UNIVERSIDAD DE GUAYAQUIL  
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  

EDUCATIONAL PROJECT  

TOPIC:  
ANALYSIS OF LEARNING AND TEACHING OF THE ENGLISH LANGUAGE FOR 8TH GRADE STUDENTS FROM THE 24 DE MAYO

PROPOSAL:  
DESIGN LUDIC ACTIVITIES SUITABLE TO THE TEACHING-LEARNING PROCESS

THE FACULTY OF PHILOSOPHY, UNIVERSITY OF GUAYAQUIL.

In Partial Fulfillment complied with the Requirements for the  
DEGREE OF:  

LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN  
MAJOR IN: LENGUA Y LINGÜÍSTICA INGLESA

RESEARCHERS:  
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GUAYAQUIL- ECUADOR  
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UNIVERSIDAD DE GUAYAQUIL

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Apreciada Sra. Decana:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas de fecha 4 DE MAYO del 2015, en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización Lenguas y Lingüística, tengo a bien informar lo siguiente:

Que la profesora:

ANGELICA MARIA TRIVIÑO MACIAS

Diseño y Ejecuto el Proyecto Educativo

TOPIC:

ANALYSIS OF LEARNING AND TEACHING OF THE ENGLISH LANGUAGE FOR 8TH GRADE STUDENTS FROM THE 24 DE MAYO

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El mismo que ha cumplido con las directrices y recomendaciones dadas por la suscrita.

Los participantes han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a su APROBACION y se pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy Atentamente

LIC. JOE SOTO
Tutor – Asesor
DEDICATION
We dedicate this humble project to:

**GOD**

For given me such model parents and my mother with her fighting spirit because without her, I would not have been able to be where I am now. I cannot think of enough ways to thank you for what would adequately demonstrate my appreciation for all your inspiration, understanding, patience, tenderness, care and love that was always there even when I thought that I did not needed it, And to my whole family for always being there with their support.

ANGELICA MARIA TRIVIÑO MACIAS
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To Universidad de Guayaquil,
School of Languages, for molding us in their classrooms

To our dear teachers
Who taught and prepared us well with knowledge, wisdom and gave us
lots of comprehension.

To Mr. Joe Soto
Our tutor who gave us guidance, his time, his experience, and his affability

To MSc. Silvia Moy-Sang
For her unconditional support in this project.

To MSc. Jacinto Calderon Vallejo
He was constantly aware about our complete interest to do this
project

ANGELICA MARIA TRIVIÑO MACIAS
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**Resumen:** Learning is a process that most students find boring these days. However, we must find teachers’ creativity in order to do something a lot more fun, bring excitement when learning and have students do their best when learning the English language. Games motivate students’ language learning, their prior learning, the way they see thing and even the way they react to certain topics at hand, specially when these topics are new. Having the ability to express oneself in another language is a modern day skill that many believe is a luxury. But regardless how difficult it may seem, it is something that can be accomplished with the right tools and the right pedagogy, research, methodology and techniques in the classroom. This project’s aim is just that, to help students learn the language the proper way.
**REPOSITORIO NACIONAL EN LENGUAS Y LENGÜÍSTICAS**

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ABSTRACT

Learning is a process that most students find boring these days. However, we must find teachers’ creativity in order to do something a lot more fun, bring excitement when learning and have students do their best when learning the English language. Games motivate students’ language learning, their prior learning, the way they see thing and even the way they react to certain topics at hand, specially when these topics are new. Having the ability to express oneself in another language is a modern day skill that many believe is a luxury. But regardless how difficult it may seem, it is something that can be accomplished with the right tools and the right pedagogy, research, methodology and techniques in the classroom. This project’s aim is just that, to help students learn the language the proper way.
RESUMEN

El aprendizaje es un proceso que la mayoría de los estudiantes encuentran aburrido en estos días. Sin embargo, debemos encontrar la creatividad de los docentes para hacer algo mucho más divertido, aportar emoción cuando aprendemos y hacer que los alumnos den lo mejor de sí mismos al aprender inglés. Los juegos motivan el aprendizaje de idiomas de los estudiantes, su aprendizaje previo, la forma en que ven las cosas e incluso la forma en que reaccionan a ciertos temas en cuestión, especialmente cuando estos temas son nuevos. Tener la capacidad de expresarse en otro idioma es una habilidad moderna que muchos creen que es un lujo. Pero independientemente de lo difícil que pueda parecer, es algo que se puede lograr con las herramientas adecuadas y la pedagogía, la investigación, la metodología y las técnicas correctas en el aula. El objetivo de este proyecto es precisamente eso, ayudar a los estudiantes a aprender idioma de la manera correcta.
INTRODUCTION

Students these days face many problems reading articles in their own language; just imagine how many more problems they face when reading, speaking or writing in English. How can teachers help students visualize or have students mentally engaged when it comes to English?

It must be important to remind ourselves, students, institutes, communities, societies, towns, cities, regions, countries and the whole world how important English is these days. It’s the international language for not only communicating, but also business wise. Therefore, it is also imperative for students to master all of the English skills.

An utter understanding must be acquired by students as a whole. They should be able to fulfill the very needs in having a good command of common academic vocabulary, connecting information, grammatical structure, synthesizing information, making appropriate inferences, recognizing organization of a text, abstract ideas and being able to master the difficulty of a new learned language.

CHAPTER I: THE PROBLEM

This chapter consist of the location of the problem in context, Problem Situation, Causes and Consequences, Delimitation of the Problem, Formulation of the problem, Variables: Independent and Dependents; Evaluation of the Problem, General and Specific Objectives, Questions of the Investigation and Justification.

CHAPTER II: THEORETICAL FRAME

This chapter will relate about the background, Foundation, Theoretical Foundation, Epistemological Foundation, Pedagogical Foundation, Sociological Foundation, Legal Frame, Contextual Frame, Human talent and Glossary.
CHAPTER III: THE METHODOLOGY
This chapter will have substantial information according to the objectives, for its purpose, Types of investigation, Levels of the investigation, the procedure of the investigation, Instruments of the investigation, Methods, Observation, Inductive, Deductive, Heuristic, Scientific, Techniques, Direct Observation, Interview, Survey, Population, Sample, Surveys, Statistics, Conclusions, and Recommendations

CHAPTER IV: ANALYSIS OF RESULTS
Analysis of results, Conclusions, Recommendations and such.

CHAPTER V: THE PROPOSAL
Antecedents, Justification, Summarizing the diagnosis, Fundamental problem, Objectives of the proposal, General objective, Specific objectives, Importance, Feasibility, Description of the proposal, Application of the proposal, Human and economic resources, Materials, Location, Pedagogical aspect, Psychological aspect, Sociological aspect, Legal aspect, Mission, Vision, Policies, Beneficiaries, Glossary, Bibliography.
CHAPTER I

THE PROBLEM

OUTLINE OF THE PROBLEM
My Project consists of involving ludic activities to encourage the learning English process in every classroom. We are sure that with this ludic activities and resources, students will change their behavior about English classes and the way they feel about English teachers, spark their interest to learn English creating a more dynamic class. Now students demand the best education ever from their teachers and for them to know how to handle hardware or programs that make their classes easier in listening, speaking, reading and writing; without dynamic classes or use of the internet, this job could be so difficult and other problems can be generated: lack of participation in class, lack of interest, absences in English classes, or worse than this, leaving the class rooms and disliking English classes, students not being productive in classes, loss of time, disorganization in classes, backed up planning classes and annual plans as well; and finally, we can see a few teachers not having enough elements to assess a group of students because they were not present during the period of class, making them not fulfill their grades to the fullest due to the fact that they were absent, did not do any homework and did not take quizzes or exams adequately.

