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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA**

EDUCATIONAL PROJECT

TOPIC:

**INFLUENCE OF LUDIC TECHNIQUES IN THE DEVELOPMENT OF
SPEAKING SKILL**

PROPOSAL:

**HANDBOOK WITH DYNAMIC ACTIVITIES BASED ON LUDIC
TECHNIQUES**

**SCHOLAR PROJECT PREVIOUS OBTAINING THE BACHELOR
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OF SPEAKING SKILL”.**

Propuesta: **DESIGN OF A HANDBOOK WITH DYNAMIC ACTIVITIES
BASED ON LUDIC TECHNIQUES.**

Pertenecen a la Facultad de Filosofía, Letras y Ciencias de la Educación.

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TEMA:

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PROPUESTA:

**DESIGN OF A HANDBOOK WITH DYNAMIC ACTIVITIES BASED ON
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DEDICATION

This work is dedicated to God for giving me life and strength during the hard work that we have done. To my parents for unconditional support through my university life, for being my inspiration to go forward

To my friends, thanks for all the incredible moments we shared together, for the advices that incited me to never give up and always keep going to achieve my goals.

Gabriela Chenche Chamba.

I thank God for allowing me to take a big step in my professional life, his love and kindness have no end, allows me to smile at my achievements that are the result of his help,

I dedicate in a very special way this work to my mom and my sisters, since they were my main foundation for the development of my professional life, they laid on me the bases of responsibility, sacrifice and desires for improvement, are the people who taught me to achieve and fulfill each of my goals

Michael Ochoa Ochoa

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The authors

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ABSTRACT

This researching work is aimed to ludic techniques and its influence in the speaking skill process of students of first year of baccalaureate from Febres Cordero high school, 2017-2018 school year, whose objective is determine the influence of ludic techniques in a speaking learning process through the use and application of interactives techniques all it started inquiring students about methods and techniques that are used to foment the meaningful learning, The analysis of the results was carried out through the surveys directed to the teachers and students of the Febres Cordero high school, nevertheless we realized the lack of ludic techniques influence unfavorably in the learning process of students, furthermore In this sense the teacher has the responsibility of enriching his pedagogical practice with innovative and creative techniques, as result we introduce a handbook with ludic techniques favorable for both children and adults

Key words: speaking skill, ludic techniques, dynamic activities.

Resumen

Este trabajo de investigación está dirigido a las técnicas lúdicas y su influencia en el proceso de habilidad oral de los estudiantes del primer año de bachillerato del Colegio Febres Cordero, año escolar 2017-2018, cuyo objetivo es determinar la influencia de las técnicas lúdicas en un proceso de aprendizaje oral a través del uso y la aplicación de técnicas interactivas. Todo comenzó indagando a los estudiantes sobre los métodos y técnicas que se utilizan para fomentar el aprendizaje significativo, El análisis de los resultados se llevó a cabo a través de las encuestas dirigidas a los estudiantes del Colegio Febres Cordero, La falta de técnicas lúdicas influyen desfavorablemente en el proceso de aprendizaje de los alumnos. Además, en este sentido el profesor tiene la responsabilidad de enriquecer su práctica pedagógica con técnicas innovadoras y creativas, como resultado introducimos un manual con técnicas lúdicas favorables tanto para niños como para adultos

Palabras clave: habilidad del habla, técnicas lúdicas, actividades dinámicas

INTRODUCTION

The researching fulfilled, contribute and promote the enhancement of the teaching of speaking skill using ludic techniques as a main tool in learning process of learners of first BIM from Febres Cordero High School, zone district parish Febres Cordero, school year 2017-2018.

Currently worldwide is a priority mastering English language, since is second language the most spoken in mostly countries. Therefore it is important innovate in the teaching of the English language and become it in a proficient tool not only used in the life of the learners but also as a professional profile.

Sending on a message by talking sometimes result impossible for those who are learning other language, whether it be by fear or lack of knowledge. So in this project speaking skill is carried beyond that a communicative ability taught in a classroom, it has to become in a live daily in every student, that's why a researching is stablished about communicative process in the Febres Cordero high school which we reach an agreement by mean of a survey and a test set up to learners that learners have difficulties to reply any answer, however in order to develop with effectiveness and quality that learners get an improvement in their communicative ability and to make more attractive the teaching, we create a handbook with interactive and amusing activities based on their book , so that they use it in the development of their class.

In spite of everybody knows that is quite difficult and shameful speak to another person in other language, we emphasize that speaking English is a useful tool not only in a learning field but also the teaching field. Indeed the purpose of this project is to make learners be able to speak and express themselves in English using ludic activities in their

learning, whether it will be by mean of playing, getting fun or debating any topic treated in class. The more the teacher interacts in the classroom, the more advantages get learners in their speaking process.

This project is made up of 4 chapters which are completely detailed for a well-understanding, beginning with the Introduction and completing the bibliographical references and all the annexes related to the investigation.

CHAPTER 1

Into this chapter is treated the justification, based on the importance that have the process of communication in the classroom, furthermore some items as: Formulation of the problem, causes, general and specific objectives are exposed.

CHAPTER 2

We have developed the whole theoretical framework and offer the methodology that we have followed to carried out this researching, showing points of views from authors focused in some foundations stablished in the improvement of the speaking skill, such as, sociological, pedagogical psychological philosophical and legal foundations.

CHAPTER 3

It's focused in the objectives used for the development of this researching, Surveys, operationalization of variables, techniques, interviews, as a result of the data gathered and graphically exposed.

CHAPTER IV

It contains the proposal, the justification, the general and specific objectives, the theoretical aspects, feasibility of the project, the description and the context of the proposal with the design of a handbook with dynamic activities based on ludic techniques.

CHAPTER I

THE PROBLEM

1.1 RESEARCH CONTEXT

Febres Cordero high school is located at zone 8 District 4, Province of Guayas, Guayaquil Canton south west of the city in the 29th and J street. This Institution was founded by León Febres Cordero Rivadeneira, and has been serving the Guayaquil community ever since. The high school has been in existence for the public sector and the government is taking care of it.

This Technical High School has a solid and concrete armed structure. In addition there are 48 teachers of which 4 are English teachers and 3 of them women. Moreover, there are 580 students. Most of them come from rural sectors. There are 16 classrooms which are wide enough for the comfort of students. There is a computer laboratory, two industrial mechanic shops, two welding shops, two electrical shops, and two electronic shops. Furthermore it is based on technical industrial learning. In first year of Industrial Mechanic baccalaureate "A" at Febres Cordero Baccalaureate high school, there are 38 students and the majority of them live with their parents. On the other hand, they have been having problems with the English learning process, because they do not show interest in practicing English because they do not feel motivated to participate in interesting activities that the foreign language involves.

1.2 CONFLICT SITUATION

After a direct observation conducted at Febres Cordero High School, it was noticeable that there is insufficiency and low level of speaking among the students of 1st Baccalaureate. This means students are unable to express and communicate ideas, needs and opinions in a foreign language. The English teacher knows current teaching methodologies but the problem appears when he has to apply them inside the classroom. Due to this, he prefers to continue using traditional methods such as Grammar Translation, Audio Linguistics and follow what is set in the book.

In addition, after conducting a survey, it was evidenced that students do not have motivation to study English. They do not find the class interesting and do not find the teaching helpful. During class observations, some students got distracted because they were not interested in the topic or material presented, so at the moment to talk about what the teacher had explained, students could not answer accurately or they started inventing sentences which did not make any sense.

Another negative point noticed in teaching English at Febres Cordero High School is that most of the time the teacher focuses on learners to formulate correct statements but do not practice the speaking skill as much as they need. Students are encouraged to follow some patterns and write sentences using a determined grammar rule, but when it is time to talk about what they are working on, suddenly, they forget about it and do not know what to say. In addition, according to the observation of the English classes, we could detect that the teacher cannot adequately supervise the speaking activities that the book suggests. Short conversations and exchanging information are executed

without respecting vocabulary and grammar, students make some mistakes in the speaking activity and the teacher cannot listen to all students or even correct their mistakes.

1.3 SCIENTIFIC FACT

Insufficiency in the speaking skill of the students of the first year of baccalaureate at Febres Cordero high school Zone 8, District 4, Parish Febres Cordero of Guayaquil during the school year 2017-2018.

1.4 CAUSES

- Material is not attractive to students.
- Little time aimed to work on speaking skill.
- Insufficiency of strategies to organize speaking activities in crowded classrooms

1.5 PROBLEM STATEMENT

How do the ludic techniques influence the speaking skill in the students of the first year of baccalaureate at Febres Cordero high school, Zone 8, District 4, Parish Febres Cordero of Guayaquil, school year 2017 - 2018?

1.6 OBJECTIVES

1.6.1 GENERAL OBJECTIVE

To determine the influence of ludic techniques in the speaking skill through a field research, statistical and bibliographical analysis for the designing of a handbook with dynamic activities based on ludic techniques.

1.6.2 SPECIFIC OBJECTIVES

1. To identify the ludic techniques through a bibliographic and field analysis.
2. To describe the speaking skill through bibliographic analysis and surveys.
3. To design a handbook with dynamic activities based on ludic techniques for the enhancement of speaking skill by means of data gathered.

1.7 RESEARCH QUESTIONS

1. What kinds of techniques are suitable to improve the speaking skill?
2. What is the concrete background of the students' speaking skills at Febres Cordero High School?
3. Which techniques do English teachers apply to increase the speaking skill at Febres Cordero High School?
4. What is the way the teacher makes feel students involved in speaking skills?
5. Do ludic techniques improve the students' speaking skill?
6. Which are the references related to Speaking skill and ludic techniques?

1.8 JUSTIFICATION

Around the world the English language is a powerful tool that helps you in any field of business. For this reason, everyone must master a foreign language. In our country, English as a foreign language has had some problems. At public schools, the learning of this subject was removed from the National Curriculum until seventh grade of basic education. At the moment that situation has changed, it means that English as a foreign language is back as a basic subject of the National Curriculum according to the Ministerial Agreement N° 041-14 that refers to the mandatory English teaching as a foreign language from second grade of basic education to third year of baccalaureate in all Public Institutions of our country.

As it is established in the Ministry of Education, students have to achieve a level A2 at the end of the first year baccalaureate. The Common European Framework states that at A2 level, a learner must be able to “talk about daily activities, exchange personal information, describe family members and other people” (CEFR, p. 26). This is not happening currently. For that reason, a research of this type will seek ways to improve second language education in the Ecuadorian classroom.

In addition, the guidelines of the Organic Law of Intercultural Education (LOEI in Spanish) mentions, in its article 2 about principles of education, that Free Public education is guaranteed by the State, so that people can have access to it, with the aim of inserting people as active individuals in our society. Likewise, the State guarantees an education with quality and warmth in order to provide students with the necessary knowledge and tools to develop as a critical thinking human being under an atmosphere full of values such as respect, tolerance and affection. Undoubtedly, learning English can help to achieve all of these objectives the law demands. For that reason, this study is significant since it aims to help institutions to reach these goals through the improvement of English language teaching.

According to the Plan Nacional del Buen Vivir, education as a human right in order to develop the human potential of Ecuadorian people is considered as a transverse axis that involves a democratic society, equitable, peaceful, promoter of interculturality, tolerant and respectful with nature, which should be included in the students' learning process as well. Learning a foreign language as any subject helps students in the holistic development as a human being, critical thinking, improve the self-esteem of students and also allows them to know more about cultures and the respect that they deserve. As a consequence students not only learn values as concepts but they also apply them in a daily living. With this, it is important to consider the teaching of English in public education as a means to help citizens promote the interculturality the law mentions. This research aims to make the change schools need to comply with the government's demands.

Considering education as a right, teaching English must be implemented with the proper and necessary methodology, strategies and techniques in order to develop learners' skills, especially speaking skill in students of Febres Cordero high school of Guayaquil, in order to have students with a good English level and to be able to communicate in a foreign language. The direct beneficiaries are learners from Febres Cordero High School; they can have the opportunity to enhance their speaking skill in a foreign language. Similarly, the indirect beneficiaries are principals, parents and teachers that acquire new techniques and strategies to help students to express in the English language with the aim to enhance students' abilities and develop their potential.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 BACKGROUND OF THE STUDY

Based on the experience of teaching practice, it has been detected that students from public institutions do not have enough capacity to express themselves in a second language. This fact allowed the researchers to have a general idea for the development of this project and also to determine the causes and consequences of this situation.

There are diverse factors which by learners do not achieve the English speaking level required for standard of students from baccalaureate such as:

- Insufficiency of motivation
- Insufficiency methodology and ludic techniques
- Lack of technological resources to work with the students in the classroom

Therefore, this situation was exposed to the authorities of Febres Cordero High School in order to collect all the relevant data to carry out the project. As a consequence, the researches can determine the possible causes and solutions to help students to improve the speaking skill. For the development of this project, the authors have revised several thesis concerning to this topic in order to have foundations and references that support this new research.

In their study, Chila and Macías (2017) clarified that ludic techniques are essential tools to improve the speaking skill since these techniques heed or drew attention of learners in a learning process and

make learners not only information-receptors but also information-senders. It is a relevant point that was considered during the development of this new project.

Palacios (2016), mentions in her thesis that it is important that teachers implement ludic exercises in order to have exciting and participative English classes and also it helps learners to be more aware of the development of the speaking skill. As a consequence learners could be able to communicate effectively according to their corresponding English level that they have to reach along the learning process.

Finally, according to Harmer (2000), communicative activities help learners to improve the speaking skill in order to interrelate and express themselves with the surrounding world. Also, these activities can help students to eliminate shames and fears at the moment of speaking.

The development of our project has a meaningful contribution because we seek the factors that do not allow learners to express in a foreign language and the reasons why they cannot achieve the English level required. This is possible through the application of methods and techniques researched in the literature review with the purpose of enhancing the speaking skill and giving learners adequate input in order to give them the opportunity to produce their own speech. In addition, we highlight the collaborative work between students and also teachers with the aim of reaching the desired success in foreign language speaking.

2.2 DEPENDENT VARIABLE

2.2.1 THE SPEAKING SKILL

Hedge (2000) defines speaking as “a skill by which people judge and are judged while first impressions are being formed”(p. 261). It means speaking is essential and people do concern about it because it is the way

to communicate and reflect what you think and also shows how people behave.

Pourhosein (2016) stated that Speaking is indispensable for social interaction with the purpose to share a message. In addition, this author suggests teachers to set real situations to apply the foreign language in order to create a necessity to speak or to communicate with the environment. Besides, this skill allows people to express feelings, needs or to share ideas in a foreign language. Communicating not only implies sending on a message by talking but also there is a body language to explain what we want to say.

Khamkhien (2010) claims that there is a process of learning which involves grammar, vocabulary and pronunciation. These competences permit to gradually improve the speaking skill according to each level of learners. It is relevant to say that practice is vital in the development of the speaking skill that is interrelated to the other three skills.

2.2.2. METHODS FOR TEACHING SPEAKING

2.2.2.1 Metacognition and direct teaching

Goh (2014) describes that:

The role of metacognition is particularly critical to L2 speaking development because many of learners' mental processes during speech comprehension and production are hidden from teachers and quite often even from the learners themselves. Learners may have only a vague feeling of what they are learning to do or the problems they face, but they may not have the opportunities to articulate these experiences more precisely (p. 5)

It means students often have difficulties to explain what they are thinking or sharing own opinions. In order to change this situation,

teachers should apply some strategies or activities, individual and group work, that allow learners to express, so they become aware their speaking learning process and the usage they can give in a real context.

2.2.2.2 The cooperative learning

Lucena and San Jose (2016) mention that, through the cooperative learning, students can enhance the speaking skill, applying different techniques that allow them to be ready for real situations where they use the foreign language.

As it has been said, the cooperative learning is used to encourage students to create their own knowledge through the participation of all members in a group or team, while they are learning and building knowledge also they interact or socialize in order to accomplish a common objective. In addition, learners can improve the speaking skill through the communication among their partners and even they can correct each other in order to avoid future mistakes.

2.2.2.3The eclectic method

Kumar (2013) describes that “the eclectic method is a combination of different methods of teaching and learning approaches. This method works effectively for any kind of learners’ irrespective of age and standard” (p. 1). It means the eclectic method includes all the effective points of view of each traditional method to work as a new modern one.

Teachers during the development of the English classes can apply diverse strategies suggested by the traditional methods that they already know, but taking them to the new realities that learners have, in order to create modern techniques and activities to enhance the speaking. There are many ways to apply the eclectic method in the speaking skill such as providing written and oral activities to develop both skills as well, teachers guide students to discover grammar rules by themselves. The translation

is rarely used just if necessary. Instead, there is a major use of drills to improve pronunciation and visual resources to catch learner's attention.

