Thus, children pay more attention to activities evolutionarily new activities that are relatively well known to them, consequently, the evolutionarily relevant activities are defined as "activities that represent new learning". They are activities located at the threshold of learning, on which the child pays attention in the effort to interpret and make sense of the events that are happening. Johnson (et al. 1999) assume that the game should be approached from a broad perspective. These authors mention that many activities that meet the following five criteria can be assumed as a game:

- a) Non-literal character
- b) External motivation
- c) Process orientation
- d) Free and voluntary character

e) Positive affect

Taking into account the aforementioned aspects, we construct a game definition that includes the contributions associated with our scientific interests. We define it as "a voluntary and flexible activity that involves the participation and dynamization of the child's internal states, which is oriented towards the process and not to a goal. It is a pleasure-generating experience that compromises the attention and interest of the child.

2.2.3 Method

It is a systematic set of teaching practices based on particular theory of language learning stated to accomplish linguistic objectives. It contains prescribed techniques and practices.

2.2.4 METHODOLOGICAL STRATEGIES

These strategies are executive processes through which the skills are chosen, coordinated and applied. These strategies are really useful since we can use them to choose to coordinate and use the skills and to apply them is a way to learn in a more organized way using those strategies that will make us more awake and creative Schuckermitt (1987).

2.2.5 STRATEGY

A collection of philosophically grounded and functionally related techniques that serves as an implementation component of an instructional method. Kevin G.Murry.

2.2.6 TEACHING STRATEGIES

Talking about teaching strategies today implies not only an approach to traditionalist methods and research carried out in the past, this also implies a look towards the future of teaching and learning. It implies that we enter the subject in a more specific way, using more modern methods that guide us in learning and teaching a new language.

Today with technological advances, teaching strategies go beyond a plan in which guidelines are drawn Peralta (2016).

2.2.7 TYPES OF METHODOLOGICAL STRATEGIES

Cognitive Strategies

According to Murphy (1986) the strategy refers to a set of mental activities that the subject uses in a learning situation, to facilitate the acquisition of knowledge. It is a way to choose to improve knowledge by doing or exercising more to the mind through the game for the greater acquisition and reach the desired knowledge .

Meta-Cognitive Strategies

Pierre Paul Gagne (2008) says that “Metacognition enables students to be more active in their learning to mobilize all of their resources in order to have successful learning experiences. In order to do this, they must know how they learn and be aware of the steps that are followed and the means that are used to acquire knowledge, solve problems, and perform tasks.” We can see that in this strategy we can be more active in what we learn when a class is being taught, those that are favorable to us to use them for new and successful experiences as soon as we acquire the knowledge.

2.2.8 Creative Thinking

Doyle (2018) creative thinking means looking at something in a new way some people are naturally more creative than others, but creative thinking can be strengthened with practice. You can practice creative thinking by solving riddles, being aware of (and letting go of) your assumptions, and through play. Play connotes anything unstructured and relaxing such as daydreaming. Creative people have the ability to image new ways of solving problems, doing tasks and face new challenges, also contribute to a fresh perspective of seeing things to think that it is very helpful to apartments and organizations to move in productive directions.

Creative thinking, therefore, consists of the development of new ideas and concepts. It is about the ability to form new combinations of ideas to fill a need. Therefore, the result or product of creative thinking tends to be original. Furthermore, it can be understood that it is the result of the acquisition of a particular knowledge that can present certain characteristics such as fluency, flexibility and plasticity and also functions as a cognitive tool in the formulation, construction and resolution of problematic situations in the context of learning giving rise to the propitiation of knowledge.

2.3 BASIC TERMS DEFINITIONS

ELD: English language development this term used in some states for the programming model most commonly referred to as English as a second language (ESL).

ESL: English as a second language, a programming model in which linguistically diverse students are instructed in the use of English as a means of communication and learning. This model is often used when native speakers of multiple first languages are present within the same classroom.

L2 Second language, the second language acquired by an individual.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 RESEARCH DESIGN

Qualitative Approach enter a holistic dialectic process because it addresses the entire teaching-learning process taking as indicators the teachers, learning scenarios, methodological resources and evaluation instruments. Also to the students and the programmed activities of teaching, the autonomous works and of experimentation and the works of application. In order to determine the degree of use of ludic methodological strategies and the degree creative thinking development.

3.2 TYPE OF RESEARCH

This research had an exploratory level because with a previous diagnosis or survey was carried out with which it was possible to obtain a general overview of the problem of the interest of the researcher which consists in analyzing of playful methodological strategies in the learning of the English language in the Unidad Educativa “Juan de Velasco” class “B”.

3.3 LEVEL OF RESEARCH

The level of the research is Exploratory Diagnostic because we will specifically enter a human group understood as the ninth year of basic education of the Unidad Educativa Juan de Velasco, where, using the ethnographic method through participatory and non-participatory observation we can correctly conclude which are methodological strategies problems should respond based on the creative thinking of English.

3.4 METHOD OF RESEARCH

The method used for this research is ethnographic, it allows me to maintain a direct contact with the object of study, developing a direct observation, which allowed to collect

the data, based on the checklist with specific items that the researcher considered important to collect the information for its development.