CONFLICT SITUATION
We were dialoguing with students and English teacher of eighth Course in 24 De Mayo COED HIGH SCHOOL in Quevedo, their issues in limited practice in their English classes, limited material and lack of audiovisuals resources make students not feel motivated to attend English classes; some do not do their class work, homework nor study for lessons, and these problems generate more problems like loss of time in school year
plans, bad relationships among students and sometimes a poor rapport with teachers. Obviously, teachers without resources, like in this case, will delay on their academic objectives and students’ learning development will be at a low. When I told them about implying activities that will help them comprehend English a bit better, all of them agreed with the idea and some couldn’t wait to begin.

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<tr>
<th>CAUSES</th>
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<tr>
<td>Not much understanding</td>
<td>Students have poor or no vocabulary</td>
</tr>
<tr>
<td>Lack of modern technology involved in the class room</td>
<td>Students do not know how to handle them correctly</td>
</tr>
<tr>
<td>Lack of audiovisual equipment</td>
<td>Teacher and students work in a traditional, old fashioned way</td>
</tr>
<tr>
<td>No interest from students in English classes</td>
<td>Students don’t go to classrooms because they feel they are wasting time in learning a language</td>
</tr>
<tr>
<td>Classrooms with few students in English classes</td>
<td>Delaying in school year plans or other extra activities</td>
</tr>
<tr>
<td>There is no a specific place where students could practice English</td>
<td>Low student skill development; they do not have support to do their homework and feedback their lessons.</td>
</tr>
<tr>
<td>Teacher does not have audiovisual resources to do his/her job.</td>
<td>Teacher does not get fulfill with their objectives in class and in general class plans.</td>
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**SOURCE:** English Teaching, Facultad de Filosofía, Universidad de Guayaquil.

**ELABORATED BY:** Angelica Maria Triviño Macias
DELIMITATION OF THE PROBLEM

FIELD: Educative, Superior level
AREA: Foreign language - English
ASPECT: Formative eighth level

TOPIC: Analysis Of Learning And Teaching Of The English Language For 8th Grade Students From The 24 De Mayo

PROPOSAL: Design Ludic Activities Suitable To The Teaching-Learning Process

PROBLEM APPROACH: How will ludic activities in the class room encourage English learning students to deal with a better command in connecting, understanding and synthesizing the language.

VARIABLES OF THE INVESTIGATION:

INDEPENDENT
To use a pamphlet with LUDIC ACTIVITIES to encourage English reading in the learning process.

DEPENDENT
Students’ performance in English Classes.

EVALUATION OF THE PROBLEM
The problem is evaluated for the following aspects:

CLEAR
Students’ low performance in the English subject and an uncommunicative relationship with their teachers and themselves were clear and evident proof which showed the problem at 28 De Mayo COED HIGH SCHOOL.
Students were not motivated to learn English, students’ performance was low and teachers did not have enough required tools or any other type of extra material to do their best.

**SPECIFIC**
After discussing certain topics with English teachers and students, I concluded that all of them had a clear understanding on the same issue. The lack of different ways to motivate English in the classroom could turn English classes boring and very unproductive for everyone, teacher and student.

**FEASIBLE**
This project is feasible because studies in several types of English class activities were chosen as the most practical and easier way to handle them with students’ performance. There is also minimum economical cost possible; this booklet of activities will encourage students to be interested in learning English.

**ORIGINAL**
We are sure that with this project will demonstrate that it is possible and very important to use Ludic Activities in order to encourage the English teaching-learning process, and it will motivate authorities to apply it in all classrooms as well.

**RELEVANT**
Our project is relevant because authorities, teachers and students will know how important and helpful English classes are. Our plan just acting out in all areas will show that it needs to be extensive to all the classrooms; finally, students will develop interest and knowledge of their own about English and all its aspects.
EVIDENT
Low grades, students’ low performance, incomplete objectives, the relationship between teachers and students, the lacking of interest in English classes, not inclined to participate in any English involved skill, all these facts, make this problem evident. And if it is a necessity to have professionals with academic excellence, professionals according to actual necessities and legal requirements, it is also important that they learn how to get more involved in classes given in English.

OBJECTIVES:

General:
To determine how important and helpful the use of ludic activities are as an elementary resource in the English teaching-learning process.

SPECIFICS:
1. To assist students into managing all their English skills, cooperate and deal with present problems they may have while learning English and gradually help students reach objectives and skills.
2. To install a Ludic Activities pamphlet that can develop students’ skills and make them successful in English comprehension, common vocabulary, information, appropriate inferences, synthesize information and resume major ideas.
3. To improve students English skills to the maximum and change students’ attitude in front of the English teaching-learning process.
4. To dialogue with students about how important and helpful English is, and to activate all its benefits into students, so they could take advantage of their English classes.
5. To show English teachers that there can be other means that can help students reach English learning objectives.
6. To strengthen students’ skills about reading.
7. To soften relationships between teachers and students.
8. To allow students with information about the excellent quality higher education is given at Universidad de Guayaquil and to start navigating its page: www.ug.edu.ec.
9. To get an English class full of students that are willing to learn.

QUESTIONS OF THE INVESTIGATION

1. How satisfactory is English in your institute?
2. How satisfactory it would be if you receive classes in an English Laboratory to develop the overall skill?
3. How satisfactory and important do you consider vocabulary resources in an English class with Ludic activities?
4. How satisfactory is it for you to use internet to practice English?
5. How satisfactory it could be if you use internet to prepare students for your English lessons?
6. How satisfactory and interesting would it be if you practice activities in an English classroom?
7. How satisfactory is it for you to use modern technology involving English?
8. How satisfactory and interesting is for you to combine technology with learning English?
9. How satisfactory is it to practice English reading in a laboratory?
10. How satisfactory is to have audiovisual aids to put into English practice?
12. How satisfactory is to develop English skills using modern technology internet and an English pamphlet? What are the causes of the problem?

JUSTIFICATION
My project is completely justified because its purpose is to solve an evident, solid problem, and my proposal is to eventually end it. Changing the students’ attitude about the English subject and giving them the most possible tools and resources to sustain the teaching-learning process is my objective with this booklet.

This humble project will be different and modern. It will demonstrate that, at a very low cost of just making copies of the source, it is possible to build a classroom, and use all its benefits economically, like our Ludic Activity pamphlet. It is necessary to create such material to support the English teaching-learning process because this important pamphlet provides a source of knowledge that will keep them engaged about Grammar, listening, speaking, reading and writing, vocabulary, etc.

FEASIBILITY: The realization of this project has a high level of feasibility because it demands for an appropriate budget, I have enough resources like office and technological material and human talent such as the researcher and tutor to get this project going and put into practice in any institution that faces the same problem as the ones in 28 De Mayo public school or English institute.
LIMITATIONS: This project presents no limitation on the part of the authorities, English teachers, students and other members that make up the Board Of Directors in “28 De Mayo” High School.

METHODOLOGICAL DESIGN:
In this part of the investigation, a sound and evident concept must be reached and also the solid conclusion that this is more than just useful for teachers. It’s also vital for any other type of experiment such as implying it with kids that are classified as special need children, or even dealing with any other problematic issues such as phonetic misspellings, improper pronunciation, and enunciation.

