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

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INFLUENCE OF THE APPLICATION OF LUDIC ACTIVITIES IN THE DEVELOPMENT OF THE ORAL PRODUCTION.

PROPOSAL

DESIGN OF A BOOKLET WITH DIDACTIC ACTIVITIES FOR THE DEVELOPMENT OF THE ORAL PRODUCTION.

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, MAJOR IN LENGUA Y LINGÜÍSTICA INGLESA

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Atentamente,

[Signature]

Msc. Lucila Sanchez P.
Tutor
DEDICATION

The present research project is mainly dedicated to God because he is the inspirer and the giver of the necessary strength to complete one of my greatest desires. To my parents for their love, advice and teachings because all sacrifice at the end have become a beautiful reward. To my children, my greatest pride, those who came to my life to make me stronger and braver for they I have faint on this long road, they are always my fundamental pillar in this life. To my husband, my great love for his unconditional support you gave me during these years that were not easy, but soon we will see the fruits.
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# TABLE OF CONTENTS

DIRECTIVOS ................................................................................................................ ii
DEDICATION ................................................................................................................ iv
THANKFULNESS ......................................................................................................... v
TABLE OF CONTENTS ................................................................................................. vi
RESUMEN .................................................................................................................... x
ABSTRACT .................................................................................................................... xi
INTRODUCTION ........................................................................................................... 1
CHAPTER I ..................................................................................................................... 3
THE PROBLEM ............................................................................................................ 3
CONTEXT OF THE RESEARCH ................................................................................... 3
CONFLICT SITUATION ............................................................................................... 4
SCIENTIFIC FACT ........................................................................................................ 4
CAUSES ....................................................................................................................... 5
FORMULATION OF THE PROBLEM .............................................................................. 5
GENERAL OBJECTIVE ................................................................................................. 5
SPECIFIC OBJECTIVE ................................................................................................. 6
SCIENTIFIC QUESTIONS ............................................................................................. 6
JUSTIFICATION ............................................................................................................ 6
CHAPTER II .................................................................................................................. 8
THE THEORETICAL FRAMEWORK .............................................................................. 8
BACKGROUND ............................................................................................................ 8
THEORETICAL FOUNDATION ..................................................................................... 9
LUDIC ACTIVITIES ........................................................................................................ 9
LUDIC ACTIVITIES PRINCIPLES ................................................................................. 10
TYPES OF LUDIC ACTIVITIES .................................................................................. 11
IMPORTANCE OF ACTIVITY BASED LEARNING ...................................................... 13
TEACHING ENGLISH WITH LUDIC ACTIVITIES .................................................... 13
ADVANTAGES .............................................................................................................. 14
LUDIC ACTIVITIES AXES ........................................................................................... 14
ORAL PRODUCTION (SPEAKING) .............................................................................. 15
ORAL PRODUCTION IMPORTANCE .......................................................................... 16
ORAL PRODUCTION CLASSIFICATION ..................................................................... 17
ORAL PRODUCTION STRATEGIES ............................................................................ 17
PSYCHOLOGICAL FOUNDATION .............................................................................. 18
EPISTEMOLOGICAL FOUNDATION .................................................................... 20
PHILOSOPHICAL FOUNDATION .......................................................................... 21
PEDAGOGICAL FOUNDATION ............................................................................ 22
SOCIOLOGICAL FOUNDATION ........................................................................... 23
DIDACTIC FOUNDATION .................................................................................... 24
LEGAL FOUNDATION .......................................................................................... 25
CHAPTER III .......................................................................................................... 27
METHODOLOGY ..................................................................................................... 27
RESEARCH DESIGN ............................................................................................... 27
TYPES OF INVESTIGATION .................................................................................. 28
POPULATION AND SAMPLE ................................................................................ 30
Advantages ........................................................................................................... 32
Disadvantages ...................................................................................................... 32
Oral production importance ................................................................................ 32
TECHNIQUES AND INSTRUMENTS OF INVESTIGATION ..................................... 33
ANALYSIS AND INTERPRETATION OF THE DATA ............................................. 35
CONCLUSIONS ....................................................................................................... 50
RECOMMENDATIONS ......................................................................................... 52
CAPITULO IV .......................................................................................................... 53
THE PROPOSAL ...................................................................................................... 53
DESIGN OF A BOOKLET WITH DIDACTIC ACTIVITIES FOR THE DEVELOPMENT OF THE ORAL PRODUCTION .............................................. 53
JUSTIFICATION ...................................................................................................... 53
GENERAL OBJECTIVE .......................................................................................... 53
SPECIFIC OBJECTIVES ....................................................................................... 54
THEORETICAL ASPECTS ..................................................................................... 54
DIDACTIC ASPECT ............................................................................................... 54
PEDAGOGICAL ASPECT ..................................................................................... 54
LINGUISTIC ASPECT ............................................................................................ 55
SOCIAL ASPECT .................................................................................................... 56
FEASIBILITY OF THE APPLICATION .................................................................. 56
DESCRIPTION ........................................................................................................ 56
BOOKLET'S STRUCTURE ...................................................................................... 57
BOOKLET'S CONTENTS ........................................................................................ 59
REFERENCES .......................................................................................................... 60
BIBLIOGRAPHY...........................................................................................................66