2.2.2.4 The direct method

According to Diller (2004), the direct method is applied using just the foreign language; it does not accept translation during the development of the English classes. Students should learn the foreign language they learnt to speak in Spanish.

The direct contact using English in the classroom is a good pedagogical practice that will help learners to understand the daily instructions from the teachers and also learners can communicate using the same patterns of language.

Sauveur (1890) said that a second language should be applied continuously in the classroom. There is not the necessity to translate all the things related to grammar or vocabulary because meanings can be conveyed by directly demonstration and action. It means that learners can increase their skills through everyday practice of the second language.

In this method, target vocabulary and oral skills are involved. Learners are engaged to the vocabulary through concrete and visual materials as videos, flashcards and posters and also the participation of grammar rules. In this case the repetition of some expressions or a particular vocabulary is important to the daily practice of the language.

2.2.2.5 Audio- Lingual

Celce-Murcia (2001) explains that basically, the audio – lingual method is based on the repetition of a pattern of language. Indeed, the habit of repeating several expressions, commands or vocabulary are essential for the success of the second language learning process of

students. Drilling dialogues and short statements related to the daily language environment learners are able to produce their own ideas in this L2.

The direct teaching of the English language is required in this method. The native language is not practiced to communicate with students; all the instructions should be given in the foreign language in order to create a habit in learners to use expressions and vocabulary.

These include:

- Repetition: where the student repeats an utterance as soon as he/she hears it
- Inflection: where one word in a sentence appears in another form when repeated
- Replacement: where one word is replaced by another
- Restatement: the student re-phrases an utterance

2.2.2.6 Total Physical Response (TPR)

According to Suhendan (2013), the total physical response method is beneficial for learners to catch as much vocabulary as they can; it involves speaking and movements to create a dynamic setting in order to acquire a meaningful learning process.

This method involves an organized language and corporal movements in order to show learners what they have to do. Professors must establish instructions in a specific language thereby, learners catch information effectively. In addition, it is necessary to add vocabulary so that learners get an easy way to catch what is taught.

According to Asher (1977), Total physical response is the capacity to execute an action after a demonstration, by hearing an oral command given by the teacher. It is relevant to remember that this technique can be used in any levels of learners because teachers can gradually use

complex vocabulary, in order to increase students' knowledge. During the application of Total Physical Response, students boost listening and speaking skills as well.

2.2.2.7 Communicative Language Teaching (CLT)

According to Richards and Rodgers (2001), communicative language teaching includes input and output provided by the speaker and listener, the knowledge is transferred using these two parts and other two which are writer and reader, the desired goal of communicative language teaching is Communication Competence, and the competence which is achieved through Communicative Language Teaching. Besides, it is vital to connect real situations of daily life with the English classroom; as a result, learners could be able to communicate more efficiently relating both situations in their speech.

This method gives students the confidence to communicate among them. In addition, the daily practice of communicating using a foreign language gives learners the opportunity to improve their speech. Some functions that help learners to enhance the speaking skill are: suggesting, inviting or complaining. Those functions allow students to share basic information from their environment.

2.2.2.8 Task-based Language Learning

It is based on execution of tasks aimed to students. Basically learners interact in their environment using the foreign language without being interrupted by teachers during the communication process. This technique helps to develop the four abilities: listening, reading, writing and speaking, in order to improve the way students communicate with the real world (Richards and Rodgers, 2001).

2.3 STAGES OF TEACHING SPEAKING SKILL

According to Goh and Burns (2012), there are contemplated some stages of teaching speaking skill: Focus learner's attention on speaking, provide input, perform speaking activities, focus on language, repeat speaking activities, direct learner's reflection on learning.

2.3.1 Focus learner's attention on speaking: it is divided in two objectives: Motivation of learners to think about the process and goals of speaking and how they can enhance this process to achieve the success of the activity. The second objective is to have students prepared to develop any particular activity and also they must be related to the results to contemplate the actions to improve the procedure.

2.3.2 Provide input and guide planning: It is vital that teacher analyze the behavior of learner because they can feel anxious or afraid of performing an activity in class as a result they do not participate or do not speak in order to avoid making mistakes. That is the reason that teachers must provide with an appropriate setting that learners feel confidence to speak and participate actively. In addition, teachers must give the time necessary to organize the ideas and what learners want to say without taking care of the grammar rules, giving them the opportunity to express what they think.

2.3.3 Perform speaking activities: Through this stage learners feel total confidence and they have the opportunity to develop the speaking skill while they are performing communicative activities. In this stage, they can produce parts of speech applying any activity that involved the

communicative ability. Besides, learners can improve the fluency and increase confidence as well.

2.3.4 Focus on language, skills and strategies: In this strategy, it is specified that grammar rules and vocabulary are involved to reach more fluency and accuracy of learners' speech. Teachers must give the opportunity to develop speaking according to the strategies and skills. Also they have to focus on what learners can handle such as the parts of speaking they have already developed.

2.3.5 Repeat speaking activities: The objective of this stage is to improve the performing of the activities already done. Learners can drill the speaking skill by repeating the same activity; teachers can apply different activities with the same structure but aimed to several topics. As a result students could develop these speaking activities more effectively (Goh and Burns 2012).

2.3.6 Direct learner's thought on Learning reflects that there must be a self-evaluation related to what they have been learning in the class, this could be done individually and by groups in order to share experiences about the performed activities and also share how they feel. Consequently, learners could create a confidence setting in the class and also in group works.

2.4 TECHNIQUES TO DEVELOP THE SPEAKING SKILL

2.4.1 Language input: Krashen (1985) describes that it is essential for learners to be surrounded of comprehensible input. In that way the effective acquisition can take place. It has been said that language input is

related to everything that learners receive from their environment and also knowledge provided by teachers such as readings, listening and speaking activities that gives learners the general notion and some clues to start producing their own ideas in a L2 speech.

Besides, language input can be considered as a raw material, which should be shaped by learners in order to create language, enhance the speaking skill and the rest of the skills that are linked to speaking (Bahrani 2012). The communicative context that students are exposed every day in English classes is an important influence that allows them to develop more effectively the communicative competence.

2.4.2 Structured output: Lee and VanPatten (2003) stated that structured output "is a concept that can be applied to the development of activities that encourage learners to use newly learned vocabulary in a productive manner" (p. 179). It means that the structured output is the application of what has been received from instructors and also by the context that learners are exposed in English classes. Structured output must work with the language input for the successful development of the activities; both of them must stay together in that way the effective communication can take place. These authors proposed two features of structured output activities:

- Students share information already acquired among them.
- Students should handle with a structure that helps them to communicate effectively.

The guidelines established by Lee and Van Patten for developing structured output activities include:

- Keep and organized schema of ideas.
- Include the speaking and writing output
- Students must have a knowledge background

2.4.2.1 Types of Responses to Output

Lee and VanPatten suggest the following responses to the output:

- Making comparisons
- Interviewing partners
- Expressing agreement or disagreement
- Completing information in a chart
- Song contest
- Answering questions
- Writing short statements or paragraphs

VanPatten, (2004) claims that “using a form in one's output is a direct path to language acquisition” (p.27). It means, through the application of output activities learners can obtain necessary practice to improve the speaking skill progressively in order to achieve the level desired.

In the English classroom, it is crucial to implement enough output activities, but not only the implementation is necessary, teachers should have strategies to supervise and correct the oral activities prudently giving the corresponding feedback. In this way, learners can enhance speaking skill and also writing, reading and listening skill as well.

2.5 INDEPENDENT VARIABLE

2.5.1 THE LUDIC METHOD

Jimenez (2002) states “The Ludic Method is a fundamental part of the human dimension, not a science, not a discipline, much less a new fashion. Ludic is rather an attitude, a predisposition toward life be compared to the daily. It is a way of being in life and relates to it in those everyday spaces that occur enjoy, accompanied by bloating producing and imaginary symbolic activities like gambling” (p.15).

Ludic methodology is related to strategies created to keep an ideal atmosphere that simplify the learning process. It suggests that students must handle perfectly the knowledge acquired through the games.

In addition, games give students confidence to develop the four skills in a progressive way and also they can entertain interacting with the classmates.

2.5.2 DEFINITION OF THE WORD LUDIC

According to Tagle (2008), the concept of ludic is huge and is always related to the childhood and all the activities that make them feel delightful and engage to a determinate topic. Sometimes we suppose that games are just for children but we do not realize that ludic activities can be applied for teenagers and adults because as a human being every time we learn something new in different ways and aspects of our lives. This is effective if is applied a properly methodology.

2.6 PRINCIPLES OF LUDIC ACTIVITY

Ocaña (2009) recommends several principles that are the keys to develop games related to education during a class:

Participation, Dynamism, Entertainment, Competition

2.6.1 The participation:

Learners must be completely involved in this principle in order to develop the kinesthetic part of humans. In this first stage students interact with their environment and can express all the emotions they have.

West (1999) Currently, Every English learner almost is getting problem in referring to stablish a conversation or creating a speaking environment since they do not have an adequate space for the development of this important ability or likely teachers are not able enough for involving students into their own capacities of mental and sociological development; as a result, the application of principles in the class make

students more comfortable and a little bit outgoing in expressing some ideas or brainstorming without rejecting, giving teachers the opportunity to get into confidence and make develop proactive attitude and capable to invest in the students' pronunciation.

2.6.2 Dynamism:

It is related to the time factor and the way the activities are structured in a sequential order. Moreover, the educational games must include constant movement and active interaction (Ocaña, 2009).

2.6.3 Entertainment:

This is an essential issue in the development of ludic activities. Teacher must prepare activities that connect the students to the class and keep them interested from the beginning to the end of the activity (Ocaña, 2009).

Innovation, the uniqueness and surprise are inherent to this principle.

2.6.4 Competition:

It is based on the professional recreational activity, reports concrete results and expresses the fundamental types of professional motivations to participate actively in the game. The educational value of this principle is clear: without competition there is no game, students look for a motivation to work, because it encourages independent activity, dynamics, and mobilizes all the physical and intellectual of students (Ocaña, 2009).

2.7 THE GAME

The game is a significant part in the learning process of children, teenagers and even though in adults, because they can acquire vital information and knowledge while they are playing and having fun and this is part of their intellectual and social development. Nonetheless, it is not just an activity to enjoy or to let time goes by; games are part of the cognitive experience of learners because they can explore a new world of opportunities.

In addition, learners can interact with the real world and the context they are involved in. This is the way they start to communicate according their interests, needs and they can understand the environment around them (Molina, Garcés, Reyes, 2006). This is a central stage due to learners feel the necessity to connect with the surrounding environment. This is the reason why they start to use expressions to communicate their ideas.

The application of techniques and strategies as roleplays, dramas, puzzles, storytelling and so on, increase the creativity and flexibility of learners and also they use the imaginations as a principal resource in the learning process (Cremin and Maybin, 2013).

2.8 LUDIC ACTIVITIES TO IMPROVE SPEAKING SKILL

2.8.1 Role plays

Role plays are defined as simulated activities where learners are involved in diverse situations or context (*Yardley-Matwiejczuk, 1997*).

For Nussbaum and Bernaus (2001) "role plays are dialogues without default text in which each student takes a certain role. Students build themselves librettos so dialogues from guides or teacher slogans receiving. "(Pg.290). In this activity teachers provide learners the context of the situation in order to create the appropriate dialogue that responds to the necessities of the location.

The contexts applied in this strategy should be associated to real situations that people normally live everyday as an invitation to the cinema, to a restaurant or a conversation with friends and so on. The objective of these activities is to create a confidence atmosphere to facilitate language learning and production.

2.8.2 Realia

This is a technique to improve the four skills and to facilitate the learning process. Realia is related to the use of real objects or things in the classroom in order to associate those objects to the situation or context of the study, all the senses are involved in this part (Aldriani, 2013).

Realia is a useful technique that allows learners to associate real objects to a determined topic in order to improve the speaking skill through activities related to vocabulary, grammar, etc. (Álvarez, 2011). As well, learners can manipulate these objects and use their imagination to tell a story or to make a role play.

2.8.3 Storytelling

Harmer (2009) states: "to hear the same story is a powerful way to increase communicative competence." This activity embrace two abilities: speaking and listening skill, also learners can use imaginations during the development of the storytelling activity, it is an outstanding strategy to attach students to the setting of the class and they can improve the communicative language as well.

Jianing (2007) believes that, this is a vital activity to improve English speaking; it is useful to encourage learners to participate in class with a simple language without the fear of making mistakes. Moreover, students can be interested and engaged to the activity. In this strategy learners can use imagination and creativity to foment a setting where they have got freedom to make mistakes and express what they want.

2.8.4 Songs

According to Saricoban and Metin (2000) songs gives learners the opportunity to transform de English classes into a dynamic atmosphere suitable for the learning process. Moreover, songs motivate learners to discover new vocabulary and supports language learning. This is a motivational tool that can be used in learners even of all ages is the music, through the songs we can find as much as grammatical points, vocabulary and expressions that can be acquired during a music section. Songs must be selected according to the learners' English level in order to obtain a better result on them.

Nurhayati (2012) says that songs help learners to avoid stress of the traditional English classes because students can play using songs in order to enjoy the class and learn as well. In addition, repetition of lyrics can help learners to exercise their brain and memory to save information about vocabulary and grammar.

Gatbonton and Segalowitz (1988) described songs as “a component of language fluency which involves both knowing what to say and producing language rapidly without pauses” (p. 43). It means, students can be able to produce a significant speech through the continuous practice of this activity. These kinds of exercises improve the pronunciation of learners and they feel confident as well.

2.8.5 Tongue – twisters

Sergeeva (2013) states that tongue-twisters are pieces of statements which contain words that rhythms and that cannot be pronounced easily, it is a technique that help learners to improve pronunciation in order to articulate correctly parts of speech, the difficulty depends on the English level of learners. The implementation of tongue-

twisters in English classes benefits the listening, reading and speaking skill as well.

Bailey, (1994) says that tongue twisters are tools for improving learners' pronunciation by repeating some statements rapidly. Those statements have rhythm and they rhyme each other. At the beginning it could seem like a difficult task but with the continuous practice of this technique students are able to increase their speaking and pronunciation. In addition, it has been said, that tongue twister could have different ending sounds such as /f/ and /v/; /s/ and /ʃ/; /f/ and /θ/). Practicing those kinds of sounds in a tongue twister, learners can adapt to the pronunciation of some words and they could be able to differentiate them among others.

In addition, teachers should pay attention of what kind of tongue twisters is suitable for learners' English level because it could become in a difficulty activity. It is important to remember that tongue twisters must be an activity to enjoy, have fun, practice and learn, creating the adequate atmosphere to work with. Example: "She sells sea shells on the sea shore. The shells that she sells are sea shells I'm sure."

2.8.6 Simulations

Through simulations learners can involve their own experiences, thoughts and opinions, creating a realistic activity where students feel identified (Livingstone, 1983). The purpose of this activity is to create a situation where grammar and vocabulary could be applied, in that way students can improve the speaking skill, developing this activity in a confident setting, without feeling afraid for making mistakes. To start working with simulations the teacher must give learners the roles of the situations and also the context, of course, this activity should be related to the English learners' level, in that way the activity can be perform successfully.

In addition Zhu (2012) says that all kind of techniques such as simulations, role plays, debates are very helpful in the development of the students' speaking skill. It is important to mention that this kind of activities increases the motivation of learners and also they are encouraged to participate more actively in class in order to improve the communicative ability.

2.9 FOUNDATIONS

2.9.1 HUMANISM AND EDUCATION

For Vasushi, (2011) "the humanism in English Language Teaching advocate the Silent Way Approach where the students are made aware of the various challenges that are presented before them in the process of language learning or acquisition." (p.2)

When learners are being given their full freedom to talk about their personal and linguistic problems and can decide their curriculum, it is because teacher is using a humanism approach where teacher changes his role as a facilitator who creates an emotionally secure environment fear of learning.

A Humanistic approach to language teaching is a welcome method. The most important thing is that learners feel good and confident it shows a positive beginning. Education with humanism gains significance because it is with the teachers that the learners spend most of their valuable years. Teachers should teach with responsibility does not stop in just imparting knowledge to the learners, but also in facilitating them toward self-motivation.

2.9.2 PEDAGOGICAL FOUNDATION

2.9.1 LUDIC ACTIVITIES AS A PEDAGOGICAL STRATEGY

The teacher must know strategies that promote a learning process that involve the game as a foundation within the communicative development of the students. It is for this reason that what is sought in this research is that students learn the language through play and use the vocabulary learned to communicate. The teacher must also have the intention of increasing the motivation to learn the foreign language and thus, break down barriers that limit and frighten students.

UNESCO, (as it is cited by Westbrook 2013) includes creative, emotional and social development as indicators of quality learning.