This type of research can also help in doing other type of investigations that can be related to the human being learns and how information is processed, the way memory works and how important different types of activities influence in learning a language.

Throughout thorough surveys and interviews, concrete evidence that such booklet is needed in order to improve vocabulary by using ludic activities in the classroom was able to be proven. The activities were the ones that played the role in students’ performance giving results where progress was shown in students’ class performances, ability to show skills learned in class and evident cognitive proof when students delivered the language learned.

Theorically, I can conclude that with this booklet of ludic activities being involved in the class room, student will be able to develop their skills to the maximum due to the simple, evident fact that students are motivated to show and proof what has been learned during the English period. Eventually, students will get the importance of the English language and see that it is also a tool that can help them develop the social skills that are
needed to go beyond an audience that is only of one language, giving them the opportunity to explore different worlds in a future time.

In the professional method, there is no doubt with the observation obtained from this project that this ludic activity pamphlet is effective. As educators, teachers have to go further than a book, beyond a lesson plan, or a simple English class. They have to find other ways and effective samples in how students can be assisted into achieving not just English learning, but also how to survive out there in the world productively in all aspects of their lives. This booklet can help educators reach objectives and aims.

UNIVERSE AND SAMPLE
The following figures and numbers are based on the student count from the 8th grade at 24 De Mayo High School. Based on these percentages and complete numbers, we have been able to deal with the problem and with a lot more precision. The most common problems that students and teachers encounter in the classroom were also dealt with in the investigation.

CHAPTER II: THEORETICAL FRAME

BACKGROUND OF THE RESEARCH

Ludic activities and vocabulary learning are essential venues in the realization of this project. There are documents, archives and research focused on promoting the use of ludic activities in order to achieve meaningful English learning.
It is essential to lay the foundation of the theoretical frame and it is important to define and provide the background of the investigation. I have read and reviewed some articles, books and additionally I have done some investigations in libraries, which have helped to supply the knowledge about this project.

There may be many ways to encourage, motivate and help students into learning the English language in a complete cooperation and engagement from students, but when you do it with ludic activities, it can be the most interesting and effective way. Students are in an active learning stage when they are in school. Thus, this is the most important time to seize its advantage and stand out all their knowledge to the maximum.

In “24 de Mayo” School, the place where the present project is developed, there has not been any research conducted regarding the impact of ludic activities in learning the English vocabulary, for that reason, this project is the first one to be done in this school.

THEORETICAL FOUNDATION

1. Why teach using ludic activities? In this case, it can be said that ludic activities have many objectives such as the one below.

“Sometimes we play games, at other times, as when we gambol, or romp, or swim, or talk in the woods, or yodel, or doodle, we are just playing.”

(Wimsatt 1973, 359.)
Zimmerman, 2004, page 159
2. **What is the definition of ludic activities?** Ludic activities are those that are centred in student and not the traditional way. These activities have demonstrated to show advantages in the learning process. They cover many ways of doing activities with the use of visual aids, multi task, and integrated activities and with task and objectives in mind.

3. **What is the importance of ludic activities in English learning?** These activities motivate students’ prior learning and their cognitive brain area in which makes learning meaningful, building students competences and applying them in language learning.

4. **The importance of ludic activities in language learning:** these activities ignite the natural approach and teachers can have the opportunity to also activate other methods and techniques to help students learn easier, like with activities where TPR, total physical response gets involved in activities where student have to role play or act out in a given situation.
TOPIC:
ANALYSIS OF LEARNING AND TEACHING OF THE ENGLISH LANGUAGE FOR 8TH GRADE STUDENTS FROM THE 24 DE MAYO

PROPOSAL:
DESIGN LUDIC ACTIVITIES SUITABLE TO THE TEACHING-LEARNING PROCESS

1. What type of abilities and competences will this booklet of ludic activities help develop in the typical classroom?
   Teachers and students will see how important and helpful this modern booklet could be in the English teaching-learning process, and using this type of source can be not only motivating but also useful to teachers and of course to students learning because of its student centered activities.

2. Which methodology will be used with the handling of this booklet?
   The multi skill method is one that must be involved when English is
taught as a whole concept. Communicative approach is the method which will be involved the most due to the fact that it’s involved in all the four skills that need to be addressed when learning English.

3. Teachers and students know and consider how important it is to understand language learning, especially in English. One way used in learning any language is with involvement of the students in activities that are student centered and are presented, practiced and then produced by the students.

4. The activities and the extra material must be of the utmost interest and quality to get students involved in full language comprehension and meaningful learning.

5. Teachers must imply motivation in students so they can get the full understanding when learning the language through participation in ludic activities.
   Any of these language learning Approach Theory also collect information on how to improve students’ performance gradually. They also address the language competences and have students involved toward those goals as a whole, taking every approach present and students will reach complete language learning.

6. Where is this project going to be performed?
   This project is going to be performed at 24 DE MAYO located at Santa Rosa y Juan de Dios Zarate. This area was chosen because its Dean considered this space was the most appropriate to apply our project in. Students at 24 DE MAYO must learn English in the classroom with activities that are set according to students needs and have the most acceptable qualities for such learning to take place.
7. Why is this booklet important to develop and improve students’ language learning skills?
This booklet activities are aimed at all the language abilities with the help of updated vocabulary, reading activities, listening task and other exercises that will improve their English learning.

8. How this booklet may contribute to have a good understanding of the language?
This pamphlet will be based on activities that involved the four abilities found in English that students have to reach as their learning objectives, listening, reading, speaking and writing. This vivid, colorful pages are aimed to give students a better understanding with visual aids when learning.

9. What strategies will be used to present the usefulness of this booklet?
We will use the booklet in practical English classes. We will show that this booklet will help our English classes to be more dynamic and student centered, providing meaningful activities first and making language learning easier. Students must be inclined in learning more terms on their own and not just wait for their teachers. Students will become knowledgeable about the English subject. Teachers will have plenty of resources in order to give their best performance in the classroom with their students and learning taking place.

10. How will this project incline students into learning?
This project will incline students to become better in English learning because they will see with their own eyes that English learning can be easier than what expected; then, they will be
interested to get involved more into learning.

**EPISTEMOLOGICAL FOUNDATION**

It is elementary that we know the Epistemology definition:

**What is Epistemology?**

Epistemology studies the way in which we learn something. It answers the question, "How do we know?" It involves the character and structure of concepts, the power of the senses, logical reasoning, opinions, ideas, and reminiscences feelings. It means how our minds are associated to reality and whether these associations are suitable or not.

**Why is Epistemology important?**

If epistemology is the way how we learn, and if we learn using all our senses, we may conclude that we assume an event according to stimulus that our brain receives, no matter if our reasoning is right or not, no matter that those same stimulus caught by another person could be interpreted in a different way from us. Then, if we understand that every student is a different world, we will have different reasoning among our students. Teachers must handle a correct epistemology in order to help students get knowledge in a right way.