CHARTS

CHART N.1 POPULATION.............................................................................................30
CHART N.2 SAMPLE....................................................................................................56
CHART N.3 OPERATIONALIZATION OF VARIABLES..............................................55
CHART N.4 ENJOYING SPEAKING ENGLISH.........................................................56
CHART N.5 FEEL CONFIDENT WHEN SPEAKING ENGLISH.................................55
CHART N.6 VOCABULARY.........................................................................................37
CHART N.7 WARM-UP BEFORE STARTING LESSON...........................................38
CHART N.8 LUDIC ACTIVITIES.................................................................................39
CHART N.9 LUDIC ACTIVITIES AND STRESS FREE ENVIRONMENT..................40
CHART N.10 USE OF GAMES..................................................................................41
CHART N.11 APPLICATION OF GAMES.................................................................42
CHART N.12 THE USE OF ROLE PLAYS.................................................................43
CHART N.13 SONGS IN CLASS..............................................................................44
CHART N.14 STUDENTS’ MOTIVATION.................................................................45
CHART N.15 ORAL PRODUCTION IN CLASSROOM............................................46
CHART N.16 IMPROVING PRONUNCIATION AND FLUENCY.............................47
CHART N.17 PRACTICE OF ENGLISH LANGUAGE............................................48
CHART N.18 SPEAKING ALONG WITH READING, WRITING AND LISTENING.......49

GRAPHICS

GRAPHIC N.1 ENJOYING SPEAKING ENGLISH....................................................56
GRAPHIC N.2 FEEL CONFIDENT WHEN SPEAKING ENGLISH............................55
GRAPHIC N.3 VOCABULARY..................................................................................37
GRAPHIC N.4 WARM-UP BEFORE STARTING LESSON.........................................38
GRAPHIC N.5 LUDIC ACTIVITIES..........................................................................39
GRAPHIC N.6 LUDIC ACTIVITIES AND STRESS FREE ENVIRONMENT.............40
GRAPHIC N.7 USE OF GAMES................................................................................41
GRAPHIC N.8 APPLICATION OF GAMES...............................................................42
GRAPHIC N.9 THE USE OF ROLE PLAYS.............................................................43
GRAPHIC N.10 SONGS IN CLASS ......................................................... 44
GRAPHIC N.11 STUDENTS’ MOTIVATION ............................ 45
GRAPHIC N.12 ORAL PRODUCTION IN CLASSROOM ................. 46
GRAPHIC N.13 IMPROVING PRONUNCIATION AND FLUENCY .... 47
GRAPHIC N.14 PRACTICE OF ENGLISH LANGUAGE .................. 48
GRAPHIC N.15 SPEAKING ALONG WITH READING, WRITING AND LISTENING .......................................................... 49
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<table>
<thead>
<tr>
<th>TÍTULO Y SUBTÍTULO:</th>
<th>INFLUENCIA DE LA APLICACIÓN DE ACTIVIDADES LUDICAS EN EL DESARROLLO DE LA PRODUCCION ORAL. PROPUESTA: DISEÑO DE UN FOLLETO CON ACTIVIDADES DIDACTICAS PARA EL DESARROLLO DE LA PRODUCCION ORAL</th>
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</thead>
<tbody>
<tr>
<td>AUTORES:</td>
<td>Carmen Espinoza</td>
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<td>PALABRAS CLAVE:</td>
<td>ludicidad, motivación, inglés, diseño, proceso de aprendizaje</td>
</tr>
<tr>
<td>RESUMEN:</td>
<td>El presente estudio es relevante en un momento en que el inglés se convirtió en una asignatura curricular del segundo grado en la escuela primaria. El objetivo principal fue analizar la aplicación de actividades lúdicas en la producción oral a través de una investigación de campo, bibliográfica y estadística para diseñar un folleto con actividades lúdicas para el desarrollo de la producción oral. Primero, era vital definir la ludicidad, sus tipos, características y apoyar el trabajo con teorías científicas. Además, se aplicaron dos cuestionarios a los estudiantes y al profesor de inglés para recopilar información útil. Con los datos e información recopilada, fue posible diseñar un folleto con actividades atractivas y crear recursos lúdicos para complementar el proceso de enseñanza - aprendizaje. Este estudio ayudará a los profesores a adaptar o seguir un enfoque lúdico para facilitar el desarrollo de la producción oral en los estudiantes dentro de un ambiente de clase relajado, motivador y participativo.</td>
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ABSTRACT: The present study is relevant at a time when English has become a curricular subject from second grade in the elementary school. The main aim was to analyze the application of ludic activities in the oral production through a field, bibliographical and statistical research in order to design a booklet with ludic activities for the development of oral production. First, it was vital to define ludicity, their characteristics types and give support to the work with scientific theories. In addition, it was also necessary to apply two questionnaires to students and the English teacher to collect useful information. With the information and the data collected.it was possible to design a booklet with ludic activities as a proposal to complement the teaching - learning process. This study will help teachers to adapt or follow a ludic approach to students oral production development in a more relaxed, motivated and participative classroom’s environment.

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RESUMEN

El presente estudio es relevante en un momento en que el inglés se convirtió en una asignatura curricular del segundo grado en la escuela primaria. El objetivo principal fue analizar la aplicación de actividades lúdicas en la producción oral a través de una investigación de campo, bibliográfica y estadística para diseñar un folleto con actividades lúdicas para el desarrollo de la producción oral. Primero, era vital definir la ludicidad, sus tipos, características y apoyar el trabajo con teorías científicas. Además, se aplicaron dos cuestionarios a los estudiantes y al profesor de inglés para recopilar información útil. Con los datos e información recopilada, fue posible diseñar un folleto con actividades atractivas y crear recursos lúdicos para complementar el proceso de enseñanza - aprendizaje. Este estudio ayudará a los profesores a adaptar o seguir un enfoque lúdico para facilitar el desarrollo de la producción oral en los estudiantes dentro de un ambiente de clase relajado, motivador y participativo.

Palabras clave: ludicidad, motivación, inglés como idioma extranjero, producción oral.
ABSTRACT

The present study is relevant at a time when English has become a curricular subject from second grade in the elementary school. The main aim was to analyze the application of ludic activities in the oral production through a field, bibliographical and statistical research in order to design a booklet with ludic activities for the development of oral production. First, it was vital to define ludicity, their characteristics types and give support to the work with scientific theories. In addition, it was also necessary to apply two questionnaires to students and the English teacher to collect useful information. With the information and the data collected it was possible to design a booklet with ludic activities as a proposal to complement the teaching-learning process. This study will help teachers to adapt or follow a ludic approach to student’s oral production development in a more relaxed, motivated and participative classroom’s environment.