3.5 POPULATION AND SAMPLE

Population

The subjects of this study are 33 students from 12- 13 years old of ninth grade of “Juan de Velasco” High School.

Sample

For the development of this research. It was necessary to work with the whole population since the size of the sample is small.

3.6 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTING

TECHNIQUES

3.6.1 Survey:

The survey was applied to English Teacher and students of Unidad Educativa “Juan de Velasco”.

3.6.2 Observations:

Through observation the actions that have been carried out are verified , knowing what I owe, what I need to achieve.

3.6.3 Instruments

The instruments what were used are:

- Surveys : One for the students

-Interview for the teacher

3.7 PROCEDURE

This investigation was developed through three phases that were: Preparatory phase: First, I have considered the selection of the study area, methodology and linguistics. In consideration I have chosen both areas because, I have seen the problem that the students had in the English classes and the research concluded that this problem belongs to these areas.

The research identifies that learning pronunciation is very important when learning a foreign language. The research noted that in this course the students have more problems when it comes to talking than using the other skills. During the development of the macro-level research, information was collected through an interview with the secretaries of the institution, and for a meso level, the research was conducted with the ninth grade students of basic education, class "B" , finally for the micro level, the researcher determined the problem through a previous ,which deals with the way the teacher uses the methodological strategies, for motivating and encouraging the students in the foreign language teaching as English.

Phase of field work for the collection of information, the researcher had access to carry out the research, in the institution in their areas such as: Academic information of the students for development.

3.8. WORK FIELD

To develop the research, the necessary compilation of data has been done in the Unidad Educativa Juan de Velasco, which was only developed in a single course since there are many students in the institution and it would have been a bit complicated to work with the whole institution, for this reason the researcher has selected a course for the development of the research.

It has been very favorable to work in this institution since the authorities and professors have given me the necessary support for the research that has been very useful for the development of my project.

This research verified that the students and teacher did not take into account the use of significant methodologies and activities giving as result a low level of English knowledge.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis and interpretation of results.

As far as I have been able to confirm, there are still shortcomings, which have allowed to have an impact on the development of learning and what entails the use of methodological strategies and the development of Creative Thinking. It should be emphasized that the teacher does use the strategies but the students do not show an interest in order to learn. From my point of view the most favorable would be to adapt or use didactic material that allows student to feel motivated to learn, socialize and achieve results that would favor both teachers and the students.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- The teacher uses methodologies for teaching the English language and it is very favorable, but it would be more feasible if ludic material would be used that would contribute to teaching and improve the development and learning of English.
- Teaching is limited by the lack of teaching scenarios, it would contribute a lot since if there were laboratories the student would be constant and put into practice daily working with the use of language skills and this would positively favor learning and students would be motivated to learn more the English language taking into account the control and the effort that they put in the teaching classrooms.

5.2. Recommendations

- The teacher should promote communication among students, stimulates interaction, cooperation and teamwork in the classroom.
- The teacher should provide a wide variety of learning activities and uses a wide range of techniques.
- The teacher should facilitate the language to the students. He provides opportunities for them to use it. Trying to achieve better results that favor the teacher as the student.

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ANEXOS

ANEXOS 1: Teacher Interview

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y

TECNOLOGÍAS

CARRERA IDIOMAS

Teacher Interview

- 1.- What type of methodology do you use as a teacher to teach your students English proficiency? And Why?
- 2.- Do you think that the use of Creative Thinking Skills contribute significantly to the learning of the English Language?.
- 3.- Do you think that the use of methodological game strategies contribute favorably in the learning of the English Language?
- 4.- Do you think that the use of creative thinking skills would be contributing to good performance and learning in the classroom?

ANEXOS 2: Student Survey

UNIVERSIDAD NACIONAL DE CHIMBORAZO

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TECNOLOGÍAS

CARRERA IDIOMAS

La información consignada mediante el presente instrumento de investigación, es para uso estrictamente académico. Los datos proporcionados se utilizarán previa autorización del personal entrevistado. Se mantendrá absoluta reserva de la fuente.

1.- Do you think that the methodology used by the English teacher has contributed to learning?

Always () Sometimes () Never ()

2.- Do you think that the strategy used by the teacher is the appropriate one, to teach?

Always () Sometimes () Never ()

3.- Do you think that the creative material used by the English teacher to teach or illustrate is appropriate?

Always () Sometimes () Never ()

4.- Do you think that the classes become bored?

Always () Sometimes () Never ()

5.- Do you consider that the English language classes have been fundamental to develop creative thinking?

Always () Sometimes () Never ()

6.-Do you think that the use of new methodological would significantly contribute to the teaching of the English Language?

Always () Sometimes () Never ()

7.- Do you think that learning by playing is feasible for the teaching of the English language?

Always () Sometimes () Never ()

8.- Do you think that the use of dynamics would contribute to the learning of the English Language?

Always () Sometimes () Never ()

9.- Do you believe that the use of game dynamics would provide new playful methodologies for learning the English Language?

Always () Sometimes () Never ()