**Which are the key elements of a proper Epistemology?**

A proper epistemology must be balanced in:

- **Senses:** perceive stimulus or information from external world.
- **Reason:** our particular way to gaining knowledge and understanding.
- **Logic:** it is the coherence that exists among all our knowledge.
- **Objectivity:** when we relate our knowledge with reality to determine its validity.
- **Concepts:** judgments about specific facts of reality.
Types of Epistemology:
Most philosophers have different ideas about how many types of knowledge are there, but they agree that we have knowledge of different types:

1. Logical. - This type of knowledge is the result of understanding the relationship among several ideas. Some rules of law of logic permit us to claim our own knowledge. This type of knowledge originates in our senses. Then, if our brain is different from others, logically, our judgments will also be different from others. Everybody assumes any event as false or true according to their knowledge, or logically connected ideas.

2. Semantic. - This knowledge is the result of learning the meaning of words. We know a word, then we know its definition. These definitions are written in dictionaries.

3. Systemic. - This is the result of learning words and symbols involved in a system, that is Mathematics or Geometry, and the relationship among these words and symbols, inclusive to their operating rules in each system. All these words and symbols connected to their operating rules make part of a systemic knowledge.

4. Empirical. - There is a knowledge that comes through our senses. This knowledge is known as empirical knowledge. Here, we apply scientific methods more rigorously to reach to an accurate knowledge, through investigations, careful observations, hypothesis, etc.

A recent popular theory of knowledge holds that knowledge implies a belief, and a belief does not imply knowledge. When people claim to believe an event as real, they believe that it is so. This is the common part
of these four types of knowledge.

**Epistemology of Education:**
We know that Epistemology involves a division of Philosophy. This branch studies the character of knowledge; the processes that help us acquire it, and its validity. It is so important that educators teach students those results that experts in several fields have revealed or constructed and transcended to future generations. But, we may assume that it is more important for teachers to be sure that their students learn those processes and detailed skills that investigators applied in their discovery or building of information.

**Epistemology applied to project:**
If Epistemology means to use our senses to learn something, it will make the application credible of this project using technological audiovisual resources, because these tools allow us to use basically our eyes and our ears. Then, we will major our skills in several fields, that is verbal communication, listening, pronunciation and reading. Obviously, these skills will encourage the English teaching-learning process. Reading offers a lot of information which motivates students to investigate more about the subject. Besides, students enjoy modern Reading stories about topics they can relate to; it will not be hard for them to use this pamphlet to improve their reading English knowledge, and teachers will do their best jobs.

**PEDAGOGICAL FOUNDATION.**

Pedagogy is the art or science of teaching. This is a word originally Greek: paidagogos, and it is related with children. Actually we use the Latin word pedagogy in our educational concepts; this expression is
commonly used when we talk about the teaching-learning process. Teachers are always looking for different ways to help students get knowledge. Technology is updated every day and reading such language can be a difficult task if students are not updated with the language, so it is always against the teachers and students’ favor. Then, modern technology and pedagogy go hand in hand in order to make up new ways to teach any subject. Reading is also one of such subjects. Teachers are obligated to be update with these so important tools in their daily jobs and students must keep up with such readings.

**TYPES OF PEDAGOGY:**

We can know five divisions:

1. **Problem-based learning** (PBL) is a type of pedagogy that supports students to learn a scientific problem through the investigation. Students learn in small self-directed groups to identify, execute, and reproduce an investigation which can be a ‘real-life’ problem.

2. **Workplace Learning**, or training in the workplace. Therefore, workspace learning offers skills and guides to the faculty to innovate. Learning in the workplace is relevant because a long-lasting learning is needed to rise competition, so that, modern teacher should support and value this practice.

3. **Collaborative Learning.** It is used a lot. When teachers make groups of learners with a specific objective, which is to achieve a learning goal. Students with different routine levels can work together to reach a common goal, in groups or in pairs. They have a shared responsibility, then, the triumph of a student can facilitate the other students to be
4. - Inquiry. - This type of pedagogy shows us a responsible student who must establish what he needs to learn, identifying resources and the best way to use them. Students choose a topic as a problem and they decide the method to solve it, introducing a report which details a hypothesis and make their own observations and conclusions, and the most important, evidencing what they learned from this experience.

5. - Project-Based Learning. - This type of pedagogy encourages students to do their best, using higher thinking skills. They must demonstrate their top aptitude of learning, and assume conceptions with simple proofs. Students need to know what they must know, comprehend and apply to complete the project. Here, teachers become organizers of their activities.

In this project, language learning is something that teachers and students alike have to take advantage of it so learning can be to the maximum.

PEDAGOGY APPLIED TO ENGLISH LANGUAGE.

The kinds of methods, rules, activities, resources, are all known and also necessary to use several of these when teaching English. Basically, underlining students’ needs, background, behavior and other factors, the teacher would be able to come to his own conclusions to what pedagogy must be used in his classes.

English teachers are obliged to have creativity to the maximum due to the fact that another language, culture, customs and way of life are being taught. Students’ environment is not English; therefore, it is sometimes difficult for teachers to “break” their linguistic barrier and pattern and to
teach student new concepts, and making them breathe, live and think in English. It is difficult also if there is age difference involved due to the fact that older students have a different way of problem solving techniques. Their problems are a lot more complicated than the ones that younger students have and this can interfere or lower the learning capacity of the new language being learned.

The adequate time for someone to learn a language is at a young age. Not only because the brain is at the sponge stage and all information is absorbed, but it doesn't face the everyday problems like an adult brain would. The young brain can also adapt the authentic pronunciation, diction, word stress and all the other characteristics that are found in a native speaking person of the language being learned. It's of the most accurate language acquisition when a language is learned at such early age, and even the intelligence quotient of the person increases when the brain manages two or more languages properly.

**SOCIOLOGICAL FOUNDATION.**

Sociology has been studied since the 19th century. Sociology has many concepts involved and we have elaborated one of its definitions that was researched on the internet from the “British Sociological Association” from The United Kingdom. This was first published in 1967. Now we are going to analyze its etymological concept: “Sociology” origins from the stem “socio-”, which is from the Latin word “socius”, that means member, friend, or ally; referring to people in general, and from the Greek suffix “-logy” which means "study of". Sociology studies human beings attitude, behavior and how it plays among others, their social rules, processes of organization of their associations, groups and institutions. Sociology analyzes and studies human beings in short term and globally. Many professional create sub-
studies out of Sociology

TYPES OF SOCIOLOGY:

We know that education is the standard process which organizes and regulates the way societies hand out knowledge and moral principles to their younger generations so communities, towns, cities, countries and continents could follow their set rules and cohabit. Sociology of education is the common mass built in education. It deals with education’s sociological issues, socialization, culture and economic development.

- **Social organization**.- Studies men into various institutions, social groups, ethnic, religion, politics, economy, etc.
- **Social psychology**.- Studies human nature as a result of group life, collective behavior, social attitudes and personality formation.
- **Social change and disorganization**.- Studies changes in culture and social relations and the interruption that may follow in society: young delinquency, family conflict, divorce, etc.
- **Human ecology**.- Studies the environment and conduct of people and its relationship with theirs social institutions. Here, mental illness, criminality, drug addiction are shown in city centers and other highly advanced places.
- **Population or demography**.- Number of people, conformation and quality, and its influence in economic, political and social system.

- **Sociological theory and method**.- It refers to usefulness and applicability of the ideologies and theories of the life of group to regulate men’s environment.
- **Applied sociology**.- Takes advantages of results of sociological investigation in several fields, such as criminology, community
development, family counseling, ethnic relations and other aspects and issues of daily life.