Key-words: Ludicity, Motivation, English as foreign language, oral producti
INTRODUCTION

Nowadays the way of teaching English in most of the classrooms has changed considerably. The main objective has always been around students can express themselves in a second language in a completely natural manner. However, for this to be carried out, it is necessary to reinforce speaking and listening and to progressively introduce grammar, writing and vocabulary. Teachers know that for some students learning a foreign language can be stimulating and they embrace it with great interest, but for others it can be challenging. Therefore, it is necessary to develop activities which can enable students to be successful in this process, by preparing dynamic classes and meaningful activities that contribute to a lighter and effective learning environment and, at the same time, students will enjoy themselves as they learn English. One of the objectives that is intended with the Proposal of this thesis is to break the monotony of an English class, exposing playful activities as a pedagogical tool that drives to discover and explore the environment that surrounds them.

The thesis work is split up in four different chapters, the problem, the theoretical framework, methodology and proposal. The first chapter, general information is given to explore the place where investigation was carried out, in this chapter was used the observation and note-taking techniques which help to find different causes to determine the insufficiency of oral production activities during the development of the class in eighth-grade students at Jose Joaquin de Olmedo high school. The second chapter starts with a possible definition for ludicity, importance of using ludic activities in the primary and secondary English classroom and why ludicity can be seen as a pedagogical tool. Here, it was also used a bibliographical research where different authors as Patel (2017), Zhou and Brown (2017, Doolittle (2001), Ortega (2012) among others give support to the investigation with theories about ludic activities, oral production, teaching and learning process. On the third chapter, types of investigations techniques to
collect information are explained, applied and analyzed quantitatively and qualitatively. Finally, on the fourth chapter, it is presented the design of a booklet with ludic activities that help to the teacher in classroom to improve language skills, specially, oral production.
CHAPTER I

THE PROBLEM

CONTEXT OF THE RESEARCH

The present research is focused on the application of ludic activities in the oral production learning, in the students of 8th year Basic General Education, section “A”, of the "José Joaquin de Olmedo" High School. This educational unit was established by Ministerial Agreement on Education and Culture No. 4110, on April 23, 1957, founded by Mrs. Blanca Gilbert de Intriago, the institution is located in the streets Cuenca between Babahoyo and Tungurahua.

The institution had 300 students at that time, in the morning shift and 350 in the afternoon shift from 8th to 3er Bachillerato, the institution has 50 collaborators: among managers, teachers and administrative staff.

The institutional vision is to be an efficient and effective school that responds to the needs of the educational community and of the country, generating competitive bachelors for the development of good living. Its mission is to train bachelors with knowledge based in humanism, science and conservation of the environment which has an integral education that allows being autonomous, creative and mediators of changes in a way that contribute to the development of an independent and democratic society.

The high school has eight English teachers divided in two shifts, the subject is taught for one hour three times a week, the teacher dedicates the class time to explain the grammar and do the activities from the text, however, rarely, ludic activities are developed.
The school has an English laboratory but it does not cover the expectations to be able to make an interactive and fun class that makes the students interested in the subject.

CONFLICT SITUATION

During the observation period, it has been possible to notice problems in the students as little motivation; lack of interest in the language learning from is due to the lack of strategic process and limited educational innovation from the teachers to the teaching-learning process.

This research work is done due to a very significant problem, since it is considered that the classes are monotonous, there are no strategies to promote motivation and interaction among students, as a result disinterest for the language learning and an unpleasant atmosphere for teaching is acoted. For these problems, it is necessary to carry out this research project.

SCIENTIFIC FACT

To know the teaching and learning process of the English language at “José Joaquín de Olmedo” High School, has been the research’s interest because it is always thought that public schools have many deficiencies in English language teaching and learning, however, the researcher believes that the lack of innovation in different teaching strategies can be affecting the development in some language skills, therefore, the researcher pointed out her investigation in knowing the insufficiencies that students of the eighth-grade have in oral production (speaking) at “José Joaquín de Olmedo” High School, corresponding to Zone 8, District 3, of Guayaquil city, in 2017 – 2018 Academic Year.
CAUSES

Researcher found some of possible causes for the problem. They are:

- There is an insufficiency in the application of ludic activities aimed to develop oral production due to the teacher uses few activities with dynamics.

- There is a deficiency of oral production activities that help the students to improve their pronunciation and understanding due to limited knowledge of teaching strategies aimed to develop this ability.

- There is not a didactic guide with ludic activities that enhance and improve the oral production due to the teacher is using monotonous tasks and activities in classroom.

FORMULATION OF THE PROBLEM

How does the application of ludic activities influence in the development of the oral production, in students of 8th-grade, Section “A”, at “José Joaquin de Olmedo” public School, corresponding to Zone 8, District 3, of Guayaquil city, in 2017 – 2018 Academic Year?

GENERAL OBJECTIVE

- To analyze the application of ludic activities in the oral production through a field, bibliographical and statistical research in order to design a booklet with ludic activities for the development of oral production.
SPECIFIC OBJECTIVE

- To identify the causes of the deficient oral production learning through field, bibliographical and statistical research.
- To verify the limited use of the ludic activities through field, bibliographical and statistical research.
- To determine the importance of the design of a booklet with ludic activities for the development of the oral production through field, bibliographical and statistical research.

SCIENTIFIC QUESTIONS

- In which way. Will it be developed the research objectives?
- To what extent have the students of 8th year Basic General Education developed their oral production?
- How effective is the use of ludic activities in the learning process?
- In which way will the design of a booklet with ludic activities enhance students’ performance on the development of the oral production?
- How would English teachers take advantages of a booklet with ludic activities exercises?