The human being manifests its ludicly in all his development process; with special meaning in the stage of childhood and childhood, where play activity is more than a pastime, means both the manifestation of their innermost being and the opportunity to fully develop their potentialities as well as it is to give motivation not only but to give some space to the free expression. Nowadays, pedagogy uses ludic activities to activate the learning better apart from developing critical thinking. It is important to remember that education has a humanistic approach; therefore, education is based on pedagogy and pedagogy looks for different strategies to improve teaching and learning process. As it is mentioned by Bernal (2015), "Pedagogy is a set of knowledges that seek to have an impact on the educational process, in any of its dimensions, as well as on the understanding and organization of culture and the construction of the subject" (p.1).

2.9.3 SOCIOLOGICAL FOUNDATION

2.9.3.1 EDUCATION

Public education in Ecuador is different from many years ago, today students are evaluated through international mechanisms, International assessments Ecuador is one of these countries in south America that has improved its performance in the quality of education. Leon, (2007) defines education "as a whole individual and supra-individual, supra-organic. It is dynamic and tends a perpetuation through a strange inertial force."(594)

In Ecuador the education through new legal framework has allowed to have a free public education through the elimination of enrollment and the delivery of resources to eliminate barriers to access to education.

2.9.3.2 THE SOCIAL CHARACTER OF EDUCATION

According to Hernández, (2007) "Education is not only a social phenomenon, it is also philosophical, political, pedagogical, among other positions, but in each of its manifestations there is a fundamental character: social." (P.12)

Education has a social character because:

- ✓ It is developed in a particular society.
- ✓ Its contents are essentially the historical burden of the term culture.
- ✓ The conditions that limit and characterize it are mostly social

And among the main functions are:

- ✓ Socialization of the individual.
- ✓ Social continuity

- ✓ Promoting social change.
- ✓ Professional training.
- ✓ Socio Socioeconomic function.
- ✓ Sociopolitical function
- ✓ Social control function.
- ✓ Social selection function.
- ✓ Role disclosure function.
- ✓ Promoting function of social progress.

Character of Education creates schools that foster ethical, responsibility, integrity, perseverance, courage, justice, self-discipline and give emphasis on the teaching of universal values. Character of education must be approached comprehensively to include the emotional, intellectual and moral qualities of a person or group. It must offer multiple opportunities for students to learn about, discuss and enact positive social behaviors. Student leadership and involvement are essential for character education to become a part of a student's beliefs and actions

2.9.4 PSYCHOLOGICAL FOUNDATION

2.9.4.1 PSYCHOLOGY AND EDUCATION

Psychology in the educational field provides the teacher with the theoretical contents useful and necessary for the development of the educational process. Their study is vital for understanding the process of formation and harmonious development of the student's personality. The main contributions of educational psychology are found in educational models derived from explanatory theories of psychological processes, such as learning and motivation, present in the teaching process as well as psychology give different approaches about learning and to the context in which it is developed. As it is mentioned by Leon, (2002) psychological approaches in education are; Behaviorism, Historical-social, Humanism, Cognitivism and Constructivism.

2.9.4.2 MULTIPLE INTELLIGENCES

Gardner (1983) mentions that “all people have different kinds of intelligences” (p. 30). for Gardner, (1983) there are eight intelligences where he explains that people do not have just an intellectual capacity, but have many intelligences such as: musical, interpersonal, spatial-visual and linguistic intelligences, logical -mathematical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence,

2.9.4.2.1 LINGUISTIC INTELLIGENCE

This type of intelligence involves to have a mastery of language. This intelligence includes the ability to effectively manipulate language to express oneself theoretically or poetically. It also allows one to use language as a means to remember information.

2.9.4.2.2 VISUAL-SPATIAL INTELLIGENCE

“Spatial intelligence is the capacity to form spatial representations or images in one’s mind and to operate upon them variously “(p.34). From the foregoing text it is mentioned that People who are strong in visual-spatial intelligence are good at visualizing things. These individuals are often good with directions, maps, charts, videos and pictures.

2.9.4.2.3 LOGICAL - MATHEMATICAL INTELLIGENCE

“Logical-mathematical intelligence is the ability to recognize significant problems and then to solve them” (p. 143). Logical-mathematical intelligence as an ability to understand and solve problems through the reasoning, someone who is strong in logical-mathematical intelligence is good at reasoning, recognizing patterns and logically analyze problems. People with this kind of ability tend to think conceptually about numbers, relationships, and patterns. Logical-mathematical intelligence is related with the logic, the abstractions, the reasoning, the numbers and critical thinking.

2.9.4.2.4 BODILY-KINESTHETIC INTELLIGENCE

“The Kinesthetic intelligence is the capacity to solve problems or to create products using your whole body or part of your body” (p.35). People who have high bodily-kinesthetic intelligence are good at body movement, performing actions and physical control. People in this area are excellent in hand-eye coordination and dexterity

2.9.4.2.5 MUSICAL INTELLIGENCE

Musical intelligence is defined “as the facility in the perception and production of music” (p.33). For Garner (2006), people who have strong musical intelligence are good at thinking in patterns, rhythms, and sounds. They have a strong appreciation for music and are often good at musical composition and performance.

2.9.4.2.6 INTERPERSONAL INTELLIGENCE

According to Garner (2006), those who have strong interpersonal intelligence are good at understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires and intentions of those around them.

2.9.4.2.7 INTRAPERSONAL INTELLIGENCE

Individuals who are strong in intrapersonal intelligence are good at being aware of their own emotional states, feelings, and motivations. They tend to enjoy self-reflection and analysis, including daydreaming, exploring relationships with others and assessing their personal strengths.

2.9.4.2.8 NATURALISTIC INTELLIGENCE

Naturalist intelligence is defined “as the capacities to make consequential discriminations in the natural world” (p.36). Individuals who are high in this type of intelligence are more in tune with nature and are often interested in nurturing, exploring the environment and learning about other species. These individuals are said to be highly aware of even subtle changes to their environments.

2.9.5 PHILOSOPHICAL FOUNDATION

2.9.5.1 PHILOSOPHY OF EDUCATION

It can refer either to the application of philosophy to the problem of education, examining definitions, goals and chains of meaning used in education by teachers, administrators and policymakers. Using philosophy in education it can address contemporary debates and assumptions about innovations and practices in teaching and learning within broader philosophical or sociocultural contexts, as it is mentioned by M. Brennen, (2000) “philosophy in education convey to study a human endeavor (...) Philosophy of education does not exist in a vacuum, but within a particular social and historical context” (p.5)

Behind every school and every teacher there is a set of related beliefs (a philosophy of education) that influences what and how students are taught. A philosophy of education represents answers to questions about the purpose of schooling, a teacher's role, and what should be taught and by what methods. When a teacher is centered in philosophy tend to be more authoritarian and conservative, and emphasize the values and knowledge that have survived through time in like manner. Student-

centered in philosophy are more focused on individual needs, contemporary relevance, and preparing students for a changing future.

2.9.6 LEGAL FOUNDATION

2.9.6.1 NATIONAL CONSTITUTION

Constitución Política de la República del Ecuador, Art. 28

Education responds to the public interest and is not a service of individual and corporate interests. Universal access, permanence, mobility and discharge will be guaranteed without any discrimination and the obligation at the initial, basic and baccalaureate level or its equivalent. It is the right of every person and community to interact between cultures and participate in a learning society. The State promotes intercultural dialogue in its multiple dimensions. The learning was developed in a school and non-school. Public education will be universal and secular at all levels and up to the third level of inclusive education

2.9.6.2 ORGANIC LAW ON INTERCULTURAL EDUCATION

TITLE I - General principles - only chapter - Area, Principle and Purpose

Art.3. - **PURPOSE OF THE EDUCATION.** - Purposes of the education are:

- a. The development of the personality of the students that contribute to achieve the knowledge and exercise of their rights, the accomplishment of their obligations, the development of the culture of peace among the communities and non-violence among people and a social-intercultural coexistence.

- b. The reinforcement of education to contributes to the care and preservation of the identities according to the cultural diversity and methodologies of teaching, from the initial level to the highest level, under quality criteria;

- c. The development of the capacities of analyzing and critical conscious in order that people are involved in the world as active to create a fair society, equal and free.

2.9.6.3 MINISTER OF EDUCATION

NATIONAL CURRICULUM - The Agreement 41014

- a. From the academic year 2016-2017, in the Sierra cycle and, from the academic year 2017-2018, in the Costa cycle, it will be mandatory to teach English from 2nd grade Basic General Education up to 3rd year of Baccalaureate for all institutions Public, private, fiscal and missionary.

CHAPTER III'

METHODOLOGY

3.1 METHODOLOGY DESIGN

This thesis project focuses on the quantitative approach, which is related to numerical counts and mathematical methods that can be transformed into usable statistics and it helps us to analyze the data gathered and to prove what we have deducted through the results obtained along the research. Also, it focuses on the qualitative approach, which refers to the nature, character and properties of the phenomena, it provides visions into the problem or helps to develop ideas or hypotheses for potential quantitative research. It was chosen because by using the information and data acquired, the authors of this project can clarify the research questions formulated at the beginning, and during the execution and analysis of data new questions that help to well develop the analysis process can appear.

3.2 TYPES OF RESEARCH

3.2.1 Field research

The field research is applied to study the behavior shown by the phenomena in relation to the variables not verified until the analysis of the results in order to determine the causes of the problem given. This research began with the observation of the English classes and how students act or behave during the development of the class at Febres Cordero High School. In this case the variables are the ludic activities and the speaking skill; they help us to determine the reasons why learners of

first year of baccalaureate of Febres Cordero High School have a low level of English and the effects these variables have on the speaking skill.

3.2.2 Descriptive research

This project is also based on a descriptive research. Becerra (2007) claims that a descriptive research discovers the causes and consequences of a phenomenon. As a result the authors of the project could identify the types of methodologies used by the English teachers of first year of baccalaureate at Febres Cordero High School, describe the techniques to develop the speaking skill and also to detect the consequences of a low development of the speaking skill.

3.2.3 Documentary research

It concerns all the material obtained from books, web sites, documents, scientific magazines, in order to analyze the information and take references to build the theoretical framework of our project. It is important to do a detailed revision of the material gathered according to the quality, authenticity and credibility.

In addition, this research helps us to evidence some research works related to the topic of our project in order to have bases to compare and differentiate them. Also that background gives an idea to create a new approach aimed to find solutions of the problem observed. In this case, the situation evidenced is the low level of speaking skill.

3.3 POPULATION AND SAMPLE

For the development of this project, the data gathered came from students of the first year of baccalaureate of Febres Cordero high school, the population of our project. It is analyzed to identify what are the factors by which the speaking skill is not developed in a right way. Also we want to know if teachers are implementing some useful and entertainment activities for developing or strengthen of the speaking.

Latorre, Rincón and Arnal (2003) mention that the sample is a group of individuals from the place where the research is applied and could be people, objects or events. They are the object of the research and must be analyzed using the observation technique.

In this case, we chose the First year of baccalaureate section “A” in order to apply the instruments to obtain the data and analyze the results. We chose this course because with the implementation of the proposal teachers can help them to improve their speaking skill during the subsequent years in order to be prepared for the university.

3.3.1 POPULATION AND SAMPLE

Illustration I

	POPULATION	SAMPLE
	<i>Students of Febres Cordero High School</i>	<i>1st. baccalaureate “A”</i>
	580	36
TOTAL	580	36

Elaborated by Chenche Ma. Gabriela and Ochoa Michael

3.4 OPERATIONALIZATION OF VARIABLES:

Illustration 2

	DIMENSIONS	INDICATORS
<p>DEPENDENT VARIABLE</p> <p>SPEAKING SKILL</p>	<ul style="list-style-type: none"> • THE SPEAKING SKILL 	<ul style="list-style-type: none"> • <i>PROCESS OF LEARNING WHICH IS INVOLVED TO GRAMMAR, VOCABULARY, PRONUNCIATION.</i>
	<ul style="list-style-type: none"> • METHODS OF TEACHING ENGLISH 	<ul style="list-style-type: none"> • <i>METACOGNITION AND DIRECT TEACHING</i> • <i>COOPERATIVE LEARNING</i> • <i>THE ECLECTIC METHOD</i> • <i>DIRECT METHOD</i> • <i>AUDIO - LINGUAL</i> • <i>TOTAL PHYSICAL RESPONSE</i> • <i>TASK-BASED LANGUAGE LEARNING</i> • <i>COMMUNICATIVE LANGUAGE TEACHING</i>
	<ul style="list-style-type: none"> • STAGES OF TEACHING THE SPEAKING SKILL 	<ul style="list-style-type: none"> • <i>PROVIDE INPUT AND GUIDE PLANNING</i> • <i>PERFORM SPEAKING ACTIVITIES FOCUS ON LANGUAGE, SKILLS AND STRATEGIES</i>
	<ul style="list-style-type: none"> • TECHNIQUES TO DEVELOP THE SPEAKING SKILL 	<ul style="list-style-type: none"> • <i>LANGUAGE INPUT</i> • <i>STRUCTURED OUTPUT</i>

<p>INDEPENDENT VARIABLE</p>	<ul style="list-style-type: none"> • DEFINITION 	<ul style="list-style-type: none"> • <i>THE WORD LUDIC COMES FROM THE LATIN LUDUS THAT IS RELATED TO GAMES.</i>
<p>LUDIC TECHNIQUES</p>	<ul style="list-style-type: none"> • THE LUDIC METHOD 	<ul style="list-style-type: none"> • <i>THE GAME</i>
	<ul style="list-style-type: none"> • PRINCIPLES OF LUDIC ACTIVITIES 	<ul style="list-style-type: none"> • <i>DYNAMISM</i> • <i>ENTERTAINMENT</i> • <i>PARTICIPATION</i> • <i>COMPETITION</i>
	<ul style="list-style-type: none"> • TYPES OF LUDIC ACTIVITIES 	<ul style="list-style-type: none"> • <i>ROLE PLAYS</i> • <i>STORYTELLING</i> • <i>INFORMATION GAP</i> • <i>PICTURE DESCRIBING</i> • <i>TONGUE TWISTERS</i> • <i>SONGS</i> • <i>SIMULATIONS</i>

Elaborated by Chenche María Gabriela and Ochoa Michael

Source: 1st year of Baccaulaureate “A” Febres Cordero High School

3.5 METHODS OF INVESTIGATION

3.5.1 Scientific Method

It is considered as a sequence of steps to follow where methods, techniques and instruments are involved in order to gather relevant information that profits the execution of this project and to discover the issues of the insufficiency of the speaking skill of students of Febres Cordero High School. In this method, we applied the observation technique in order to determine the conflict situation, it means, the real problems that do not permit the correct development of the speaking skill of learners of first year of baccalaureate. After this, we established possible solutions to help students to improve the speaking skill, and finally we proved it through the implementation of the proposal.

3.5.2 Inductive Method

According to Fraga & Herrera (2002):

The induction is a procedure by which it is possible to infer certain property or relationship from specific facts, which means, it allows the transition from the specific to the general. Its complement is the deductive procedure, whereby the researcher moves from true general statements to others, or to specific characteristics of the aim. (p. 65)

Through this method researchers are allowed to study beginning from the overall to specific knowledge in order to discover relevant issues during the development of the investigation. It is based on the bibliographic analysis that helps to examine the variables of the problem.

As it was observed in the English classes at Febres Cordero high school, specifically in first year of baccalaureate "A" some students could not answer properly to the questions asked by the teacher due to the insufficiency of their speaking skill. According to that, we considered that the entire group has a difficulty to speak in a foreign language.

3.5.3 Deductive method

According to this method, the authors can give deductions of the premises found in this project. It works from the general to the more specific issue. In this case, the general idea is that learners of first year of baccalaureate “A” cannot produce their own speech in a foreign language due to the insufficiency of the speaking skill, so we want to determine the causes of this fact. By deduction we can say that learners are not motivated by teachers because they do not apply new strategies and techniques to encourage students to improve their speaking skill and according to the instrument applied, they express that this fact is real.

3.5.4 Analytical Method

It helps the researchers to study each part of the phenomena to understand its nature, characteristics and relations between them. By applying this method, the authors of this research can analyze the causes and consequences of the problem of speaking in students of the first year of baccalaureate of Febres Cordero High School.

Through this method, we could analyze the variables that are involved in the problem of speaking of learners and we could determine the influence of ludic activities in the development of speaking skill, it means, how students behave during the application of dynamic activities and prove the effectiveness of them in the production of speech.

3.6 TECHNIQUES AND INSTRUMENTS

3.6.1 Survey

It is a technique by which the researchers gather important data from several statements previously organized. Each statement has answer set according to the Licker scale. Through this survey researchers can know peoples' opinions, interest and needs (Grasso, 2006).