(From the New England multifunctional research center for language and culture for education)

CONTEXTUAL FRAME

The school of languages and linguistic belongs to Facultad de Filosofía, in Universidad de Guayaquil. It was created on _(WHAT DATE)_ . It performs its activities at CIUDADELA UNIVERSITARIA. We know that actually VOCABULARY offers MANY resources, tools and HELPS develop all kind of activities to achieve the learning of a new language, in our case the ENGLISH language.

This project consists of a booklet that will not only aid students find and resource new vocabulary words, but it will also create a new phase of learning with dynamic activities, gradually challenged tasks and will even change most of their attitudes about the way English classes are being handled and the way the feel about English teachers, helping them to have a wide comprehension about Reading skills, sparking up their interest in English learning, and providing teachers and aspiring teachers a guide that will assist them in the Reading skill and all its concepts.

To the birth of this project, it was necessary to investigate about the topics
as well about the dependent and independent variable.

**CONTENTS:**

**LUDIC ACTIVITIES**

- Game concepts - involve most intelligences in which students must involved kenesthetic, TPR (totally physical response), audio, mathematical, etc.
- Psychological theories about the game - how they activate reasoning in students.
- Game features - vivid, educational, interactive and fun
- Game benefits - prepare students in learning adequately any concept.
- Game importance - to have students in full readiness when learning a language.

- Play and education - activities that are similar in students' first language and also adaptable in students' second language.
- Game and motivation - vivid realia involving students in complete class participation
- Playing and learning the English language can not only be fun but educational to students in areas where they can all relate to their everyday life experiences.

**TYPES OF LEARNING:**

- Significant - Learning - when meaning is needed, students must be subject to such activities in class. **Reading** is one of these inputs needed for students to have a complete understanding of the language. Thus, improving their **vocabulary** will make reading a lot more comprehensible.
• Repetitive–Learning- These drills are also effective and so is reviewing activities so students can memorize and improve learning vocabulary. Memory plays a major role in the things we do, the things we learn and how to apply them again whenever such information is needed, whether to solve problems, communicate, or simply visualize situations.

LEARNING STYLES:

□ Kinesthetic- The booklet is designed to engage students into role play, situations, what if situations, and of course vocabulary. Teachers need to be creative and have well planned lessons too.

□ Verbal- speaking is promoted with the use of the booklet not just by making students provide meaning, but also by motivating students to produce sound communicative language.

□ Visual- the colorful pictures and images also activate the visual intelligence that is in students. Pictionarys have been known to activate visual competence.

• Auditory- teachers’ pronunciation is a very required item when using this booklet. Students are also oblige to do research of their own by finding pronunciation in songs, TV shows (if possible), movies, the internet and its virtual dictionaries, etc.

LEGAL FOUNDATION
On January 15th. 1999, during a session of the honorable directive council, principals of Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil resolved to regulate a new requirement for getting a degree in English; then, future professionals were to design an educative project, which helps solve a specific issue in any educational institution about the English learning-process. This resolution was ratified on February 9th, 1999.
To solve common educational problems in all levels, it is the main purpose of this requirement which allows Guayaquil’s society to gain a learning-teaching process with academic excellence involving teachers and with the whole educational system becoming a stepping stone to reach one of the Ecuadorian government’s goal, the good living act.

We can conclude that both our project research and the application of our proposal are supported by the National Education Authority because they try to satisfying the right of a quality education throughout innovating ideas that solve serious problems in the English teaching-learning process.

**OPERATIONALIZATION OF THE VARIABLES.**

<table>
<thead>
<tr>
<th>Variables</th>
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</thead>
<tbody>
<tr>
<td>Dependent- analysis of learning and teaching of the English language for 8th grade students from the 24 de Mayo</td>
</tr>
<tr>
<td>Independent- design ludic activities suitable to the teaching-learning process</td>
</tr>
</tbody>
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**INDEPENDENT: VARIABLE**

Students that do not have a reliable source as proper learning material eventually lack motivation in English classes. It is even more noticeable their lack of interest when they have no idea in understanding or reaching the objective such as meaningful learning. It creates a classroom with
derogative attitudes, a permanent dislike towards English classes, not a good relationship among students, and sometime with teachers as well. It can produce even chaotic situations if there is no class management present from the teacher or the teacher may be new, causing more problems and keeping students from reaching objectives in learning the language.

**DEPENDENT VARIABLE:**
Providing a booklet with ludic activities that can assist in all these problems previously mentioned is the sole purpose of this project. Even though teachers have material, they still need to have multipurpose aids that can help them and students perform to the best of their abilities. The booklet is also aimed to initiate most of the intelligent abilities humans possess by activating students- cognitive with the help of vivid pictures, examples, wording, word stress, word usage, sound meaning, student-centered activities and comprehensible exercises that can be done after each lesson as a review, warm up or even sent as homework.

**RELEVANT CONCEPTS**

**Ways to Master English learning**

The best way to learn English vocabulary is by different activities and getting students involved with explanations of meaning, examples of usage and follow up exercises. It is possible to practice English learning through exercises in **listening** comprehension, vocabulary, grammar, **speaking**, **reading** and also **writing**.

1. English students should have a list or more than one, by **abilities** if necessary, of challenging words and their meanings and also of phrases (expressions) on every topic and with example sentences,
meaning and exercises to practice on. Students should read these activities as many times as possible and of course use English to English dictionaries. It is necessary and very important that students also create their own sentences in those activities, and teachers must help students in building confidence when expressing and participating.

2. Students should train with pair work, group activities where participation is a must. Pair work is more productive than group work because 50% of production is done from each student, practice as much as possible in class activities with dialogues, narrations (telling stories), “what if” situations, questions and answers in different situations, discussions, talking points and expressing opinions and views on real life topics with role plays and issues.

3. English learning students can also dominate language by reading topic orientated texts as homework, classwork that can be sent also as extra activity, listening to everyday topics with important content from televised English programs if possible, CD’s, or even do writing of their own about everyday things, which help them activate their prior knowledge.

Teachers should encourage students to practice as much as possible in and out the classroom using prior knowledge activated exercises in which note taking is involved, paraphrasing, and creative writing. Vocabulary in sentences created by them is also a function that can be assessed as part of language learning.
CHAPTER III
METODOLOGY

BACKGROUND

The methodology is heuristic because it can be done from the top down approach or vice-versa. In this process, students showed the lack of English understanding and most of the class was without the proper tools and equipment. There were no up dated material and the English language is something out of the common norm. There is no motivation in the students nor the participation of English in class. Their pronunciation also seems poor and the classes are mostly if not all in Spanish.

This project is according to the set standards to back up my proposal, to teach ludic, motivating activities for the language learning, like role play, bingos, dictionaries contents, songs, mimics and gestures, etc.

Types of investigation.

In order to develop this project, the use of several research techniques for the task at hand were needed:

RESEARCH METHOD.

Researching includes the collection and analyzing of other people’s opinions in order to have concrete answers for any type of request or question at hand, and to provide the most accurate background information in order to help explain observed events. This method is considered descriptive because its main characteristic is to give as much details as possible in an adequate, understandable method, the course of the research at hand and with all its steps, one by one.
INTERVIEW.

The interviews were able to give us concrete information from all aspects that need to be fixed within the classroom, the students, teachers and school director. We applied the surveys to students, English teachers and the Principal of the School as well.