JUSTIFICATION

First of all, the main reasons that motivated this research were the difficulties that students have to express themselves in the English language, during in the observation period or carried out in “José Joaquín de Olmedo” High School, to students of 8th Year Basic General Education, Section “A”.

At the same time, through this project the research tries to promote the use of ludic activities in order to encourage students to express themselves correctly in a pleasant environment where learners are able to speak a clear and fluent language addressing students to become autonomous and critical learners. As it
mentioned by Bailey (2000) “the use of innovative ludic activities in the classroom can increase enthusiasm and reinforce knowledge. It is also a positive, interactive alternative strategy of teaching and information sharing. In addition, team learning and active peer-to-peer instruction are strongly reinforced by educational games.” (p.199)

Secondly, The Common European Framework of Reference, notes that the students of 8th grade Basic General Education are considered basic users of Knowledge and they must correspond to Level A1.1; at this level learner is able to understand and use everyday expressions of frequent use, they can introduce themselves and to others, ask and give basic personal information and interact in an elementary way whenever the interlocutor speaks slowly and clearly.

Finally, in this research, the direct beneficiaries would be the teacher because will have the help of a booklet to carry out ludic activities that complement the student to learn the language quickly and effectively. The indirect beneficiaries would be the students because they would learn with enthusiasm making the school performance higher.
CHAPTER II

THE THEORETICAL FRAMEWORK

BACKGROUND

The present project is based on similar projects aimed to develop ludic activities to improve English language skills. The researcher took as a support the following investigations.

Palacios (2016), carried out a research about how ludic digital learning resources could help to develop English language pronunciation. The participation were 8th grade students at Amelia Gallegos Diaz High School in the city of city of Riobamba – Ecuador. In this research study, the author concluded that the proper manner to improve English language skill is by using the language in class and encouraging English language teachers to apply the digital ludic exercises considering the multiple learning styles and multiple intelligences of the students.

In other hand, it was found other investigation written by Diana Vásquez Paredes, in 2017, The Effects of Ludic Activities as a Motivational Strategy to Increase and Use English Vocabulary. The author pretended to determine the effectiveness of ludic activities as a strategy to improve English vocabulary acquisition through motivation in sixth level learners at Asunción Elementary School, in Cuenca- Ecuador. This investigation led to the conclusions that the students’ vocabulary learning and motivation levels presented favorable changes as vocabulary learning improvement, students participation increase in classes where ludic activities took place, ludic activities achieved to catch most of the students’ attention, students learned and practiced vocabulary in a relaxed environment, ludic activities facilitated the creation of meaningful contexts for language usage, and the application of ludic activities allowed the teacher to offer less predictable classes which was more attractive to the students.
In 2006 it was written by Shiamaa Abd a reaserch work about “Tasks- Based Instruction program in Developing the English Language Speaking Skills” this work purposes to identify appropriate strategies for designing a task in secondary students. The conclusions were that this type of tasks increase motivation and positive attitudes in students towards learning to speak. Task based instruction can foster students’ speaking performance in some areas of language as: accuracy, fluency and complexity. Providing explicit instruction improves learners understanding of grammatical, discourse and pragmatic competences for oral interaction.

Once, researcher has taken in to account all these projects it could be determined that the use of ludic activities could improve the oral production in students of eighth-grade at José Joaquin de Olmedo” high School, because it wakes up interest in students for participating in class, student can lose the fear by speaking English through games, playing activities, songs and role plays.

THEORETICAL FOUNDATION

LUDIC ACTIVITIES

Lopes (2015), ludicity is a human and social phenomenon that is not as well understood as is commonly supposed. Ludicity refers to the ideas of play, game-playing, recreation, leisure, and the construction of an object or project. Ludicity is used in various fields, namely, anthropology, sociology, education, technology, and communications. Games are present in daily life, for example: in cultural aspects, sports competitions, entertainment, villages´ folk manifestations, artistic expressions, written works, verbal communication, in teaching materials, and more.

Diaz, Bach, and Martinez (2014), mentioned that “playing activities consists of having dynamic strategies that active learning involving students and make students go out of the routine and thinking about what they are doing” (p.1).
Dynamic strategies consist of using games as a mean to motivate students learning. Ludic activities and ludic materials help English teachers in classroom because they allow catching the attention of students. In other words, ludic activities have the objective to facilitate and improve student learning.

**LUDIC ACTIVITIES PRINCIPLES**

According to Hill (2007) the ludic principles are: dynamism, participation, entertainment and competition.

**Dynamism.** – It refers the creation of a positive classroom culture that helps students to develop skills while working together. Dynamism creates an atmosphere in the classroom where students feel safe enough to take risks in grappling with new and difficult ideas. “Dynamics include student behaviors, emotions, and imagination; teachers’ behaviors, emotions, and imagination; teachers’ ways of presenting academic materials; students’ interactions with teachers; and students’ interactions with other students”, (Omatsu, 2014, p.2). In other words, the game fosters active interaction between the participants of the teaching learning process.

**Participation.** – Ludic activities have been created for students to participate more actively in classroom. Using this type of exercises students are involved in the use of their minds, through critical thinking and not just the use of their memory, Hill (2007).

**Entertainment.** Still (2013), affirms that entertainment refers to the pleasant and interest in the activity on which students work. It has an emotional effect on the student and can be one of the main causes that encourage active participation in the game. The form of activity that holds people’s attention and interest and give pleasure and delight is named entertainment. Students have different preferences in entertainment; most of them forms are known and familiar such as, role plays, dance, games,
storytelling, music, drama, etc. The students can have a passive role, for example, when watching a play, television show, or film; and on the other hand, the students can have an active role, as in the case of games.