The Licker scale allows people to agree or disagree with the statement given in the survey related to research topic (Santesmases. 2009).

- 1) Strongly disagree;
- 2) Moderately disagree;
- 3) Indifferent;
- 4) Moderately agree;
- 5) Strongly agree.

It was applied to students from the first year of baccalaureate "A" of Febres Cordero High School in Guayaquil with the aim to know if the students have been motivated with dynamic activities that allow them to interact each other, if students receive enough input by teachers and if they support learners in order to develop their speaking skill. As a result, we could determine the possible solutions through the creation of a handbook with ludic activities.

3.6.2 Bibliographic technique

According to Herrera-Viedma (2003), the bibliographic technique helps the author to search important information for the development of this project; it is related to the scientific knowledge and all the information used for the analysis of the theoretical framework. It is important to pay attention to the source where the information is taken from.

Through the bibliographic technique we could find many documents that support our project topic. Also, there were many theses similar to ours and they helped us to avoid repeating the same way of solving the problem of the insufficiency of the speaking skill of learners at Febres Cordero High School giving the proposal a different approach.

3.6.3 Observation technique

According to Pardinás (2005), the observation technique is to realize the behavior of people and phenomena and how they interact with the environment. This technique is applied using the eyesight and through this is possible to obtain important data for the development of the research.

It was used during the classes of students from the first year of baccalaureate of Febres Cordero High School "A" in Guayaquil in order to obtain relevant information that helps the authors to know the causes that do not permit the good development of the speaking skill. While the teacher was explaining the class, we noticed that some students were talking to each other. According to that, we can predict that learners do not have the enough motivation or the materials that the teacher presents are not attractive, so the learners' interest for the class disappears.

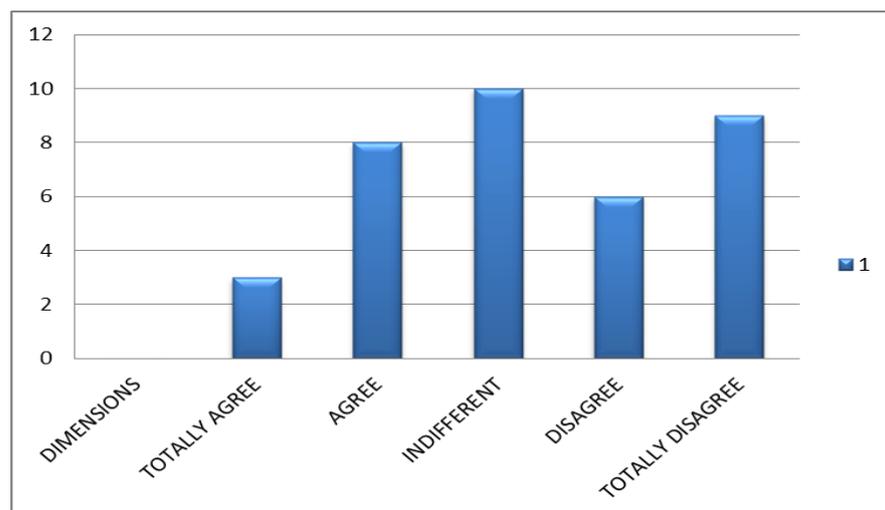
3.7 ANALYSIS AND INTERPRETATION OF DATA

Survey applied on students of 1st baccalaureate “A”

Chart 1

1. The English classes are interesting and pleasant.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
ITEM #1	Totally Agree	3	8.33%
	Agree	8	22.22%
	Indifferent	10	27.77%
	Disagree	6	16.66%
	Totally Disagree	9	25.00%
	Total		36

Graphic 1



Elaborated by Chenche Ma. Gabriela and Ochoa Michael

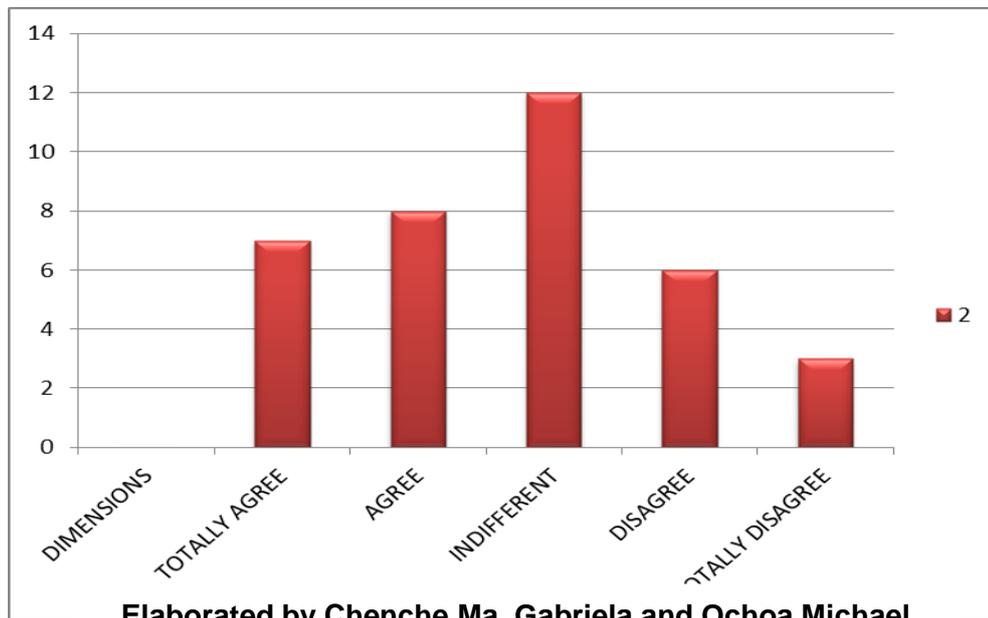
In this graphic it is shown that 3 students totally agree that English classes are pleasant, 8 Ss. agree, 10 Ss. are indiferent, 6 Ss. disagree and 9 Ss. totally disagree.

Comment: As the results of the survey say, the majority of students do not feel comfortable with the English classes, so they need to be motivated applying new techniques to improve speaking.

Chart 2

2. The English teacher applies games during the classes.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
ITEM #1	Totally Agree	7	19.44%
	Agree	8	22.22%
	Indifferent	10	27.77%
	Disagree	6	16.66%
	Totally Disagree	3	8.33%
	Total		36

Graphic 2



Elaborated by Chenche Ma. Gabriela and Ochoa Michael

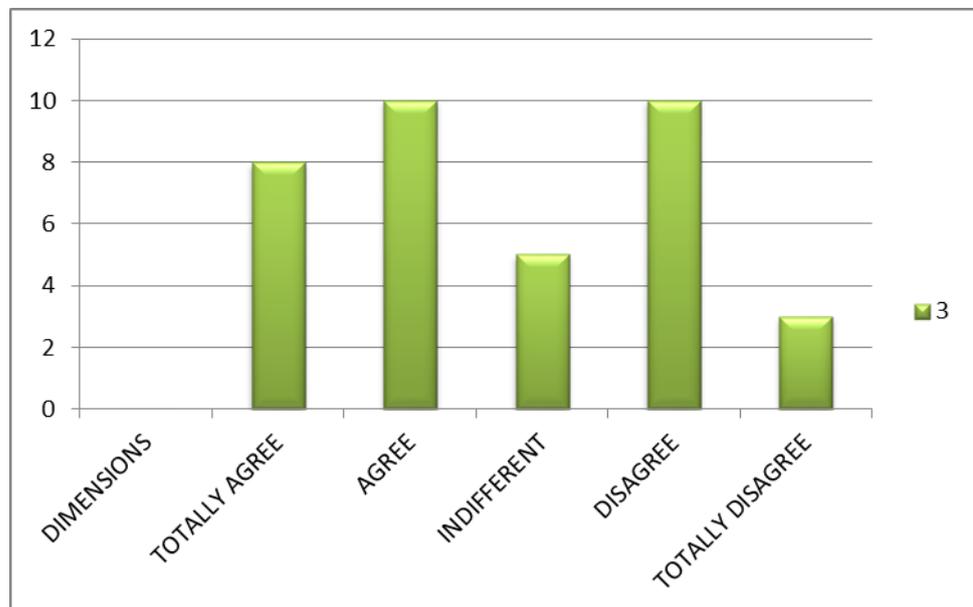
In this graphic it is shown that 7 students totally agree that the English teacher applies games during the classes, 8 Ss. agree, 12 Ss. are indifferent, 6 Ss. disagree and 3 Ss. totally disagree.

Comment: As the results of the survey say, the English teachers apply games during the classes but to better catch the attention of students game must be applied more often like a warm up.

Chart 3

3. During the development of the English classes the teacher encourages you to speak in English			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
ITEM #1	Totally Agree	8	22.22%
	Agree	10	27.77%
	Indifferent	5	13.88%
	Disagree	10	27.77%
	Totally Disagree	3	8.33%
	Total	36	100%

Graphic 3



Elaborated by Chenche Ma. Gabriela and Ochoa Michael

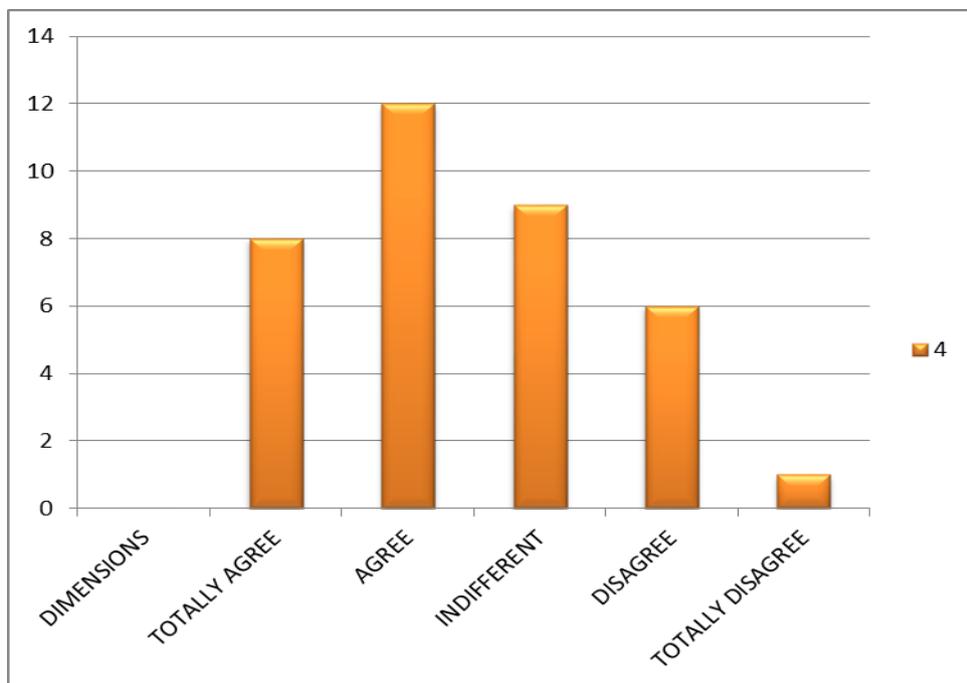
In this graphic it is shown that 8 students totally agree that during the development of the English classes the teacher encourages learners to speak in English, 10 Ss. agree, 5 Ss. are indiferent, 10 Ss. disagree and 3 Ss. totally disagree.

Comment: As the results of the survey say, the English teacher gives learners the opportunity to speak in English but not all students benefit of this and prefer stay in silence.

Chart 4

4. The English teacher speaks in English most of the time.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
ITEM #1	Totally Agree	8	22.22%
	Agree	12	33.33%
	Indifferent	9	25.00%
	Disagree	6	16.66%
	Totally Disagree	1	2.77%
	Total	36	100%

Graphic 4



Elaborated by Chenche Ma. Gabriela and Ochoa Michael

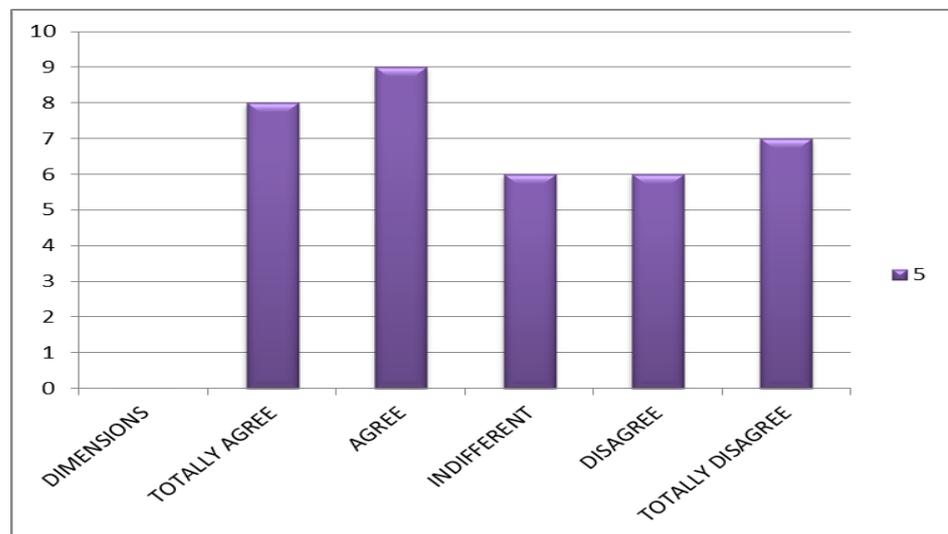
In this graphic it is shown that 8 students totally agree that The English teacher speaks in English most of the time, 12 Ss. agree, 9 Ss. are indiferent, 6 Ss. disagree and 1 Ss. totally disagrees.

Comment: As the results of the survey say, the English teacher explains the classes in the foreign language but if they do not understand something the teacher should explain with easy examples

Chart 5

5. The English teacher applies visual resources in the development of the class.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
ITEM #1	Totally Agree	8	22.22%
	Agree	9	25.00%
	Indifferent	6	16.66
	Disagree	6	16.66%
	Totally Disagree	7	19.14%
	Total		36

Graphic 5



Elaborated by Chenche Ma. Gabriela and Ochoa Michael

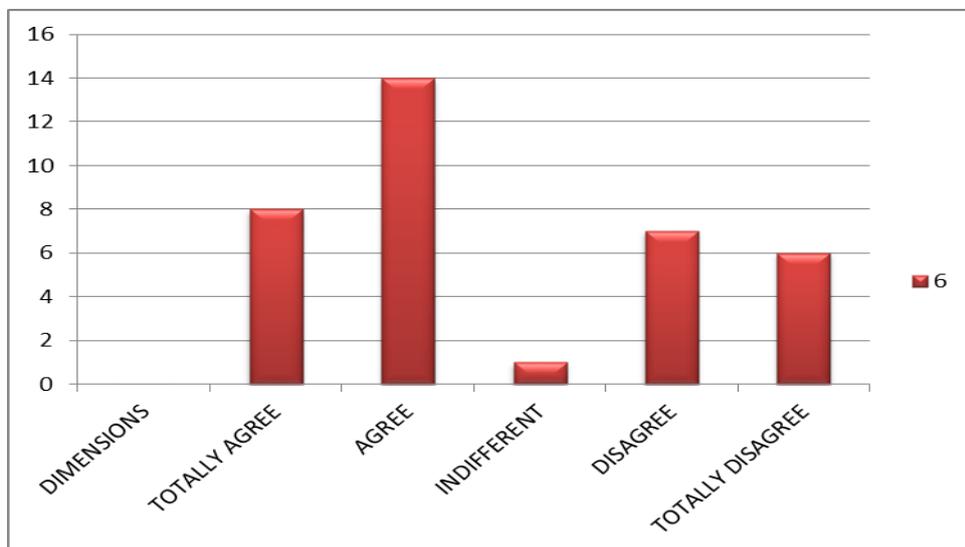
In this graphic it is shown that 8 students totally agree that The English teacher applies visual resources in the development of the class., 9 Ss. agree, 6 Ss. are indiferent, 6 Ss. disagree and 7 Ss. totally disagree.

Comment: As the results of the survey say, the English teacher uses visual resources to work with students but she should create new strategies to use these resources in order to encourage learners to talk.