NATURALISTIC OBSERVATION

Colegio 24 de Mayo students were observed and I was able to conclude that students' behavior and rapport with teachers and other authorities were at a stale. Conversations and other type of dialogues were conducted in order to get to the core of the problems, like no communication in English, the lack of vocabulary and other deficiencies that could be found in the class.

QUESTIONNAIRE SURVEY

It help me come to the closest conclusion that students and the school was in need of motivation and enthusiasm when it was about classroom activities. The results also showed that the staff opinions were sincere and truthful for me to validate my conclusion.

LEVELS OF THE INVESTIGATION

Stage 1: Focusing and planning.
It must be confirmed that the very reasons students have no or low English standards are because the students are in a low English level course in the English subject at 24 de Mayo. To accomplish this, we decided to research eighth course because of their language deficiencies.
Stage 2: categorizing information.

The information needed gave me the proper perspective to reach opinions and suggestions to address the problem at hand. This was enough probability to address all the problems that the school has academically.

Stage 3: Analysis

In this phase, all the information was analyzed, tabulated, annexed and filed. Then I made them to graphics and concluded all the reliable recommendations.

Stage 4: Reporting

Finally, a full report that possessed tabulated information was made, documented, and the surveys that were given to students was also tabulated and documented. English teachers and school officials, statistics reports, pictures of each level of research and miscellaneous comments and reports were also annexed.

Procedures of the investigation.

This investigation was made in base of the following elements:

- Problem approach
- Design of the theoretical frame
- Investigation plan
- Applying instruments of investigation
- Organizing, analysis and interpretation of results
- Conclusions and recommendations
CONCLUSIONS

☐ Of the students and teachers know that do not have a specific room where English learning could take place.

☐ Of the students want to have to improve their English teaching-learning process.

☐ Students consider it very to have modern resources to develop their reading skills.

☐ Students (are/are not) conscious about the necessity to learn English in a better way.

☐ Students seemed about our project.

☐ English teachers and head officials agree with them.

☐ Teachers were emphasized to ask for improvement in English classes.

☐ English teachers considered that vocabulary is a tool to improve their best.

☐ Students considered it to have a special classroom to learn English, with modern material to improve vocabulary skills.
RECOMMENDATIONS

☐ Authorities should give more importance to the English as a subject.

☐ Students should have the opportunity to handle this project to practice English.

☐ English at the classroom must be opened to students with more frequency.

☐ To take advantage of this project, and adequate other classrooms so they could have a lab if necessary.

☐ English teachers should be updated about how to handle vocabulary.

☐ Students should be involved in class participation for learning.

☐ English teachers should plan their classes using reading passages or the vocabulary activities as a main resource.

☐ To coordinate the journal schedule for English classes in order for all students may be involved.
CHAPTER IV

THE PROPOSAL

CHAP DESIGN LUDIC ACTIVITIES SUITABLE TO THE TEACHING-LEARNING PROCESS

BACKGROUND

After checking and revising the files of the Universidad de Guayaquil Library, I could conclude that this booklet of ludic activities has not been filed as a source to be used in the educational field with students of the 8th grade in the Basic General Education. Therefore, I am certain that my project is new to this issue and should be applied as much as necessary to help improve the English learning process with students of the Basic General Education. It can be used and considered as supplemental material for future classes and students in the 24 de Mayo school in Quevedo, Ecuador.

JUSTIFICATION

Teachers are in constant need of new material, ideas, and ways to apply methods when giving classes. We are also the ones that are on first basis with our students and that is why I know that this project is justified. The purpose of having ludic activities is to promote the English language learning at the 24 de Mayo High School in Quevedo, Ecuador. This booklet will enhance communication, vocabulary learning, reading comprehension, listening acquisition, language production and other related benefits for student of the eight course. The sole objective is to make students aware also of the importance of the English language these days. The students may not have digital equipment as part of their learning experience but they are aware of how much information is in the English language in the internet. Thus, making English the worldwide language and Lingua Franca of today.
OUTLINE OF THE DIAGNOSIS

The problems found in the diagnosis gives a clear and evidential result that these problems can be addressed in vast need. Students have a lack of the language. They need constant practice of it. Reading understanding is at a low, and most of the classes they receive are in Spanish. A lot of them are interested in improving their language learning for various reasons and teachers are giving their utter support to do so as well.

THE FUNDAMENTAL PROBLEM

It is noticeable the lack of English skills in student of the 8th course in the 24 de Mayo High School in Quevedo, Ecuador. Not having the proper material does not help students overcome such flaws either. Students when it comes to vocabulary learning, have a poor knowledge of it. Speaking abilities are choppy, intonation is more orientated to the one of their mother tongue, pronunciation is off proper stress and diction, no enthusiasm can be seen in students about learning English, poor or no participation in class, and weak class planning is also part of the problems that were found.

GENERAL OBJECTIVE

To have a pamphlet of ludic activities suitable to the teaching-learning process for the students of 8th grade at the 24 de Mayo High School in Quevedo, Ecuador.

SPECIFIC OBJECTIVES
To apply dynamic processes. (audio-speaking-reading and listening activities)

To improve the oral, reading, writing and speaking competences and understanding in students of the 24 de Mayo.

- To enhance the student’s English communication skills
- To have students enrich their English learning abilities
- To encourage and emphasize the importance of English speaking and listening.

**IMPORTANCE**

My project is important because it focuses in students weaknesses in order for them to improve their language abilities. There may be similar projects to mine, but this one has a more intense focus on the everyday problems that students face daily in the classroom while studying English.

**FEASIBILITY**

The proposal is feasible due to the support that it has received from University officials, school officials, parents, students, teachers, and the community as well. This problem has a solution but the way it has to be addressed is the most valuable fact. It can be fixed eventually and it needs to be taken care of so Ecuador could easily bring out more English speaking Ecuadorians.

**DESCRIPTION OF THE PROPOSAL**

The present proposal will be implemented during the present school year 2015 in the 24 de Mayo HS, in the month of April with the students of eighth grade basic education at 24 de Mayo High School.

The handbook contains 20 units about reading activities, variety of exercises, and descriptive, explanations about when vocabulary needs to
be applied in order to reach understanding in the language.

The content of our handbook will be designed according to the student’s vocabulary knowledge evaluated by a diagnostic exam that was given on the 28th of April and for the implementation of this proposal we will need 30 classes.

**APPLICATION OF THE PROPOSAL**

We used our handbook “PRACTICE ENGLISH” which contains reading, vocabulary, listening exercises that have vocabulary in context that helps activate the communicative approach, and students prior knowledge that can be used in today’s classroom activities.

The application of my proposal is made up of 4 phases:

**PHASE I:** Activate vocabulary comprehension and meaning.

**PHASE II:** Linking previous vocabulary, intonation, reading comprehension and other patterns that content through meaningful learning and constructivism involving ludic activities.

**PHASE III:** Practice of new methods to support student’s oral production, vocabulary meaning, reading understanding and listening acquisition.

**PHASE IV:** Evaluation of how students basic skills in the class.

(no presenter esto para el Sistema unkurd porque es un proceso muy general igual como un horario de clases)
MATERIALS

Our handbook was supported by several English listening and speaking web sites:

☐ https://www.englishclub.com/vocabulary/regular-verbs-list.htm
☐ http://dl.acm.org/citation.cfm?id=985947
☐ http://www.learnenglish-online.com/vocabulary
☐ http://www.englishexercises.org/ludic
☐ https://www.listeningandspeaking.com

Also our proposal was supported by several English text books:

☐ The use of ludic activities to encourage English learning at the school level. Bach. Ma. Del Carmen Diaz M. Magister University.
☐ Encyclopedia Britanica (1982)

LOCATION

The present proposal took place in Quevedo, Ecuador in the months of April to May with the students of eighth grade basic education at 24 DE MAYO HIGH SCHOOL in LOS RIOS province.