**Competition.** – According to Fabien (2018) “Competition in any form brings out the best in people and pushes them to excel” (p.1). It is clear that without competition there is no game, that is why it encourages and mobilizes physical and intellectual potential of learners. Competition allows exploiting capabilities and maximizes true potential. However, it is vital to consider similar abilities among students. In fact, competition in the classroom is healthy and enhances learning significantly.

**TYPES OF LUDIC ACTIVITIES**

Nascimento (2017), states that a wide range of activities can be considered as ludic. First of all, in ludic activities inside the classroom the teacher must consider the goals that he wants the students to achieve through the activity. Therefore, It is necessary to create an explicit context for the use of the ludic activity which motivates and keeps students interested in. On the other hand, students also need to comprehend the reason and purpose of the activity, so they can learn, play and engage in activities which are fun and which involve reading, writing, listening and speaking, keeping the pedagogical aspect of the activity. For example:

**Games.** – For Salen and Zimmerman (as they are cited in Puente
dura 2012), when players are engaged in an artificial conflict defined by rules, it is known as game. It is an activity to promote acquisition of communicative competences and cooperation between students. They are an important part when teaching English to young learners, since they provide stimulation, variety, interest and motivation and help to promote positive attitudes towards learning English. When games are applied the use of language is more natural and spontaneous.
**Pair/group work.** – Hill (2016), expresses that pair-work and group-work are the fundamental pillars in which teachers can give students the opportunity to practice what they have learned. It consists of promoting cooperation and interaction among students, as a result, they can learn when interacting with their peers. The learning is carried out by means of exchanging and sharing ideas, experiences and different points of view in a dynamic of negotiation.

**Songs/Rhymes/Chants.** – It refers to produce language in a more natural, spontaneous and enjoyable way. They promote positive attitudes and motivation towards learning English, and can be used to introduce new language or to consolidate it, develop listening comprehension and speaking skills. Songs and rhymes stimulate the hemispherical interaction with rhythm, feelings, mimic, gesture, senso-motoric etc. It is useful for working together and makes learning more effective, Geyer (2001).

**Role-plays/Dramatizations.** - Role play is a technique in which students may assume the role of a person or character. This activity enhances student’s imagination, fantasy, collaboration and interaction to catch learners their attention and interest. Role play and dramatizations involve students in “learning by doing”, since students can associate words using gestures. Haruyama (2015)

**Flashcards/Illustrations.** – They are cards or sheet of paper with a picture in it and provide visual support and allow students to learn new words and to produce meaningful language, Gelfgren (2013)

**Stories and tales** – It encourages students’ innate capacity for fantasy and imaginative play, Nascimento (2017). Telling stories has long been a form of human communication. Narrative is probably the most common way of organizing experiences. Storytelling is an ideal introduction to foreign languages because stories provide a familiar context for the students.
Moreover, if teachers want to attract student’s attention they must propose a motivating activity such as storytelling, Barreras (2010)

**IMPORTANCE OF ACTIVITY BASED LEARNING**

According to Patel (2017), an activity-based learning consists of helping a student to understand concepts easily and achieve the goals of education. Traditional teaching approaches force students to play a passive role, learners are encouraged to understand content by just listening to the teacher. Nowadays, students need a dynamic scenario based on ludicity approach which facilitates better understanding by encouraging students to complete the tasks at hand. Through this approach, the teacher can measure the learners’ understanding by their ability to complete the tasks and learning by doing.

An activity-based learning consists of implying students in an active role in their own learning where they learn by doing. In this method teacher can use different tools like experiments, puzzles, flash-cards, three-dimensional models, and role play techniques with the purpose to engage students. As other education’s objective, it should boost the development of the learner’s brain, helping them to understand concepts and theories.

**TEACHING ENGLISH WITH LUDIC ACTIVITIES**

For Callahan (2016) “Teaching English is better when the teacher applies ludic, or spontaneous, activities which encourage students to practice their language skills on the spot and without any preparation. The teacher can inclusive to assess the speaking level, and help students practice their skills.” (p.1)

Teaching English with ludic activities promote the student’s development. Games and fun activities are an important part of teaching English as a foreign
language. Games are used to warm up or to test vocabulary, practice conversing, and reinforce knowledge Lander (2013).

Moreno (2002), argues that games should be applied to create a learning environment allowing multiplying perspectives. Generally, games and play activities are very used to motivate students learning. For Vygotsky (as it is cited in Cole, 2010) expresses that “the games arise as a need to reproduce contact with the rest.” (p.1) the idea is that the teacher uses these activities with the purpose of making learning fun and pleasant, as well as, to allow teachers to achieve the objectives established for each lesson. Games play an important role in the psychomotor, affective, social, cognitive and linguistic development of the children, and teenagers.

ADVANTAGES

For Walsh (2013), ludic activities promote to: increasing participation, increase student involvement, encourage peer-tutoring and peer-learning, encourages a student-centred approach, encourage deep understanding and deep learning; it facilitates collaborative work, and provides records of interactions and discussions. When the teacher actives physical and interactive activities inside classroom it helps to improve student’s fitness and well-being, exercise the student’s mind, help to be more logical, creative and imaginative, as well as, they help students to develop their social skills.

LUDIC ACTIVITIES AXES

Wittgenstein (as it is cited in Lopes, 2015) mentions that “The methodology, suggested can serve to distinguish lucidity’s various manifestations from each other.” The author describes some familiar axes, among them a mentioned (p. 6, 7):
**First axis.** – It pertains to it is carried out by means of spontaneity, social expression of the active and cooperative freedom of the participants, Lopes (2015).

**Second axis.** – It consists of ludic expressions with determined rules, it dependents on the interaction of the protagonists. However, of ludic communication is determined by rules that govern the playing activity through a process and through the collective participation. These rules can be readjusted, transformed, and substituted. This axis corresponds to games as social condition of ludic expressions, Lopes (2015).