Chart 6

6. The teacher supports and assesses you when you have a difficulty in your task.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
ITEM #1	Totally Agree	8	22.22%
	Agree	14	38.88%
	Indifferent	1	2.77%
	Disagree	7	19.44%
	Totally Disagree	6	16.66%
	Total	36	100%

Graphic 6



Elaborated by Chenche Ma. Gabriela and Ochoa Michael

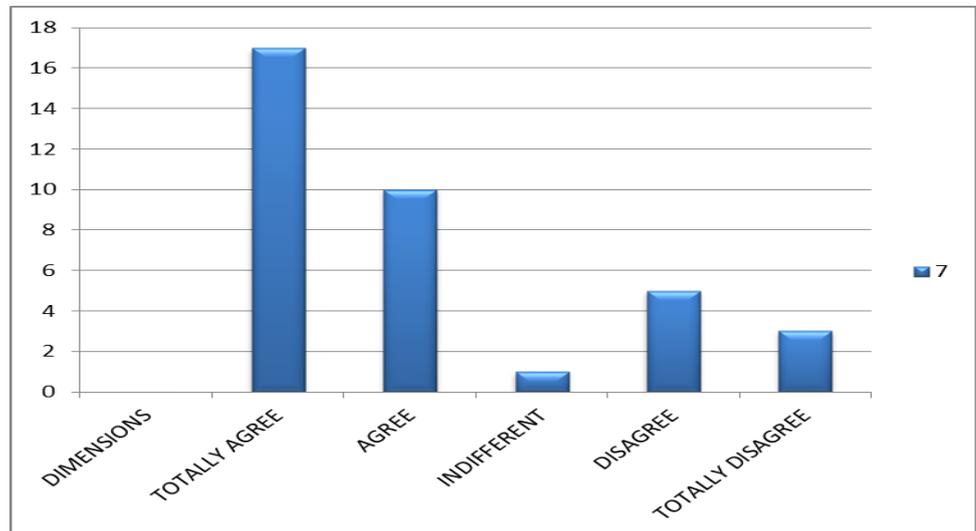
teacher supports and assesses you when you have a difficulty in a task, 14 Ss. agree, 1 Ss. is indiferent, 7 Ss. disagree and 6 Ss. totally disagree.

Comment: As the results of the survey say, the English teacher assesses students in the development of task but she must apply the cooperative work in order to facilitate the comprehension of tasks so the teacher can evaluate students easily.

Chart 7

7. Teacher corrects your pronunciation during the speaking process.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
ITEM #1	Totally Agree	17	47.22%
	Agree	10	27.77%
	Indifferent	1	2.77%
	Disagree	5	13.88%
	Totally Disagree	3	8.33%
	Total		36

Graphic 7



Elaborated by Chenche Ma. Gabriela and Ochoa Michael

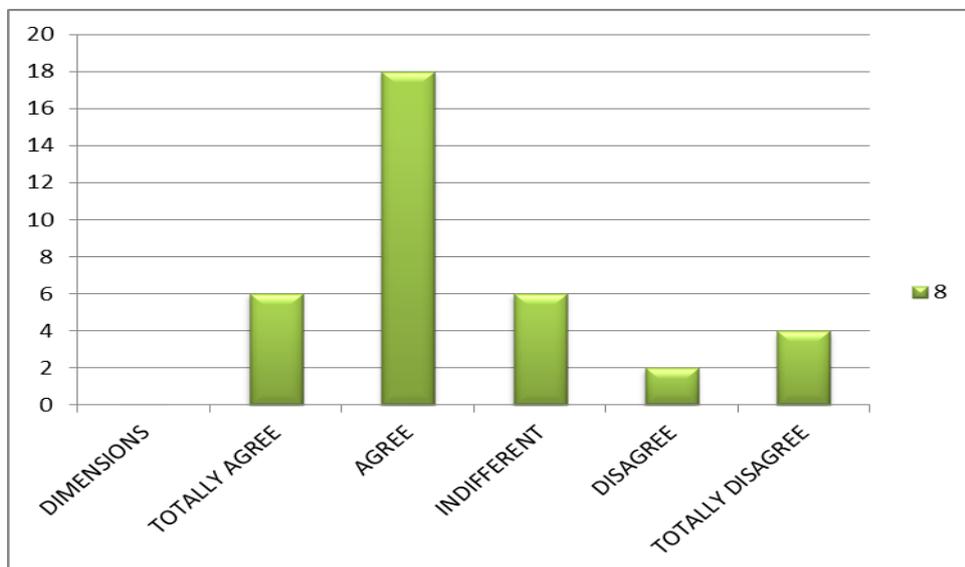
In this graphic it is shown that 17 students totally agree that the teacher corrects the pronunciation during the speaking process, 10 Ss. agree, 1 Ss. is indiferent, 5 Ss. disagree and 3 Ss. totally disagree.

Comment: As the results of the survey say, the English teacher corrects learners' pronunciation in order to enhance the speaking skill, this way students can communicate properly.

Chart 8

8. Teacher involves you in the organization of the speaking activities.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
ITEM #1	Totally Agree	6	16.66%
	Agree	18	50.00%
	Indifferent	6	16.66%
	Disagree	2	5.55%
	Totally Disagree	4	11.11%
	Total	36	100%

Graphic 8



Elaborated by Chenche Ma. Gabriela and Ochoa Michael

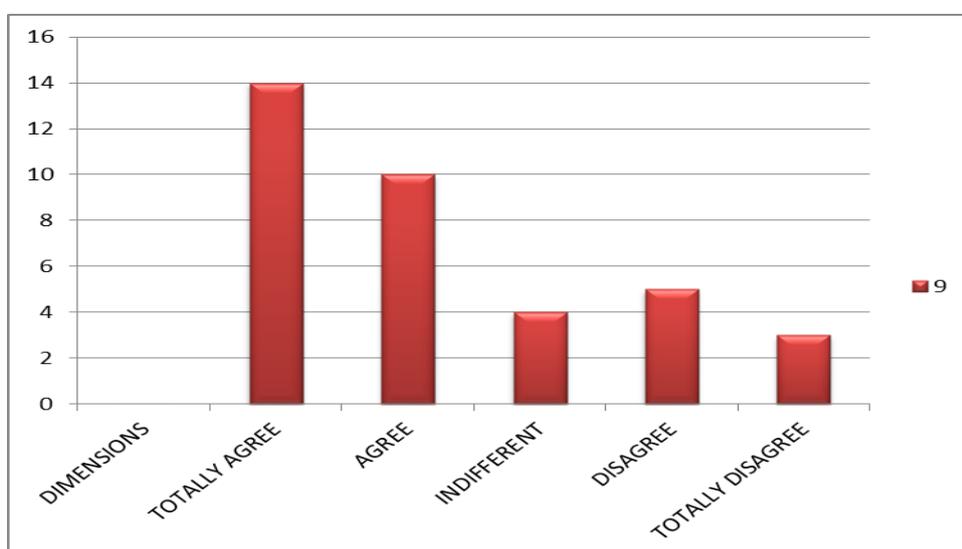
In this graphic it is shown that 5 students totally agree that The English teacher involves learners in the organization of the speaking activities, 18 Ss. agree, 6 Ss. are indiferent, 1 Ss. disagrees and 4 Ss. totally disagree.

Comment: As the results of the survey say, the English teacher makes learners participants in the organization of the activities, so learners can give their opinions or can suggest what kind of games or dynamic activities can work with.

Chart 9

9. Teacher shows you a model conversation to guide how to start to talk.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
ITEM #1	Totally Agree	14	38.88%
	Agree	10	27.77%
	Indifferent	4	11.11%
	Disagree	5	13.88%
	Totally Disagree	3	8.33%
	Total		36

Graphic 9



Elaborated by Chenche Ma. Gabriela and Ochoa Michael

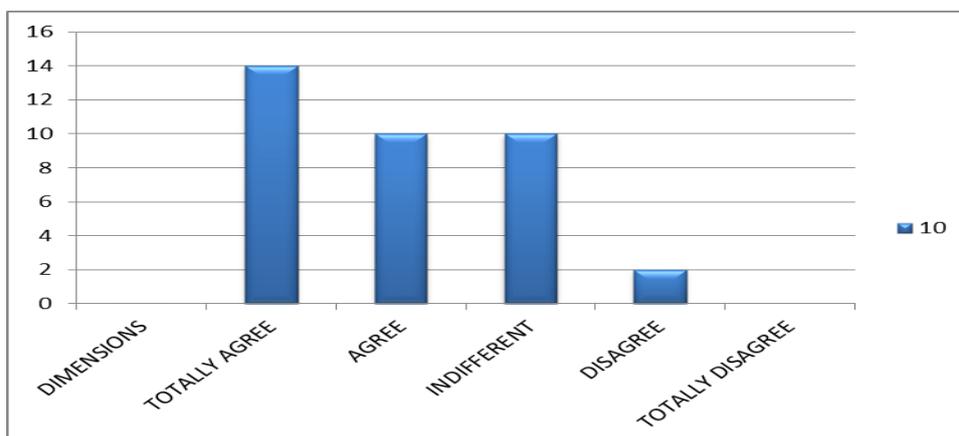
In this graphic it is shown that 14 students totally agree that the teacher shows a model conversation to guide how to start to talk, 10 Ss. agree, 4 Ss. are indiferent, 5 Ss. disagree and 3 Ss. totally disagree.

Comment: As the results of the survey say, in the English classes there is material provided such as model conversations to work in the speaking activities, the teacher should implement strategies to do group activities so learners can use the material adequately.

Chart 10

10. Applying a handbook with ludic techniques like story telling or role plays help students to catch the main idea of the topic and improve the speaking skill.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
ITEM #1	Totally Agree	14	38.88%
	Agree	10	27.77%
	Indifferent	10	27.77%
	Disagree	2	5.55%
	Totally Disagree	0	0.00%
	Total		36

Graphic 10



Elaborated by Chenche Ma. Gabriela and Ochoa Michael

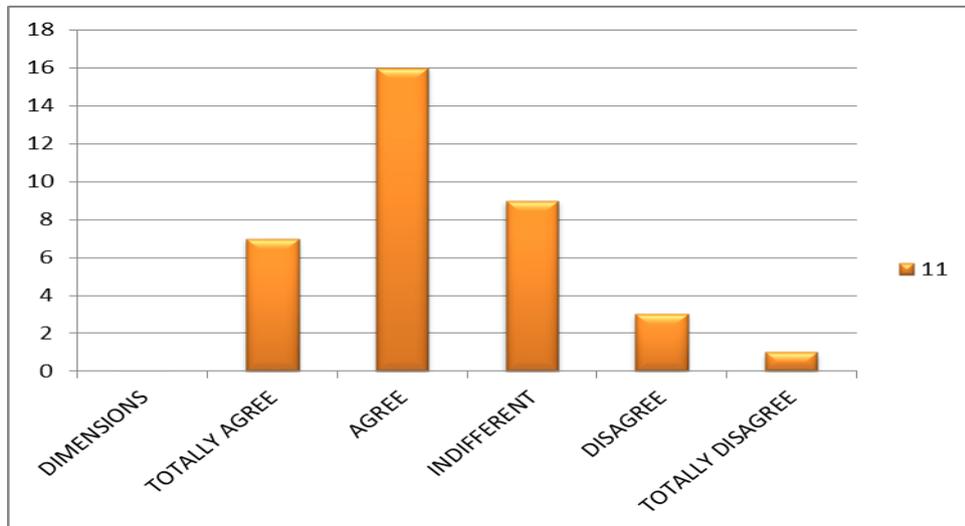
In this graphic it is shown that 14 students totally agree that applying a handbook with ludic techniques like story telling or role plays help students to catch the main idea of the topic and improve the speaking skill, 10 Ss. agree, 10 Ss. are indiferent, 2 Ss. disagree and 0 Ss. totally disagree.

Comment: As the results of the survey say, the majority of students consider important the application of dynamic activities in order to better understand the foreign English so learners can also improve the speaking skill.

Chart 11

11. Ludic activities from the handbook of ludic techniques motivate you to communicate in a foreign			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
ITEM #1	Totally Agree	7	19.44%
	Agree	16	44.44%
	Indifferent	9	25.00%
	Disagree	3	8.33%
	Totally Disagree	1	2.77%
	Total	35	100%

Graphic 11



Elaborated by Chenche Ma. Gabriela and Ochoa Michael

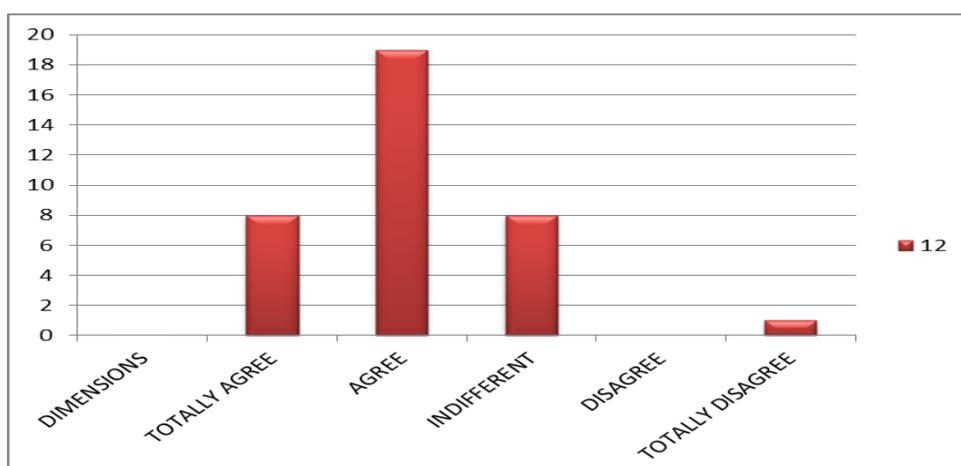
In this graphic it is shown that 7 students totally agree that ludic activities from the handbook of ludic techniques motivate you to communicate in a foreign language, 16 Ss. agree, 9 Ss. are indifferent, 3 Ss. disagree and 1 Ss. totally disagrees.

Comment: As the results of the survey say, the majority of students consider important that the implementation of this proposal with dynamic activities motivate them to speak in English in order to improve this skill.

Chart 12

12. Combining activities from the handbook of ludic techniques with the current material used in class help you in the learning process of speaking skill.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
ITEM #1	Totally Agree	8	22.22%
	Agree	19	52.77%
	Indifferent	8	22.22%
	Disagree	0	0.00%
	Totally Disagree	1	2.77%
	Total		

Graphic 12



Elaborated by Chenche Ma. Gabriela and Ochoa Michael

In this graphic it is shown that 8 students totally agree that combining activities from the handbook of ludic techniques with the current material used in class helps in the learning process of speaking skill, 19 Ss. agree, 8 Ss. are indiferent, 0 Ss. disagree and 1 Ss. totally disagrees.

Comment: As the results of the survey say, students think that applying extra material can be useful for the development of the speaking skill in order to feel motivated and enjoyed.

3.8 Observation sheet

<p>UNIVERSITY OF GUAYAQUIL FACULTY OF PHILOSOPHY, SCIENCES AND LETTERS OF EDUCATION</p> <p>OBSERVATION SHEET</p> <p>AUTHORS: CHENCHE MA. GABRIELA AND OCHOA MICHAEL</p>		
<p>This instrument will determine the behavior of learners of 1st year of baccalaureate “A” at Febres Cordero High School school year 2017-2018 during the English classes and during the speaking process and how the teacher applies the corresponding methodology.</p>		
Date:		
Aspects to be observed:	<ul style="list-style-type: none"> Willingness of students in class Application of teacher’s methodology Participation of students in speaking activities 	
Check the boxes according to the observation	YES	NO
The teacher catches Ss. attention of learners with attractive resources with interesting topics for students		
Students answer properly to the questions asked by the teacher		
The same students participate during one class		
Students get distracted during the English class		
The teacher applies dynamic activities or games in the class		

3.8.1 Analysis of the observation technique

According to the observation technique applied in the first year of baccalaureate “A” at Febres Cordero High School, we can say that students do not participate more often in speaking activities, during the development of the class the same students participate actively because this little group of learners have a good level of comprehension of the foreign language while the other group of learners do not participate voluntarily. Also, when the teacher asks some questions they do not know how to answer correctly because they get distracted due to the material the teacher presents do not make feel learners interested in the topic.

On the other hand, the English teacher applies games before starting the class, but not all learners participate because they feel bored or think that games are just for kids. That is the reason why the teacher must change the methodology in order to apply games according to ages of learners and the games must be related to the topic of the class.