The public high school is located in via Santa Rosa Street and Juan de Dios Zarate street. It has 5 English Teachers and the students are from 8th grade basic to 3ro Bachelorette.
PEDAGOGICAL ASPECT

Constructivism

One of the most important principles in constructivist approach to language teaching is action orientedness. Cooperative learning (such as pair work, group work or any other social forms of learning), creative and active participation in classroom activities, learning by preparing various projects as well as learning by teaching (when the student is asked to take over teacher’s role) have been treated as the major tasks referring to the action oriented method.

The second substantial principle in constructivism is individualization of learning which is centered on the learner. Dieter Wolff, a notable German researcher claims, that learning can only be influenced by teaching in a very restricted way. It is the learner who is allowed to decide about the fragments and sections of the materials provided by the teacher during the lesson. This possibility to make choices fosters learner’s autonomy, thus it takes into account their preferable style and type of learning. However, the crucial thing is that beforehand the learner should be instructed on how to become aware and take responsibility of his/her own learning, what considers strategies and techniques selected and applied during learning. What is also important is that learning awareness should be complemented by language awareness as well as intercultural awareness.

Another principle of constructivism is holistic language experience which refers to content-oriented and usually takes place in bilingual classes or project instruction. According to this approach, acquiring foreign language will be effective in authentic and complex learning environment or situation.

Finally we can conclude that Constructivism changes the student from a
passive recipient of information like a goalie in a soccer game to an active participant in the learning process like the kicker in a soccer game. The student is the one that creates the action, not the one that receives it. Therefore, the student is the one that engines and receives learning in vocabulary content at the same time.

**PSYCHOLOGICAL ASPECT**

The psychological dimension of the making and messages of art work can provide opportunities for release of emotions, expression and definition of self. The problem solving inherent in art making can strengthen one’s ability to address concrete and ambiguous challenges, engage and sharpen the senses and develop intrapersonal knowledge.

**SOCIOLOGICAL ASPECT Sociology of Education**

It looks at education as evolution of the dynamics of social environment and how it influences in the teaching learning process. From a sociological point of view, education is the organized and regulated process by which society transfers knowledge and estimates to prepare young people for adult social roles. Sociology of education is part of social science largely concerned with the mass educational systems of modern societies.

For Emile Durkheim (1858-1917), educational systems are mirrors of society, which has an in-built tendency to reproduce commonly accepted sets of values, norms and beliefs. A system of education is a product of collective thought and follows the changes of social values. For example, society where social status depends on merit will have an educational system that reflects this value by admitting young people to educational institutions through examination.
The role of education in modern society is developed in two theories: structural functionalism and the conflict theory. Structural functionalists view society as a structure, with each part playing an integral role in the whole system. Functionalists argue the educational system serves the needs of social order characterized by rationality and meritocracy. People with the highest achievements will get the best jobs and highest pay and those with lower scores will take lower positions and lower salaries.

The functionalist theory was challenged in the 1970s by conflict-oriented theories, which highlight the social, political and economic inequality of social groups. The most prominent conflict approach, the neo-Marxist theory, establishes that the educational system follows the rules of capitalism, claiming that educational disparity reflects the inequality of the capitalist society.

Consistent with this approach, the sociologist Pierre Bourdieu (1930-2002) introduced the notion of cultural capital, arguing that the educational system reproduces the distribution of cultural capital among classes. The cultural capital refers to personal, social and cultural values and tastes that make a person fit a socially valued role.

**LEGAL ASPECT**

In the institutional website of the Minister of Education of Ecuador we have the English Language Learning Standards. These are results students are expected to achieve at the end of a proficiency level in terms of knowledge and skills acquired during the process. These will show “what students must know and be able to do as they move toward full fluency in English”.

The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment, (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods. The proficiency levels set by the CEFR and established as the benchmarks for Ecuador’s ELLS are A1, A2, and B1. The progression of
the levels is the following:

- Level A1: At the end of 9th year Educación Básica General.
- Level A2: At the end of 1st year Bachillerato.
- Level B1: At the end of 3rd year Bachillerato.

The English Language Learning Standards are developed considering the communicative language components and the language skills as an important part of the program: listening, speaking, reading, and writing.

In our case, we will develop our project with students of eighth year basic education, so it corresponds us the A1 level.
LISTENING

A1 PROFICIENCY LEVEL: Recognize expressions, words, and sentences in simple spoken texts related to the learner’s personal, educational, and social background. Following speech which is very slow and carefully-articulated, with long pauses for them to assimilate meaning within the personal, educational, and domains.

READING

A1 PROFICIENCY LEVEL: Understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required.

Extract the gist and key information items from simple informational, transactional, and expository texts.

SPEAKING PRODUCTION

A1 PROFICIENCY LEVEL: Produce slow, hesitant, planned dialogues, (i.e. communication still depends on repetition, rephrasing, and repair)

SPEAKING INTERACTION

A1 PROFICIENCY LEVEL: Interact and participate in brief informal discussions in a simple way by asking and answering simple questions about the learners’ personal, educational, and social background.

Communication is dependent on repetition at a slower rate of speech, rephrasing, and repair.

WRITING

A1 PROFICIENCY LEVEL: Produce informational, transactional, and expository texts consisting of a sequence of simple sentences that have more detail and show more variety in lexical range and sentence structure.
As we can see, we will work with an elementary level according to the Common European Framework of Reference for Languages (CEFR) in the four skills of the language because grammar in context involves the correct development in each skill, especially in reading and writing.


MISSION

Improve the English learning in students in order for them to become productive members of society in Quevedo, Ecuador and anywhere in the world so they could also be providers of the English language for generations to come.

VISION

To make students of the English language enroll in the International Bachaulorette Program which the school is also a member of. This could be a lifetime opportunity for any student that has the will to advance in the language, education and worldwide experiences.

POLICIES

During the process of this project, I was able to dialogue and come to terms with my supervisor and directors to have the booklet implemented and used as supplemental material for the English classes at 24 de Mayo High School.

BENEFICIARIES

The beneficiaries of this proposal are teachers and students of eighth basic grade of “24 DE MAYO HIGH SCHOOL” and their parents, who are members of the educational community.
SOCIAL IMPACT
My proposal has a great social impact because it develops the English knowledge of the students and their communication skills that will help them in the future. Our proposal contributes to outstanding education at “24 DE MAYO HIGH SCHOOL

GLOSSARY
Sociolinguistic: (adj) / language connected with society aspects and related issues
Legal: (adj)/ legislative, upheld, dealing with lawful concepts
Understanding: (noun) having comprehension, acknowledgement of certain concepts
Communication: (noun)/ make known, exchange information or opinion

Pragmatism: (noun) / thinking about solving problems in a practical and sensible way rather than by having fixed ideas and theories.

Constructivism: (noun) as a perspective in education, explains how knowledge is constructed in the human being when information comes into contact with existing knowledge that had been developed by experiences.

Cognitive: (adj.) connected with mental processes of understanding.