**Third axis.** – It refers to the act of relaxation which occurs during the intervals where there is not a ludic activity for example, work and study. In other words, this axis conceptualizes relaxation as the spending of accumulated energy, Lopes (2015).

**Fifth axis.** – It refers to the technical objects, artifacts or toys that help to the games to conceive, produce, guide and promote ludicity’s manifestations, Lopes (2015).

**ORAL PRODUCTION (SPEAKING)**

Redondo (2012), mentions that there are some definitions of oral Production. He says that oral skill is the ability to communicate effectively within a particular speech community. In the same manner, (Chastain, 1998, p. 330-358), states that “speaking involves two components; choose the right words or getting the constructions grammatically correct.

People communicate through four language skills, speaking is part of these. It should be developed with the objective to achieve certain goals or to express opinions, intentions, hopes and viewpoints. Speaking and writing are considered productive skills. In oral production skill every speaker is at the same time a
listener and every listener is a potential speaker. Speaking also has two main functions: transactional (transfer of information) and interactional (maintenance of social relationships). Speaking instruction is important since it helps students to acquire EFL speaking skills. In addition, speaking can support other language skills as a result of oral interaction. (Abd EL, 2006, p.14)

**ORAL PRODUCTION IMPORTANCE**

According to Byrne (as it is cited in Peña, 2009), an oral task always involves two aspects in communication: the productive skill of speaking and the receptive skill of understanding.

Oral skill is very important to communicate, people can express their ideas and to say what they feel in a comprehensible pillar. The effective communication gives the opportunity to create a better world. Nowadays, in many public and private schools the communication approach in English language is being implemented as part of the English national curriculum, so that, a higher emphasis on literacy has been given in English class.

Perhaps, speaking be the most expected skill since teachers can observe and listen how students are learning English. As well as, students value speaking more than the other language skills because speaking skill poses some benefits; as to increase communicative competence; when students have increased their communication in English they have more opportunities for education and traveling. Peña (2009)
ORAL PRODUCTION CLASSIFICATION

According to Suárez (2008), there are three types of activities in speaking:

**Oral production (speaking).** – It consists of producing an oral text for one or more listeners, for example giving information to an audience in a public address, singing a song, speaking spontaneously and improvising.

**Spoken interaction.** – It refers to act alternately as speaker and listener with one or more speakers. Reception and production strategies are employed constantly during interaction. Interactive activities include debate, conversation, discussion or interviews.

**Oral mediation.** – Speaker does not express his or her own meanings but acts as a bridge between speakers who are unable to understand each other directly. Teacher can apply spoken interpretation or summarizing and paraphrasing texts.

ORAL PRODUCTION STRATEGIES

It is important that a teacher uses different strategies when teaching to improve the learning process in an interesting way that catches the students’ attention. Oral strategies can improve learning of English language using different learning styles and abilities. For Stephen (2006), “Strategy help to transform passive students into active learners”. Learning strategies consist of having techniques that learners apply in order to understand, remember and learn content. According to Dominguez (2006), strategies are essential in oral production development, and should be included in a well-designed lesson plan.

Some strategies teachers can apply are: Clarify doubts, ask for opinions, respond to clarifications, paraphrase, call someone’s attention, interrupt, indicate incomprehension, use expressions, simplify structures, and start conversations.
Teachers have to try to find other pedagogical tools in order to help the students’ learning process effectively. For example, teacher should use role play, dramatizations, songs, as strategies to improve speaking skills. When teacher does not apply these strategies, students do not have an appropriate input and motivation to practice oral skill.

**PSYCHOLOGICAL FOUNDATION**

According to Doolittle (2001), Piaget’s Theory of Learning holds the concept of human intelligence as a biological process. This means that the man, as a living organism, is influenced by the environment and information coming from outside. The effects of the environment, in addition to the conditioning, and reinforcement, help students to interiorize what they are learning every day. It is important to remember that when a child is growing not only his body changes but also his mind.

Many psychologists and pedagogies have determined different types of learning according to the changes that occur. Sánchez (2016), cited four different types of learnings which are: behaviorism, cognitism, humanism and social learning.

**Behaviorism.** –Zhou and Brown (2017), expressed that behaviorism concerned with observable and measurable aspects of human behavior. It emphasizes changes in behavior that result from stimulus-response associations made by the learner from the surrounding environment. However, this theory only conveys to observable aspects, without considering mental processes that are vital when it comes to learning. According Doolittle (2001) behavioral changes occurs because student’s effort for things that convey them positive feelings, and for receiving approval from people they admire.
Cognitive development. – From his observation of children, Piaget realized that children were creating ideas and constructing their own knowledge. Constructionists believe that knowledge is constructed through creating products or artifacts. Learners are more engaged in learning when these products and artifacts are relevant and meaningful. In this theory, it is believed that children pass through phases to advance to the next level of cognitive development; it is appreciated when children demonstrate new physical and intellectual abilities and improve complex understanding of the world. Zhou and Brown (2017).

Humanism development- Sánchez (2016), based on the Doolittle`s theory stated that human development refers to change over the time, and time is typically characterized as chronological age. This theory refers to human behaviors with intentionality and values based on studying each person as a whole from their early growth to their growth as an individual throughout their lives.

Social learning. –This theory refers to the understanding of the relation between the social world and cognitive development. Particular attention is given to the significance of culture, the role of language, and the student’s relationship and development within this social world. In this theory, the student’s learning is a process of information and also often involves an active social interaction, Doolittle (2001).

The use of ludic activities supported by some learning theories as behaviorism which is observed when the teacher gives students instruction and rules for games and points a winner who will receive a prize. Students use their prior knowledge (cognitive theory) to create different strategies to win the game. The application of these strategies and tools by students that help them to win the game is known as a constructivism because they are doing it by their selves and constructing knowledge. In this manner, while they are thinking about any strategy, following rules, applying what they have learned in class, and using
different tools, they know to each other, they discover their weakness and strengthen, they learn about respect and acquire responsibility in their functions as a team. Finally, they can express how they won or lost and what happen while they were playing.