3.9 CHI Square

H_o : The speaking skill and ludic techniques are independent

H_a : The speaking skill depends on ludic techniques

Survey

		TOTALLY AGREE	AGREE	INDIFFERENT	DISAGREE	TOTALLY DISAGREE
1	The English classes are interesting and pleasant.	3	8	10	6	9
2	The English teacher applies games during the classes.	7	8	12	6	3
3	During the development of the English classes the teacher encourages you to speak in English.	8	10	5	10	3
4	The English teacher speaks in English most of the time.	8	12	9	6	1
5	The English teacher applies visual resources in the development of the class.	8	9	6	6	7
6	The teacher supports and assesses you when you have a difficulty in your task.	8	14	1	7	6
7	Teacher corrects your pronunciation during the speaking process.	17	10	1	5	3
8	Teacher involves you in the organization of the speaking activities.	6	18	6	2	4
9	Teacher shows you a model conversation to guide how to start to talk.	14	10	4	5	3
10	Applying a handbook with ludic techniques like story telling or role plays help students to catch the main idea of the topic and improve the speaking skill.	14	10	10	2	
11	Ludic activities from the handbook of ludic techniques motivate you to communicate in a foreign language	7	16	9	3	1
12	Combining activities from the handbook of ludic techniques with the current material used in class help you in the learning process of speaking skill	8	19	8	0	1

DATA SURVEY

The critical value for Chi square test has the following data:

Risk level: $\infty 0.05$

Critical value χ^2_{α} : 60.48

Freedom grades: 44

Statistical test: 93.26

```
χ² Test
χ²=93.258278
P =2.1403E-05
df=44
```

PMAT

Statistical test

Source: Graphic Screen Calculator CASIO 9860

B	1	2	3	4	→
1	9	12	6.75	4.8333	
2	9	12	6.75	4.8333	
3	9	12	6.75	4.8333	
4	9	12	6.75	4.8333	
5	9	12	6.75	4.8333	↵

ROP ROW COL EDIT

Expected frequency table 1

Source: Graphic Screen Calculator CASIO 9860

E	1	2	3	4
6	9	12	6.75	4.8333
7	9	12	6.75	4.8333
8	9	12	6.75	4.8333
9	9	12	6.75	4.8333
10	9	12	6.75	4.8333

R-OP ROW COL EDIT

Expected frequency table 2

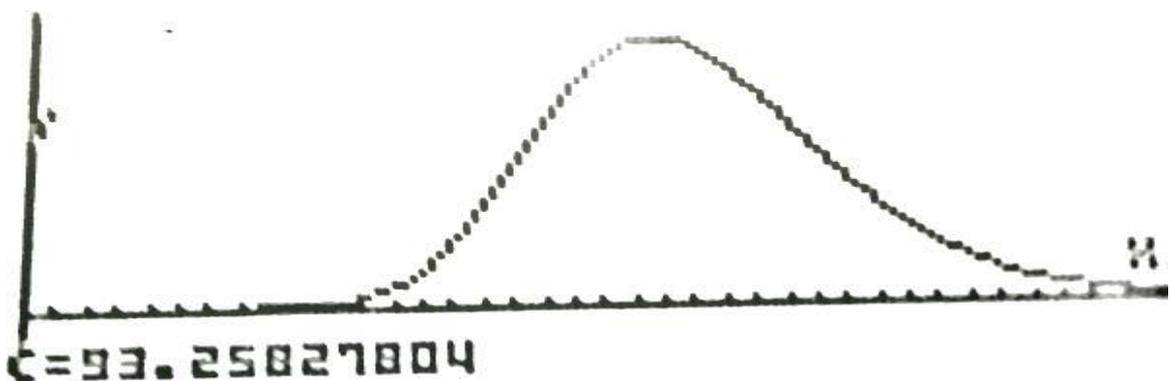
Source: Graphic Screen Calculator CASIO 9860

Decision rule

It was found that $\chi^2 > \chi^2_{\alpha}$

Therefore, H_0 is rejected and H_a is accepted

Conclusion: The speaking skill depends on ludic techniques



Source: Graphic Screen Calculator CASIO 9860

3.10 CONCLUSIONS AND RECOMMENDATIONS

3.10.1 CONCLUSIONS:

According to the results obtained through the application of a survey to students of 1st year of baccalaureate “A” we conclude:

- Learners know that motivation is an important feature in the development of English classes.
- The use of visual resources is vital for the development of an interactive class.
- The implementation of ludic activities helps to encourage learners to speak in order to improve the speaking skill.
- Ludic techniques in teacher’s methodology must be implemented properly in order to benefit students’ learning process.
- The combination of textbook activities and ludic activities enhance in a meaningful percentage the speaking skill of learners.

3.10.2 RECOMMENDATIONS:

- It is necessary to develop speaking activities according to students’ ages and level of English
- It is essential to use attractive material according with learners’ preferences to have students interested in the English class.
- Teachers should use creativity and organization during the development of the activities provided in the handbook.
- It is important to make all learners participate in speaking activities in order to improve speaking skill equally.
- It is necessary to implement the handbook of dynamic activities based on ludic techniques and follow the teacher’s guide to help learners to develop their speaking skill.

CHAPTER IV

THE PROPOSAL

TITLE

A handbook with dynamic activities based on ludic techniques

4.1 JUSTIFICATION

Nowadays, Latin American countries apply educational systems that help students to develop English skills: listening, writing, speaking, and reading, using technological and innovative methods to attract the interest of learners. In contrast, our country has many different problems that prevent students from acquiring the levels established by the Common European Framework. Ecuadorian public Institutions apply traditional methodologies which have not motivated students and make them bored during the English classes. In addition, it does not allow developing skills in the learning process. These problems were identified among the students from 1st year Baccalaureate at Febres Cordero High School after the implementation of surveys and class observations.

A specific problem related to the development of this project is the speaking skill, as the majority of public schools, teachers forget to use modern, dynamic and interactive techniques to motivate and encourage learners to speak. Students at Febres Cordero High School have had insufficiency of ludic techniques to improve the speaking skill and encourage them to speak even if they have fear of making a mistake or shame to do it.

Given this, it is essential that teachers be updated to new methods and techniques to engage learners to participate actively in speaking activities. The application of several methods such as role plays, simulations, songs, and storytelling may increase the speaking skill of learners at Febres Cordero High School. As a result, they can achieve a significant communicate process in the classroom in order to interact through a foreign language with the surrounding world.

4.2 Objectives

4.2.1 General objective

To develop the speaking skill through a handbook with activities based on ludic techniques.

4.2.2 Specific objectives

- To improve the speaking skill through interactive activities
- To stimulate the development of speaking skill of learners through dynamic task
- To let teachers create an interactive setting in the classroom by the application of ludic techniques to enhance an effectively process of learning

4.3 THEORETICAL ASPECT

4.3.1 SOCIOLOGICAL ASPECT

Cooperative learning established by Vygotsky is a very useful tool to increase the skill of learners, especially the speaking skill. Teachers prefer this methodology since learners can share experiences and point of view in any activity they are working on. The most convenient strategy to enhance their skills is the ludic method that let students acquire more fluency (McLeod, S. A. 2010). Despite the mistakes learners could make, they can communicate in order to obtain relevant information related to

any topic. Students develop their abilities and also have fun playing in class guided by teachers.

As Vygotsky said, learners can benefit of the individual and group activities suggested in this proposal with the aim of interacting with others in a proper atmosphere. Furthermore, teachers can have a structured plan of classes according to speaking sessions; as a result learners can increase the way they communicate among them.

To implement what Vygotsky suggested, our proposal contains plenty of dynamic activities that involves students in the interaction and interrelation with their context, it means teachers, partners and also parents. These activities are linked to the collaborative work as a fundamental principle. As a consequence of the group work, learners can acquire different issues as vocabulary, grammar or expressions that allow them to start communicating in a foreign language.

4.3.2 PEDAGOGICAL ASPECT

It is important to mention the Zone of Proximal Development. It is described as the knowledge already acquired by children and the knowledge that can be attained progressively during their learning process with the supporting of the environment and the social interaction. It means, children`s present knowledge is what they can do without any supporting or by themselves in an empirical way, and the potential knowledge, which is acquired step by step with help from other individuals, also through the action of techniques and methods that allows learners to attain the objective of learning.

Basically, it is a theory that must be applied by teachers and also it can work very well among students to attain the desired success of speaking activities. As it has been said, the implementation of this theory,

learners can improve their skills by the collaboration of partners through the social interaction.

In addition, is relevant to highlight the suitable organization of speaking techniques provided by this handbook with ludic activities in the teachers' planning under the guidelines of the cooperative work, since learners could enhance speaking skill not only to accomplish an activity given, but to improve their communication with the environment in a foreign language sharing points of view, opinions and feelings among learners and teachers. It means teachers must help students to build knowledge; as a consequence students must acquire a meaningful learning process.

4.3.3 PSYCHOLOGICAL ASPECT

Gardner (1993) described the presence of multiple intelligences as a factor to consider in English language teaching in order to improve the skills as long as there is a proper environment that allows learners to develop more effectively. Intelligences are related with the brain and the capacity to solve problems and situations of any contexts. As a result, the convenient awareness of multiple intelligences in the classroom will enhance the abilities of learners. Consequently, they will participate actively and feel confident.

The multiple intelligences are, Bodily Kinesthetic, Intrapersonal, Interpersonal, Linguistic, Logical/Mathematical, Musical, Visual/Spatial, and Naturalistic.

4.3.3.1 Bodily Kinesthetic: It is related to all kind of activities made with the body with the objective to express a message or problem solving. In this aspect games and exercises are useful to apply this intelligence in the second language learning.

4.3.3.2 Intrapersonal: Learners can understand their own world and how they feel. This feature is linked to the self-discipline. In addition, they can evaluate their process of learning skills.

4.3.3.3 Interpersonal: It is the ability to be involved with the environment and with the surrounding people. Students can interact with others without any difficulty. As a consequence, they can work by groups easily. This is a technique that most of the teachers apply in the classroom and it works quite well.

4.3.3.4 Linguistic: Students with this intelligence have the ability to talk, to write and to express what they think effortlessly, it means, learners can use words in any moment to communicate a message according to the context.

4.3.3.5 Logical / Mathematical: It refers to the ability of reasoning using the logical part of the brain. In this case learners are good at solving puzzles, calculating.

4.3.3.6 Musical: This is linked to a part of arts as music is. Learners can improve the speaking and listening skill by singing songs where they can find new vocabulary and also expressions that can apply in different contexts.

4.3.3.7 Visual/Spatial: People with this intelligence can remember and recognize shapes, locations, faces easily. They can handle visual resources and see things from their detailed points of view.

4.3.3.8 Naturalistic: The contact with the surrounding environment is vital in this intelligence. Learners can catch relevant knowledge from nature and through empiric activities.

As it has been said, the multiple intelligences are involved in the speaking process of learners, through the application of games which are provided in the proposal of this project. Those ludic activities are aimed to develop the speaking skill of learners of 1st. baccalaureate at Febres

Cordero High School by means of games that are related to activities such as role plays, storytelling, songs, etc. in order to have fun while they are constructing their own knowledge. As a consequence those students feel motivated to participate in the speaking process in order to break the barriers of the speaking skill.

4.4 FEASIBILITY

4.4.1 FINANCIAL

The budget set for the development of the proposal is minimal and the expenses are responsibility of the authors of this project. Expenses are related to photocopies, printing and transportation.

4.4.2 LEGAL

The design of the handbook of ludic activities is based on articles 27 and 28 from *Ecuadorian Constitution 2008* that refers to free education of quality, warmth and the holistic development of human beings, and the *Intercultural Organic Educational Law*. Moreover, it is based on *Common European Framework* and the levels of students must acquire during their learning process.

4.4.3 TECHNICAL

This proposal is technically feasible because teachers do not need any technological tool to implement it. The usage of the handbook with ludic activities can be implemented in English classes through the material included on it, such as cards, songs, role plays, flashcards.

4.4.4 HUMAN

The application of this handbook allows teachers to be updated with current techniques to develop learners' speaking skill in order to satisfy the worldwide necessity of communicating in a second language. It is

important to recognize the support of English teachers and managers of the Institution; consequently learners and teachers benefit as well.

4.5 DESCRIPTION

The handbook with ludic activities provides teachers with several techniques and strategies to get an important approach in the speaking skill. Educators can improve learners' speaking following the guide that is included in the proposal. For this, each lesson of speaking brings the instructions to be developed and also the material to work with; such as flashcards, songs, and cards.

The techniques proposed in the handbook are: descriptions, role plays, songs, guessing games, relay the message, storytelling. Their application make students participate actively and also feel confident in the speaking sessions. It is important to remember these games for learners are essential to interact and socialize since they can build knowledge as well.

The games included in the handbook are associated to the unit topics from the curriculum and level of learners according to the CEFR. These activities create an appropriate setting to develop the speaking skill. In addition, the application of this teacher's resource does not need technological resources. That is the reason that its implementation can be easily handled by teachers.

4.5.1 TABLE OF CONTENTS

Illustration 3

UNIT	TOPIC	ACTIVITY	FOCUS ON
1	Inspirational people	<ul style="list-style-type: none"> • Role play • Guessing game 	<ul style="list-style-type: none"> • Vocabulary related to teens' lifestyles • Gerunds
2	Experience culture	<ul style="list-style-type: none"> • Songs present perfect • Describing pictures 	<ul style="list-style-type: none"> • Present perfect
3	Story time	<ul style="list-style-type: none"> • Storytelling • The ball bomb 	<ul style="list-style-type: none"> • Adverbs • First and second conditional
4	Traveling the world	<ul style="list-style-type: none"> • Relay the message: • The hangman 	<ul style="list-style-type: none"> • Tag questions • Placing emphasis using much and very
5	News media	<ul style="list-style-type: none"> • Simulations • Tongue twisters 	<ul style="list-style-type: none"> • Passive Voice • Regular and irregular verbs in past form
6	A tech-world	<ul style="list-style-type: none"> • Songs • Simulations 	<ul style="list-style-type: none"> • Making wishes • Phrasal verbs

4.6 CONCLUSIONS

According to many problems existing in the speaking skill, nowadays, it is becoming hard to eradicate them since teachers do not apply innovative processes of teaching or ways to catch the students' attention; as a consequence students lose interest in learning English because teachers are still working on the same traditional system from years ago.

The implementation of ludic techniques contributes to keep an active environment and become students more awareness about any topic given in class. In addition, learners feel free and motivate to participate in the speaking activities given by the proposal of this project and developed in a dynamic setting with the contribution of the cooperative learning. As a consequence, learners improve progressively the way to communicate in a foreign language.

In conclusion, if teachers modify their methodology and apply new and interactive strategies in order to involve students in the development of English classes, learners will improve their learning process and will obtain a higher level of English as a Foreign Language as the Government demands to Public Institutions according to the quality and warmth of education.

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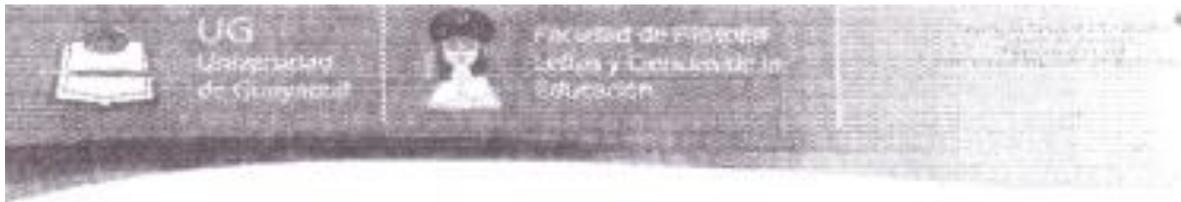
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ANNEXE

I



Oficio No. 225

Guayaquil, 11 de Julio del 2017

MSc.

Julia Robinson

RECTORA DEL COLEGIO DE BACHILLERATO "FEBRES CORDERO"

Ciudad.-

De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes: **OCHOA OCHOA MICHAEL, ARISTÓTELES Y CHENCHE CHAMBA MARÍA GABRIELA**, de la Escuela de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(s) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige, aspiro que nuestra petición tenga la acogida favorable de su parte.

Le anticipo mis reconocimientos.

Recibido
Julia 13/2017
131400

A testamento

MSc. Fernando Sánchez Ávila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA


UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCIÓN

Elaborado por	REVISADO RESPONSABLE	VALIDADO	FECHA
Elaborado por	Mg. Francisco Delgado	VALIDADO	
Aprobado por	Mg. Leticia Fari	VALIDADO	29

maestros juntos a la...