Didactic: (adj) designed to teach people something, especially a moral lesson

Theory: (noun) a formal set of ideas that is intended to explain why something happens or exists.

Integrated: (adj) consisting of two or more activities.
Habiendo sido nombrado Joe Soto Barrera, tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por ANGELICA MARIA TRIVIÑO MACIAS con C.C 1204275695 con mi respectiva supervisión como requerimiento parcial para la obtención del título Mención Lengua Inglesa y Lingüística.

Se informa que el trabajo de titulación ANALYSIS OF LEARNING AND TEACHING OF THE ENGLISH LANGUAGE FOR 8 GRADE STUDENTS FROM THE 24 OF MAYO, PROPUESTA: DESIGN LUDIC ACTIVITIES SUITABLE TO THE TEACHING-LEARNING PROCESS, ha sido orientado durante todo el periodo de ejecución en el programa anti plagio URKUND, quedando el 9% coincidencia.
SUFXIES AND DOCUMENTS

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Alternative sources

Sources not used

**List of sources**

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Submitted: 2015-05-20 23:34 (-05:00)

Submitted by: sanchez.a.ugl@analysis.ukund.com

Receiver: sanchez.a.ugl@analysis.ukund.com

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Chart # 11
THE ADMINISTRATIVE FRAMEWORK

RESOURCES

Human talents

For the development of this project was necessary the collaboration of:

- Researches
- Authorities
- Tutor
- Teachers
- Students
- Friends

Materials

- Books
- Dictionaries
- Didactic material
- Office supplies
- Photocopies

Electronics and multimedia

- Internet use
- Computer
- Printer
- Digital camera
- Scanner
## Expenses

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ANNEX II

COLEGIO “24 DE MAYO”
QUEVEDO

DOCENTES
TUTOR

STUDENTS
THE CLASSROOM
Eighth Grade Language Worksheets

These sets of worksheets were developed specifically for eight or nine grade students (Grade 8-9). You will find playful EFL activities for Beginners, Intermediate and Advanced level. Each level contains ten activities such as a cryptogram, spelling, vocabulary quiz, word chop, word scramble, word list, and word search worksheet.

**Beginners ACTIVITY 1: Bad Fruit: A Shoppers’ Nightmare**

**Level:** Easy to Medium

This is an oral communication activity appropriate for EFL learners in elementary/primary school. (It's optimal for grades 3-6). This game is designed for practicing "shopping" dialogues and vocabulary.

**Materials:** "produce" and play money.

**Object of Game:** To accumulate as many products as possible.

Students are divided into clerks and shoppers.

The clerks set up "stands" to allow easy access for all shoppers (e.g. around the outsides of the room with their backs to the wall).

The shoppers are given a set amount of money* (e.g. dollars, euros, pounds, etc.) and begin at a stand where there is an open space.

Students shop, trying to accumulate as many items as possible (each item is 1 unit of currency).

Periodically, the instructor will say "stop" (a bell or other device may be needed to attract attention in some cultural and classroom contexts) and call out a name of one of the products. Students with that product must then put ALL their products in a basket at the front of the room. The remaining students continue shopping. Students who had to dump their products must begin again from scratch (with fewer units of currency).
The student with the most products at the end wins.

Students then switch roles.

Alternative play for more advanced students: Clerks set the price of items. Shoppers have the option of negotiating the price. There are two winners in this version: The shopper who accumulates the most products and the clerk who makes the most money.

**Beginners ACTIVY 2: What's the Question?**

**Level:** Any Level

**Type of Activity:** listening and speaking

**Purpose:** review question forms previously studied in class

**Procedure:**
Form two teams (three will work, but two seems to add just the right amount of competitive tension).

Explain the game, with a few examples of answers in search of questions. Ask, 'What's the question?', and get students to correctly say the corresponding questions for your answer.

Have two players--one from each team--come to the front. Style it like a game show if you like, with the students standing side-by-side. If you have access to bells or buzzers, it's even more fun.

Next, read an answer to a question and say, 'What's the question?' The fastest player to respond wins a point for her/his team. New contestants come to the front for a new round.

**Rationale:** This game forces the students to think backwards a little, so they must provide a grammatically perfect question. All too often, they are used to answering rather than asking questions, so this is challenging and useful as review.
**Beginners ACTIVITY 3: Chain Spelling (Shiri-tori)**

**Level:** Easy to Medium

The teacher gives a word and asks a student to spell it, and then a second student should say a word beginning with the last letter of the word given. The game continues until someone makes a mistake, that is, to pronounce the word incorrectly, misspell it or come up with a word that has been said already, then he/she is out. The last one remaining in the game is the winner.

This game can be made difficult by limiting the words to a certain category, e.g., food, tools, or nouns, verbs, etc.

**Beginners ACTIVITY 4: Acting Adverbs**

**Level:** Easy to Medium

This activity is a great way to introduce the idea of how adverbs affect the way a verb action is done. Divide the blackboard in two and write as many verbs on one side and as many adverbs on the other as you can (get the class to come up with them). At this stage you can also teach how adjectives 'turn into' adverbs by writing down adjectives e.g. angry, happy, and adding the 'ily'. Then divide the class into two teams and perhaps give them goofy team names (I find they enjoy giving each other names). Then get one team to choose a verb and adverb combination and the other team has to act it out, e.g. talk crazily.

My experience with this activity has been with younger learners where some kind of reward is offered at the end like stamps or being the first team to leave at the end of class. You can think of your own reward (or penalty) to motivate your class. It can be a lot of fun with both the actors and the 'directors' enjoying making fools out of themselves or watching others make fools of themselves.
Beginners ACTIVITY 5: Active Brainstorming

Level: Any Level

This activity can be made to fit nearly any level, and works in class sizes of 6 to 40. The aims are to not only generate lists of relevant vocabulary around a theme, but to invigorate the class with a rather noisy and rambunctious activity.

To begin with, the teacher must select three or four vocabulary subcategories within a theme, for example with a theme of housing/describing rooms, the subcategories might be things found in a bedroom, a living room, and a kitchen; in a sports theme, there might be team, individual, and non-competitive sports. Students are then paired up and asked to generate ideas together for each subcategory, preferably under a time limit to keep things pacey, much as in any brainstorming exercise. Then pairs should be grouped into 2, 3, or 4 larger teams (depending on class size, logistics, etc.) to share/compare ideas and lengthen their lists if possible.

Now comes the wild part. The black/whiteboard is divided into sections, one for each subcategory, and one student from each group is called up and handed a piece of chalk or a marker of a color assigned to each team. There must be one color per team, e.g., the blue team, the yellow team, and so forth. The designated writers for each team are not allowed to bring any paper up with them. Instead, their team members must shout out ideas which can be put under each/any subcategory, including the correct spelling of same. With all teams shouting at the same time, a seemingly out of control, but quite enjoyable atmosphere pervades. The object is to be the team with the most words on the board at the end.

It is best to stop every minute or two and change designated writers so that all can get a chance. Also, depending on how strict the teacher wishes to be, groups which use L1 might have their entries erased. It is also a good idea in big classrooms to move the teams as far away from the board as possible, so as to increase the pandemonium. Finally, the teacher shouts "Stop!", and the scores for each team are tabulated.

This activity will take between 30 and 50 minutes, has been used successfully with groups ranging in age from 16 to 65, and would seem to suit younger learners as well. The only materials required are a rather large board and as many different color markers or pieces of chalk as there are teams.