EPISTEMOLOGICAL FOUNDATION

According to Cordero (2006), the expression education can be associated with many concepts-descriptors such as, process, person, individual, formation, instruction, learning, teaching-learning, learning-teaching, society, socialization, culture, knowledge, etc. For Marx (as it is cited in Cordero, 2006) “Education is an innate, intentional, inter-communicative and spiritual human process in which instruction, personalization and socialization of man are fulfilled more fully.” (p.14)

The word education has a Latin origin, it comes from two verbs: educare and educere. Educere means to go out, to extract, to take out the darkness, to empower, while to educate means to guide, to lead, to nourish (nurture), to raise, to feed, to move. Applying these actions to the human beings (especially to very early childhood), it can be noticed that to educate refers to the specific potentialities of the human species, as namely, the will, sensitivity, intelligence, present virtually in each person since his conception. Educare’s own action is to facilitate the basic environmental, social and cultural conditions.

Then, according to the foregoing text, it can be understood that individuals want to understand that everyone is educated in their daily relationships in which, inevitably, they have to exchange ideas, affections, services, information, time, space, natural world, etc. The humanization of all people becomes an essential purpose of education. In sum; nature, person, culture, time, space and humanization are the set of co-adjuvants and founding elements of the educational phenomenon. Part of this humanization is to learn to speak another language with the objective to know other cultures and people where it can exist a better communication, therefore, to get this communication through using
another language is an aimed of all schools around the world. Schools through constructivism theory are reaching better results by applying games or activities where students can learn by their selves.

**PHILOSOPHICAL FOUNDATION**

Many times, teachers try to mitigate the low performance in their students, by reasoning; teachers seek teaching techniques that make healthier teaching and learning processes that take place within school education. The playful philosophy refers to children, young people and their educators to develop the ability to think critically, creatively and carefully. This consists of learning to think better by oneself through dynamism and entertainment. Learning involves about emotions, thoughts, family, society, time, money, identity, language, world, friendship, etc.

Playful is, the most important instrument for the integral development of the student in his first years of life. It includes, not only that development of the motor aspect, but also increases the intellectual, social, moral and creative capacity.

Posligua, Chenche, and Vallejo (2017), “Playfulness as a cultural experience is a transversal dimension that goes through all of life, they are not practices, they are not activities, they are not science, they are not a discipline, they are linked to daily life, especially to the search for meaning and human creativity in all its senses and facets, where the subjects that participate make an action that mobilizes them in their activity.”(p.14)
PEDAGOGICAL FOUNDATION

Ortega (2012), Childhood and adolescence represent a stage of discovery and exploration that encourages learning naturally, promoting the learning of a series of skills that enrich the development of cognitive functions, communication and motor maturity. As has already been said in the development of this research work, the game is an indispensable tool to stimulate learning, this being the path that allows the adult to give pleasurable situations through which it seeks to guide the child in the achievement of objectives to enrich its integral development.

The game promotes learning in all areas of child development, such as; sensory, which refers to the senses and perception; motricity, which refers to the movement; cognition which refers to memory and logical reasoning; communication, which refers to comprehension, and socio-emotional skills development which refers to conflict resolution

Salinas (2000), expressed that ludic activities are undoubtedly the opportunity to acquire knowledge form everything that surrounds us. Games represent a set of challenges that attract the child’s motivation and attention.

Ortega (2012), affirmed that ludic activities have an important role to play in students’ motivation. Young learners have a high level of motivation when engaging in enjoyable new and different experiences. This factor is highlighted as one of the best advantages of learning languages in an early age. It is recommended that teachers should implement activities which associate teaching and learning with fun and pleasure, making students feel more active. When students are relaxed their affective filter is lowered which help them to acquire a new language. Motivation is indispensable in the process of second language learning. Brown (1988), believed that it is easier for a person to succeed in learning a foreign language when there is the proper motivation. Motivation is what stimulates to acquire, transform and use knowledge and moves people to do things in order to achieve goals.
The implementation of ludic activities may complement English classes by energizing the class and creating a more positive attitude toward learning through the use of games. The use of games motivates students to speak about their achievements, attitudes and what they learn when playing activities. Therefore, when the teacher will want to include a new learning and pretend that students speak in English, the application of ludic activities would be a positive option to be included in class.

**SOCIOLOGICAL FOUNDATION**

Dinello (2013), stated that ludic impulse is a condition of human beings, for example, when a person is excited to move, or be curious is because of the game. The game is a social act that becomes an activity of ingenuity and pleasure. The game makes an activity more attractive by promoting the growth of each one. When you learn by playing you have entertainment, and joy besides learning is achieved mutually. Therefore, the ludic represents a dynamic for the psycho-physical task, for recreation, for cognitive learning, for socialization.

According to Vygotsky (as it is cited in Millá, 2012) “The game favors the conceptualization of reality, symbolization, the capacity for abstraction, the acquisition of skills, skills and competencies, enculturation and socialization. Throughout the game, artistic and creative skills are developed, as well as motor skills, language, cognition, affective and emotional regulation, attitudes and values.” (p.4)

For Millá (2012), the ludic impulse is born as a social instinct of integration and dynamism that allows the subject to emerge socio-culturally; otherwise it would be aimed at dependence and stress. The ludic impulse initiates the interest in the unknown, awakens the joy of learning, motivates the brain to understand and imagine. It is vitality, desire, ingenuity; in a very varied proportion it is at the base of humor and the organization of knowledge.
From the sociological point of view, it is a trend for exchanges and cultural integration. Then, it can be said that the game has its own space in the family environment, in the recess of the School and can still be part of a methodological sequence to ensure learning. Through games students learn about the responsibility and respect by the others. Games are full of values that students can learn and they can form their personality.