Guayaquil, Julio 10 del 2017

Oficio: Nº: 077-CEE-CFC

Master
ALFONSO SANCHEZ AVILA
DIRECTOR DE LA ESCUELA DE LENGÜAS Y LINGÜISTICA
Ciudad

De mi consideración:

Con un saludo cordial y respetuoso, acuso recibo del oficio Nº 225 del 11 de julio de 2017, por tanto este despacho autoriza la aplicación del Proyecto de Investigación , para la elaboración del trabajo de Titulación de los señores OCHOA, OCHOA MICHAEL y CHENCHE CHAMBA MARIA

Particular que comunico para los fines legales pertinentes

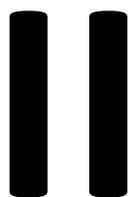
Atentamente,



Lic. Julia Robinson Aguirre. Mgr.
RECTORA

C.C.: ARCHIVO
MARIANELA

ANNEXE



URKUND

Urkund Analysis Result

Analysed Document: PROYECTO CHENCHE -OCH-DA2017.docx (D30250450)
Submitted: 2017-08-26 06:43:00
Submitted By: gabyta642910@hotmail.com
Significance: 1%

Sources included in the report:

Tesis Evelin, 30 de abril.docx (D14138256)
Tesis 27 de mayo: Eve.docx (D14577670)

Instances where selected sources appear:

2

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Compu de la Educacin
Escuela de Ingenieria y Computacin
2017

URKUND

Lizmary Fenz Ochoa (lizmary.ferizo@ug.edu)

Documento [PROYECTO CHENCHE - OCHOA 2017.docx](#) (D30250450)

Presentado 2017-08-25 22:43 (-05:00)

Presentado por gabryta942010@hotmail.com

Recibido lizmary.ferizo.ug@analysis.orkund.com

Mensaje Proyecto Chenche - Ochoa 2017 [Mostrar el mensaje completo](#)

1% de estas 20 páginas, se componen de texto presente en 2 fuentes.

Lista de fuentes Bloques

- | Categoría | Enlace nombre de archivo |
|-----------|---|
| 📄 | Tesis Evein. 30 de abril.docx |
| 📄 | Tesis 27 de mayo. Eve.docx |
| 📄 | Fuentes alternativas |
| 📄 | La fuente no se usa |

Total Physical Response (TPR) According to Suhendan (2013), the total physical response method is beneficial for learners to catch as much vocabulary as they can. It involves speaking and movements to create a dynamic setting in order to acquire a meaningful learning process. This method involves an organized language and corporal movements in order to show learners what they have to do. Professors must establish instructions in a specific language thereby, learners catch information effectively. In addition, it is necessary to add vocabulary so that learners get an easy way to catch what is taught. According to Asher (1977), Total physical response is the capacity to execute an action after a demonstration, by hearing an oral command given by the teacher. It is relevant to remember that this technique can be used in any levels of learners because teachers can gradually use complex vocabulary, in order to increase students' knowledge. During the application of Total Physical Response, students boost listening and speaking skills as well.

Communicative Language Teaching (CLT) According to Richards and Rodgers (2001), communicative language teaching includes input and output provided by the speaker and listener, the knowledge is transferred using these two parts and other two which are writer and reader, the desired goal of communicative language teaching is Communication Competence, and the competence which is achieved through Communicative Language Teaching. Besides, it is vital to connect real situations of daily life with the English classroom, as a result, learners could be able to communicate more efficiently relating both situations in their speech. This method gives students the confidence to communicate among them. In addition, the daily practice of communicating using a foreign language gives learners the opportunity to improve their speech. Some functions that help learners to enhance the speaking skill are: suggesting, inviting or complaining. Those functions allow students to share basic information from their environment.


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[Handwritten signature]
 20/08/2017

ANNEXE

III

Title: Tutorships with Msc. José Miguel Campuzano



Author: Chenche Chamba Ma. Gabriela, Ochoa Ochoa Michael
Source: University of Guayaquil



Author: Chenche Chamba Ma. Gabriela, Ochoa Ochoa Michael
Source: University of Guayaquil

Title: Visits to Febres Cordero High School



Author: Chenche Chamba Ma. Gabriela, Ochoa Ochoa Michael
Source: Febres Cordero High School



Author: Chenche Chamba Ma. Gabriela, Ochoa Ochoa Michael
Source: Febres Cordero High School

Title: Applying the survey to students of 1st baccaulaureate “A”



Author: Chenche Chamba Ma. Gabriela, Ochoa Ochoa Michael
Source: Febres Cordero High School



Author: Chenche Chamba Ma. Gabriela, Ochoa Ochoa Michael
Source: Febres Cordero High School

ANNEXE

IV



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA
ESCUELA DE LENGUAS Y LINGÜÍSTICA
STUDENT SURVEY

		TOTALLY AGREE	AGREE	INDIFFERENT	DISAGREE	TOTALLY DISAGREE
1	The English classes are interesting and pleasant.					
2	The English teacher applies games during the classes.					
3	During the development of the English classes the teacher encourages you to speak in English.					
4	The English teacher speaks in English most of the time.					
5	The English teacher applies visual resources in the development of the class.					
6	The teacher supports and assesses you when you have a difficulty in your task.					
7	Teacher corrects your pronunciation during the speaking process.					
8	Teacher involves you in the organization of the speaking activities.					
9	Teacher shows you a model conversation to guide how to start to talk.					
10	Applying a handbook with ludic techniques like story telling or role plays help students to catch the main idea of the topic and improve the speaking skill.					
11	Ludic activities from the handbook of ludic techniques motivate you to communicate in a foreign language					
12	Combining activities from the handbook of ludic techniques with the current material used in class help you in the learning process of speaking skill					



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA
ESCUELA DE LENGUAS Y LINGÜÍSTICA
ENCUESTA A ESTUDIANTES



		TOTALMENTE DE ACUERDO	DE ACUERDO	INDIFERENTE	EN DESACUERDO	TOTALMENTE EN DESACUERDO
1	Las clases de inglés son interesantes y agradables.					
2	El profesor de inglés aplica juegos durante las clases.					
3	Durante el desarrollo de las clases de inglés el profesor te anima a hablar en inglés.					
4	El profesor de inglés habla en inglés la mayor parte del tiempo.					
5	El profesor de inglés aplica recursos visuales en el desarrollo de la clase.					
6	El profesor te apoya y te evalúa cuando tienes una dificultad en tu tarea.					
7	El profesor corrige tu pronunciación durante el proceso de hablar.					
8	El maestro lo involucra en la organización de las actividades de habla.					
9	El maestro le muestra una conversación modelo para guiar cómo comenzar a hablar.					
10	La aplicación de un manual con técnicas lúdicas como contar historias o juegos de rol ayuda a los estudiantes a captar la idea principal del tema y mejorar la habilidad de hablar.					
11	Las actividades lúdicas del manual de técnicas lúdicas te motivan a comunicar en un idioma extranjero					
12	La combinación de actividades del manual de técnicas lúdicas con el material actual utilizado en clase te ayuda en el proceso de aprendizaje de la habilidad de hablar					

ANNEXE

V



HANDBOOK WITH DYNAMIC ACTIVITIES BASED ON LUDIC TECHNIQUES



UNIT 1: INSPIRATIONAL PEOPLE

ACTIVITY 1: ROLE PLAY

TOPIC: TEENS OF TODAY

TIME: 40 MINUTES

MATERIALS: NO MATERIALS

OBJECTIVE: TO USE SPECIFIC VOCABULARY AND GRAMMAR STRUCTURES THROUGH THE ORAL EXPRESSION IN A ROLE PLAY.

- **FOCUS ON:** Vocabulary related to teens' lifestyles:
Competitive • artistic • brainy • spiritual • tech-savvy
• Eco - friendly • stylish • adventurous
- **Gerunds**

EXAMPLE:

- I enjoy being indoors
- I love having new friends
- I'm interested in looking for new styles



WARM UP:

- Draw a map on the board and ask students to write a word related to the new teens generation.
- Discuss the answers and introduce the topic by showing the new vocabulary on the book.

PROCEDURE:

- Make groups of four students
- Give students the keys to create the role play: topic, characters, and context
- Demand students to use the vocabulary and the grammar structure given in this unit
- The performance of the activity should last 5 minutes or less.

SUGGESTIONS TO START:

Characters and roles

Cindy: without any lifestyle
Matt: adventurous
Laura: tech savvy
Jane: eco - friendly

ROLE PLAY SAMPLE:

C: Hey guys! What are you doing?

L: Hi Cindy, I'm looking for a new antivirus for my pc, you know, I like being updated with tech stuff

C: Oh, I see! and you Matt? What are you reading?

M: I'm reading about a touristic place in Baños, here says that you can do canopy, that's really exciting.

J: That sounds good Matt, to be surrounded by nature. I enjoy going camping.

C: All that you said sounds pretty interesting but I don't know what to do, I don't have my own style.

L: Don't say that, everybody has own style just you have to think about things you like doing and that's all.

C: Could be. I like drawing, art, colors and those kinds of things though.

M: So, now you know what your style is. You are an artistic person.

J: If you want we can go to the museum tomorrow.

C: Really! It's good to know that, thanks guys!

ACTIVITY 2: THE GUESSING GAME

TOPIC: GREAT PEOPLE INSPIRING TEENS

TIME: 40 MINUTES

MATERIALS: PICTURES

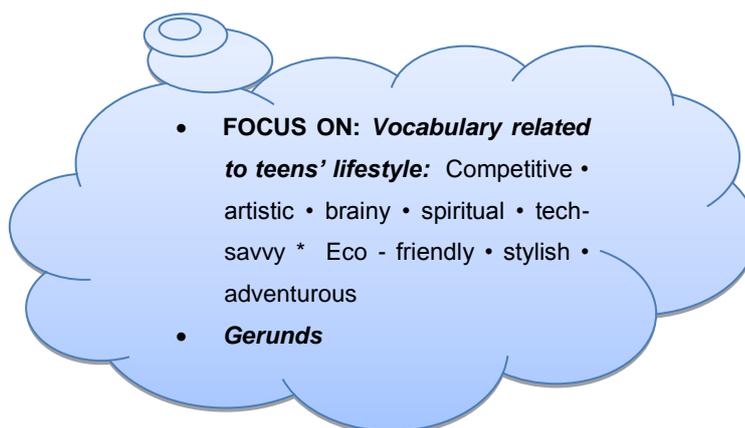
OBJECTIVE: TO TALK ABOUT IMPORTANT AND INSPIRING PEOPLE USING VOCABULARY AND GRAMMAR FROM THIS UNIT.

WARM UP:

- Brainstorm famous and important people that have done a relevant or inspiring issue.
- Give time students to think about the person they mentioned
- Discuss about the important and inspiring actions of the people mentioned.

PROCEDURE:

- Ask students to form groups of three
- In each group name the one who is going to guess
- Give each group a picture and demand students to cover the picture in order to hide it from the guesser
- Ask learners to formulate sentences that describe the person in the picture by without saying the name. At least 5 sentences per student. Remember to use the vocabulary and grammar point given in this unit.
- The student who guess the name of the famous person in the picture in less time wins





MARK ZUCKERBERG



AMERICAN ACTOR,
SONG WRITER,
PRODUCER, RAPPER

SMITH GAVE \$1.3
MILLION TO CHARITIES

HE MOST POWERFUL
ACTOR IN HOLLYWOOD

WILL SMITH



SINGER, SONGWRITER,
DANCER

CARRIES OUT PIES
DESCALZOS
FOUNDATION

HIGHEST-SELLING
COLOMBIAN ARTIST OF
ALL TIME

SHAKIRA



ARGENTINIAN FOOTBALL
PLAYER

FIVE FIFA BALLON
D'OR AWARDS WINNER

HE HAS CONTRIBUTED
HIS TIME AND FINANCES
TO THE UNITED NATIONS
CHILDREN'S
FUND (UNICEF)

LEONEL MESSI



AMERICAN ACTRESS,
FILMMAKER,
HUMANITARIAN

ADVOCACY ON BEHALF OF
REFUGEES AS A SPECIAL
ENVOY FOR THE UNITED
NATIONS HIGH
COMMISSIONER FOR
REFUGEES (UNHCR)

JOLIE HAS RECEIVED WIDE
RECOGNITION FOR HER
HUMANITARIAN WORK

ANGELINA JOLIE

UNIT 2: EXPERIENCE CULTURE

ACTIVITY 3: SING

TOPIC: SONGS

TIME: 40 MINUTES

MATERIALS: LYRICS SHEET, CD, SPEAKER OR CD PLAYER

OBJECTIVE: TO RECOGNIZE THE PRESENT PERFECT AND IMPROVE PRONUNCIATION BY REPEATING THE SONG SEVERAL TIMES.

WARM UP:

- Talk about activities learners have done lately
- Check students use the present perfect tense appropriately
- Ask some students to go to the board and write some activities mentioned in class
- Encourage learners to form simple sentences with the vocabulary written on the board.

PROCEDURE:

- Give students the lyrics sheets, ask them to read it silently
- Demands learners to listen to the song once
- Play the song again and encourage students to fill the blanks
- One more time play the song and encourage them to sing the song by roles or teams
- The team who pronounce correctly the lyrics win



I still haven't found what I'm looking for - U2

[Verse 1]
I have climbed the
highest mountains
I have run through
the fields
Only to be with
you
Only to be with
you
I have run, I have
crawled
I have scaled these
city walls
These city walls
Only to be with
you

[Chorus]
But I still haven't
found
What I'm looking
for
But I still haven't
found
What I'm looking
for

[Verse 2]
I have kissed
honey lips
Felt the healing in

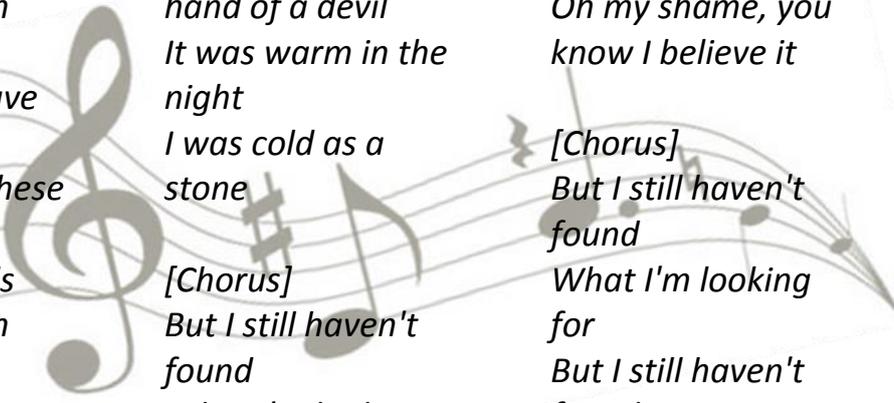
her finger tips
It burned like fire
This burning desire
I have spoken with
the tongue of
angels
I have held the
hand of a devil
It was warm in the
night
I was cold as a
stone

[Chorus]
But I still haven't
found
What I'm looking
for
But I still haven't
found
What I'm looking
for

[Verse 3]
I believe in the
Kingdom Come
Then all the
colours will bleed
into one
Bleed into one
But yes, I'm still

running
You broke the
bonds
And you loosed the
chains
Carried the cross
of my shame
Oh my shame, you
know I believe it

[Chorus]
But I still haven't
found
What I'm looking
for
But I still haven't
found
What I'm looking
for
But I still haven't
found
What I'm looking
for
But I still haven't
found
What I'm looking
for



• **FOCUS** **ON:**
Present perfect

NAME: _____

LYRICS SHEET

I still haven't found what I'm looking for - U2

- Listen, fill the gaps and sing the song

[Verse 1]

I have _____ the highest
mountains
I have run through the fields
Only to be with you
Only to be with you
I have _____, I have crawled
I have scaled these city walls
These city walls
Only to be with you

[Chorus]

But I still haven't found
What I'm looking for
But I still haven't found
What I'm looking for

[Verse 2]

I have _____ honey lips
Felt the healing in her finger tips
It burned like fire
This burning desire
I have _____ with the tongue
of _____
I have held the hand of a devil
It was warm in the night
I was cold as a stone

[Chorus]

But I still haven't found
_____ I'm looking for
But I still haven't found
What I'm looking for

[Verse 3]

I believe in the Kingdom Come
Then all the colours will bleed into
one
Bleed into one
But yes, I'm still running
You _____ the bonds
And you loosed the chains
Carried the cross of my shame
Oh my shame, you know I believe it

[Chorus]

But I still haven't _____
What I'm looking for
But I still haven't found
What I'm looking for
But I still haven't found
What I'm looking for
But I still haven't found
What I'm looking for

ACTIVITY 4: DESCRIBING PICTURES

TOPIC: WHAT HAVE YOU DONE LATELY?

TIME: 40 MINUTES

MATERIALS: FLASHCARDS

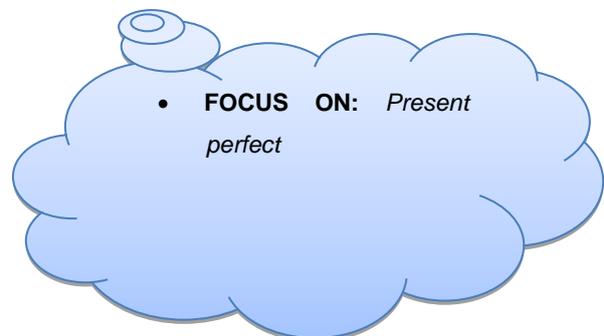
OBJECTIVE: TO TALK ABOUT ACTIVITIES USING PRESENT PERFECT

WARM UP:

- Use a Little ball and throw it to any student, the one who catches the ball must answer the question. What have you done lately?
- While learners answer the questions check the usage of present perfect in their speech.

PROCEDURE:

- Individually, give a picture to a student and ask him/ her to talk about what is in the picture.
- Learners must talk as if they have done the activity in the picture.
- Remember learners to use the grammar point given in this unit
- At least each student should produce 3 sentences per picture.





RIDE A BIKE



MAKE A CAKE



GO TO THE SWIMMING POOL



TRAVEL



TAKE HIP HOP LESSONS

UNIT 3: STORY TIME

ACTIVITY 5: STORYTELLING

TOPIC: ONCE UPON A TIME

TIME: 40 MINUTES

OBJECTIVE: TO TELL A STORY USING ADVERBS FOR DEVELOPING THE COMMUNICATIVE ABILITY.

WARM UP:

- Ask learners about stories from the childhood
- Talk about the ending of the most popular stories
- Give time learners to think about different endings of the stories mentioned and discuss.



PROCEDURE:

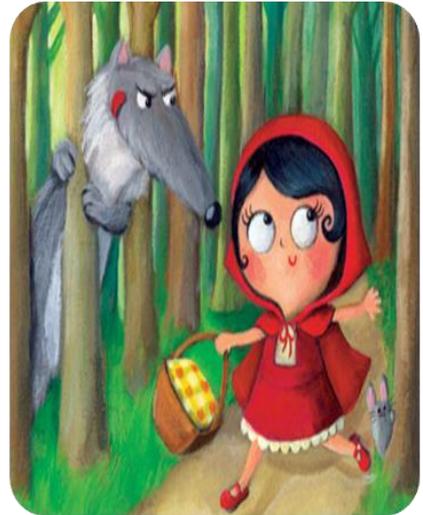
- *Bring four students to the front of the classroom. Three students should sit down in a row, and one of the students should stand behind them acting as a controller.*
- *The controller should have some cards in his hand containing nouns. The controller will hand a noun to one of the three students who will start to tell a story.*
- *The student will continue telling the story until the controller decides to hand another adverb to another student who will then take over the story.*
- *The story must be simple and short*

- **Focus on:**
adverbs

SAMPLE

LITTLE RED RIDING HOOD

- Once upon a time there was a little girl who had to bring food to her grandmother in the forest
- Before going out her mother awareness little red riding hood of the dangerous forest
- She was walking into the forest and **suddenly** a big wolf appeared in front of her. He asked her where she was going and **mysteriously** the wolf disappeared and run to the grandmother's house.
- When she arrived to the grandma's house she discovered her grandma looked different and after she realize the grandmother was the wolf in a disguise.
- **Unfortunately** he ate the grandma and he pretended to eat red riding hood too.
- **Happily** a hunter shot the wolf and took the grandma from the wolf's stomach.



Strangely

Carefully

Happily

Mysteriously

Suddenly

Unfortunately

ACTIVITY 6: THE BOMB

TOPIC: WISHES

TIME: 40 MINUTES

MATERIALS: A LITTLE PLASTIC BALL

OBJECTIVE: TO TALK ABOUT WISHES IN A SHORT PERIOD OF TIME IN ORDER TO EXERCISE THE BRAIN AND MIND.

WARM UP:

- Draw a chart on the board and write the word WISHES
- Ask some students to write wishes in the chart
- Talk about wishes and the reason of those wishes
- Remember the grammar structure for the speech

PROCEDURE:

- Ask a group of five students to sit in a row
- Tell learners to think about their wishes using the first conditional
- Each student has to pass a ball one by one
- Students have 15 seconds to tell a wish and pass the ball, if the student does not say anything until the 10 seconds automatically lose the game
- The one who stays until the end of the game wins



Focus on: First conditional

Example:

- If I study hard, I'll get a good job

UNIT 4: TRAVELING THE WORLD

ACTIVITY 7: RELAY THE MESSAGE

TIME: 40 MINUTES

MATERIALS: PRINTED STATEMENTS

OBJECTIVE: TO BE ABLE TO SHARE SPECIFIC INFORMATION

WARM UP:

- Ask learners some questions using tag questions.
Example: Are you hungry? Aren't you?
Did Dayana do the homework? Didn't she?
- Encourage students to follow the examples and formulate questions in pairs.

PROCEDURE:

- Put students in pairs or groups of three, assigning one (or two) as runner and one as writer. Sit the writers at tables at one end of the room
- Stick pre-printed messages at the other side of the room, one for each group or pair. These messages can be the same or different, easy or difficult, long or short, depending on the level and goals of the class.
- When you shout the word "GO ", the runner runs to the message, reading and remembering what they can. This can be as much as a few sentences or as little as one word. The aim is to be able to relay it accurately to the writer.
- The runner goes back to the writer to relay the part of the message that they memorized. The writer (you guessed it!) writes it down.
- Teams score points for speed but more importantly for accuracy of spelling and punctuation



BASIC

You don't know my address. Do you?

We aren't very closer friends. Are we?

We all know who's a much greener
traveler, Don't we?

INTERMEDIA

She is not going with us. Is she?

They are very different partners. Aren't they?

Albert Einstein was the smartest man of the twentieth century. Wasn't he?

ADVANCED

Jean has paid the phone bill. Hasn't she?

Drake and his father are going to visit the waterfalls.
Aren't they?

My boss hasn't revised his e-mail. Has he?

ACTIVITY 8: THE HANGMAN

TOPIC: A CITY LIKE NO OTHER

TIME: 40 MINUTES

MATERIALS: PICTURES

OBJECTIVE: TO RECOGNIZE DIFFERENT CITIES AND TOURISTIC PLACES OF THE WOLRD

WARM UP:

- Brainstorming of some places learners know or would like to visit around the world
- Talk about why they would like to visit those places
- Encourage learners to give some descriptions about what the places they mentioned.

PROCEDURE:

- Ask students to form groups of three.
- Choose one person to be the executioner. That person will have a picture with a city and mark out blanks (short lines) for each letter of the name of the city.
- The executioner must say a short description of the city without saying its name. This step must be done for each letter
- Then the other student player will guess a letter. If that letter is in the word(s) then write the letter in everywhere it would appear, a cross out that letter in the alphabet. If the letter isn't in the word then add a body part to the gallows (head, body, left arm, right arm, left leg, right leg).
- The players will continue guessing letters until they can either solve the name of the city.
- The executioner wins if the full body is hanging from the gallows. The gesser(s) wins if they guess the word before the person is hung.



SIDNEY



VENICE



PARIS



BRASILIA



NEW YORK

UNIT 4: NEWS MEDIA

ACTIVITY 9: SIMULATIONS

TOPIC: DISASTERS AND CONSEQUENCES

TIME: 40 MINUTES

MATERIALS: NO MATERIALS

OBJECTIVE: TO REPORT RELEVANT FACTS USING PASSIVE VOICE

WARM UP:

- Ask Ss. to remember some disasters that the country has suffered or any other country. Possible answer: Katrina Hurricane, Earthquake in Manabi, Tsunami in Indonesia.
- Draw a map on the board, then Ss. can write what they think
- Randomly choose some Ss. to talk about a disaster for example Earthquake in Manabi, and describe one consequence of it per Ss.

PROCEDURE:

- Ask students to form groups of three or four students
- Give students a topic about a natural disaster
- Demand learners to simulate to be in a newscast reporting a natural disaster
- Remember students to use passive voice to report the news
- As a suggestion, learners can wear clothes according to the topic or extra material such as microphones, cameras made of cardboard, etc.

TOPICS:

- ✓ *HURRICANE KIM*
- ✓ *TSUNAMI INDONESIA*
- ✓ *TORNADO IN CALIFORNIA*
- ✓ *EARTHQUAKE IN MANABI*



SAMPLE OF THE ACTIVITY

Characters: Journalist, news presenter, witness

News Presenter: Welcome to NBC news, recently we have being witness of the Earthquake in Manabi where lot of people died because of the collapse of houses and buildings. Now our journalist is in the place where all this occurred. Go ahead Dario Rivera...

Journalist: Good morning everyone, here we are in Pedernales Manabi that was the most affected by the earthquake. As we can see the food and basic services are not available for population, and we are very sure that some illness will appear overtime. Here we have some people that have lost their homes and they claims for help.

Witness: Please, we claim help from the government, we don`t have a house to live in peace or a job to make a living, everything was taken from us by the robbers and also the water was polluted by the garbage.

Journalist: That is all that people from Pedernales ask for, a home to feel protected and a job to survive. We hope the government does something in order to heal the suffering caused by the earthquake.



ACTIVITY 10: TONGUE TWISTERS

TOPIC: LET'S PLAY

TIME: 40 MMINUTES

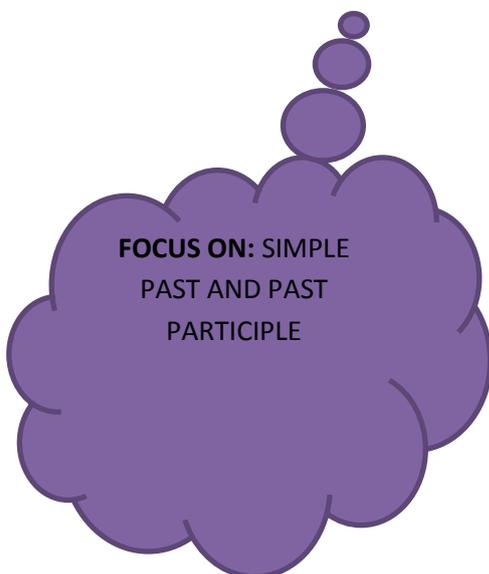
MATERIALS: TONGUE TWISTERS SHEETS

WARM UP:

- Ask students to write some sentences using verbs in present and past simple.
- Encourage Ss. to read the sentences they wrote as fast as they can
- Introduce the use of tongue twisters and how they help in the speaking skill.

PROCEDURE:

- Give students some tongue twisters on pieces of paper
- Ask them to read the tongue twisters aloud. Then faster. Then three times in a row.
- Ask the students if they have any tongue twisters in their L1. Have a go at saying them yourself. This usually causes a good laugh, and makes the activity more two-way and interactive.



TONGUE TWISTERS

TONGUE TWISTER #1 – PETER PIPER

- Peter Piper picked a peck of pickled peppers.
Did Peter Piper pick a peck of pickled peppers?
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers
Peter Piper picked?



TONGUE TWISTER #2 – THE BUG & THE BEAR

- A big bug bit a bold bald bear and the bold bald bear bled blood badly.

TONGUE TWISTER #3 – SHE SELLS SEA-SHELLS

- She sells sea-shells on the sea-shore.
The shells she sells are sea-shells, I'm sure.
For if she sells sea-shells on the sea-shore
Then I'm sure she sells sea-shore shells.



TONGUE TWISTER #4 – **SUSAN SANG A SONG**

- Susan sang a song at the seaside on the 6th of September because she saw some sunshine



TONGUE TWISTER #5 – **LAURA LAUGHED IN THE LAUNDRETTE**

- Laura laughed in the launderette at lunchtime because she lost her laundry



UNIT 6: A TECH – WORLD

ACTIVITY 11: SING

TOPIC: SONGS

TIME: 40 MINUTES

MATERIALS: LYRICS SHEET, CD, CD PLAYER OR SPEAKER

OBJECTIVE: TO RECOGNIZE THE FIRST CONDITIONAL AND IMPROVE PRONUNCIATION BY REPEATING THE SONG SEVERAL TIMES.

WARM UP:

- Ask Ss. to write some things or situations they would like to happen
- Ask some students to talk about what they wrote
- Talk about wishes and the reason of those wishes
- Remember the grammar structure for the speech



PROCEDURE:

- Give students the lyrics sheets, ask them to read it silently
- Demands learners to listen to the song once
- Play the song again and encourage students to fill the blanks
- One more time play the song and encourage them to sing the song by roles or teams
- The team who pronounce correctly the lyrics win

I wish I had her life

Look at her in the
spotlight
I love her purple
hair
She can do what
she wants to
As crazy as she
dares
She doesn't need to
be polite
I wish I had her life
Then I would be so
free
I wish I had her life
I'd be another me
Look at her in the
throne room

She has tea in the
morning
And bonbons every
night
Wouldn't that be
nice
I wish I had her life
Then I would be so
free
I wish I had her life
I'd be another me
They'd do my nails
I'd stroll the grounds
I would wear
whatever
And then I'd rock
Have time for me
It just might happen

Never
I wish I had her life
Then I would be so
free
And everything
would suddenly
Be just the way that
I dreamed it could
be
I wish I had her life
Oh, oh, oh, oh, oh
Oh, oh, oh, oh, oh
So beautiful and
bright
I wish I had her life

I wish I had her life

Look at her in the

I love her purple hair

She can do what she wants

to

As _____ as she dares

She doesn't need to be

polite

I wish I had her life

Then I would be so free

I wish I _____ her life

I'd be another me

Look at her in the throne

room

Have time for me

It just might _____

Never

I wish I had her life

Then I would be so free

And everything would

Be just the way that I

dreamed it could be

She has tea in the

And bonbons every night

Wouldn't that be nice

I wish I had her life

Then I _____ be so

free

I wish I had her life

I'd be another me

_____ do my nails

I'd stroll the grounds

I would wear whatever

And then I'd rock

I wish I had her life

Oh, oh, oh, oh, oh

Oh, oh, oh, oh, oh

So beautiful and bright

I wish I _____ her life

ACTIVITY 12: SIMULATIONS

TOPIC: TECH USERS AND COMMON HABITS

TIME: 40 MINUTES

MATERIALS: NO MATERIALS

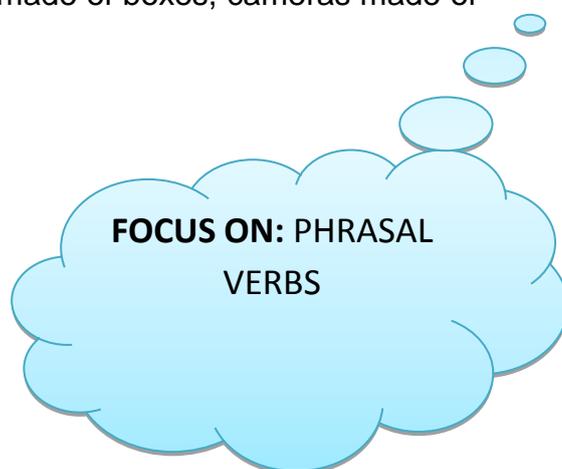
OBJECTIVE: TO TALK ABOUT TECHNOLOGY USING PHRASAL VERBS

WARM UP:

- Ask Ss. to remember some anecdotes that they have had with technology.
- Encourages Ss. to write on the board some words in Spanish that do not know how to say in English.
- Introduce the phrasal verbs.

PROCEDURE:

- Ask students to form pairs or groups of four students
- Explain students the situation: At the tech- store, you want to buy a new computer, smartphone or any technological device.
- Remember students to use phrasal verbs and vocabulary related to technology
- As a suggestion, learners can wear clothes according to the topic or extra material such as computers made of boxes, cameras made of cardboard, phones cases, etc.



SIMULATION SAMPLE

Characters: Salesclerk, customer

Place: Tech-store

C: Excuse me!

S: Hello Sir. May I help you

C: Yes. Can I see the new iPhone 7?

S: Sure. Here it is.

S: Is this color OK, or would you like a different color?

C: That silver one is fine.

S: Do you need any support before you buy the iPhone?

C: Yes, I want to know how to use turn it on and how to sign to the account.

S: Do you need any extra information?

C: Yes, the last one thing is how to charge it

S: It's very simple, just you have to hook it up with this charger, you cannot use a different one.

C: Ok, thanks a lot.



- Ministerio de Educación del Ecuador (MinEduc). (2014). *National Curriculum Guidelines*. Retrieved from Ministerio de Educación - Ecuador: <https://educacion.gob.ec/wp-content/uploads/downloads/2014/09/01-National-Curriculum-Guidelines-EFL-Agosto-2014.pdf>
- Presidencia de la República del Ecuador. (2011). *Ley Orgánica de Educación Intercultural*. Retrieved from Instituto Nacional de Evaluación Educativa | Ecuador: <http://www.evaluacion.gob.ec/wp-content/uploads/downloads/2016/07/Ley-Org%C3%A1nica-de-Educaci%C3%B3n-Intercultural.pdf>
- Secretaría Nacional de Planificación y Desarrollo del Ecuador. (2008). *National Plan for Good Living*. Retrieved from Secretaría Nacional de Planificación y Desarrollo | Ecuador: <http://www.planificacion.gob.ec/wp-content/uploads/downloads/2016/03/Plan-Nacional-Buen-Vivir-2009-2013-Ingles.pdf>