DIDACTIC FOUNDATION

Néreci (as it is cited in Vidal and Macías, 2016), expressed that ludic materials are a set of resources that facilitate the development of teaching or training activity besides encouraging learning in students. Have recreational resource is an essential tool in the field of learning since the student can develop different types of intelligence. In the teaching of English language, ludic material carries out an important role because they influence the development of language skills: speaking, listening, reading and writing. The purpose of having a ludic resource consists of connecting elements between the teacher and learner. As well as, all teaching and learning will be held in contact with real life. Then, resources or materials that serve as a bridge between what is taught, what is learned and the real world. Teacher must make sure that the teaching aids are chosen correctly for the time of use them in class.

Hernandez (2003), stated that “ludic resources are important in the teaching learning process of human beings because they can be used with a variety of purposes, within the context of learning.” (p.56) The methods of teaching recognize the need of using not only oral exposure, due to little significance that the transmitted information has, therefore, it is recommended that teachers use a more active method where students can express their experiences and feelings and can also develop different roles and performances full of funny situations, imagination and creativity. To develop oral skills in classroom, and to carry out the idea of creating a more active participation of students, the teacher could use ludic activities with the purpose to promote interaction among students.
LEGAL FOUNDATION

The current research project is aimed to improve the Ecuadorian education, through improving the oral production in eight-grade students in José Joaquin de Olmedo high school. However, it must be based on different laws that can give legal support and evidence of healthy contribution to our children, such as:

**National Constitution of Ecuador.** - Art. 27 stated that the education will focus on the human being and ensure a holistic development, within the framework of respect for human rights, the environment, and sustainable democracy; it is participatory, compulsory, cross-cultural, democratic, inclusive and diverse, of quality and warmth; it will promote gender equity, justice, solidarity and peace; it stimulates critical sense, art and physical education, and promotes the individual and community initiative and the development of skills and abilities to create and work. This article is connected to the present project because contents are developed with the objective of create a participatory, cultural, inclusive and diverse environment of learning through ludic activities.

**Ministerial Agreement.** – The Ministry of Education, based on this article, has promulgated a Ministerial Agreement, N. 345041-14 that mentions in the Art. 1 that English teaching and learning is mandatory since 2016 from the second grade of basic education to the third year of baccalaureate for all public institutions, fiscomissionals and individuals in the country. The fulfillment of this agreement is done through the application of the English National Curriculum for all public and private institutions. This agreement is connected with the present project because it allows to the educative institutions diversify learning and give a certain importance of teaching and learning English due to it is part of an integral education today in a globalize world.

**The National Plan for Good Living** (2013), it encourages harmonization in the educational process, considering the proficiency that the student should have at the end of the school year; abilities, competences and learning goals are
necessary to be promoted to the next level of their studies. The National Plan is connected to this project because it allows seeing to the students as human beings as organism that can live and learn each other in harmony and respectful.

**English National Curriculum Guidelines**

English National Curriculum Guidelines expresses the following level for speaking skill for eighth-grade students.

**Speaking levels**

**A1**

- Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news.

- Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.
CHAPTER III

METHODOLOGY

RESEARCH DESIGN

The subject of research is the use of ludic activities to improve oral production in the 8th grade students at Jose Joaquin de Olmedo high school in the school year 2018-2019. The participants of this study were the EFL teacher and students of 8th grade. As every educative project, it was necessary to apply different types of investigations but the contents have been developed in its majority descriptively, using two methods: quantitative and qualitative. The first approach was applied to establish causes and facts that affect the development of oral production in classroom. On the other hand, the second approach was used to express real information statistically.

. The research’s first moment was to collect bibliographical information about teaching methods applied to students, and checking literature to go beyond of a simple text and give a scientific value to the project.

. In the second moment of the investigation, the researcher used methods and techniques to obtain accurate information about strengths and weaknesses in the English – teaching process related to the student’s development of oral production, through means of survey to the learners, class observation and interview to the EFL teacher. Fifteen the results obtained aimed to specific conclusions and recommendations by the researcher.

. Among the recommendations, the researcher of the currents study has proposed the use of a guide with ludic activities to improve oral production where the teacher can use it in class with his students, as a group activity with the
purpose to motivate students to speak in English through dynamic activities that wake-up learner’s interest.

**TYPES OF INVESTIGATION**

**Field research.** – Reyes, and Sunderlin (2008), defined it as the space where the object or individuals are observed in normal conditions with a scientific purpose. For this investigation, the researcher obtained necessary and appropriated information from the object of the study such as: methodologies, strategies, techniques and resources applied by the EFL teacher in eighth-grade students.

**Bibliographical.** – For Hernández, Fernandez and Baptista (2003), “Bibliographical research helps to the researcher in collecting information through scientific documents, newspaper and web-page articles, and scientific books to review the literature with topics related to research.” (p.76) Definitions, theories, arguments and opinions about the use of ludic activities to improve oral production and its importance were searched and described to provide the current project with scientific rigor.

**Descriptive.** – Kumar and Ranjit (2005), express that descriptive research helps to understand facts with necessary details as they are observed” (p 27). The researcher of the current project used this type of investigation to describe ludic activities and oral production in qualitative and quantitative pillar, through this investigation as a first point, the causes were formulated, theories were reviewed and proposal was established.

**Correlational.** – Hernández et al., (2003), this type of investigation is applied to measure two variables establishing a statistical and descriptive relationship. For the current research relationships between ludic activities and oral production were stablished through a survey to eighth-grade students and an interview to the EFL teacher.
RESEARCH METHODS

Inductive and Deductive. – Cases are analyzed and its results are taken to draw conclusions of a general nature, Hernández et al., (2003). Inductive and deductive are fundamental methods that allow to answer questions that emerge from the research field. This current investigation has used both inductive and deductive method during the research process it was divided in four chapters, each one with different purposes in each one of them, it is described step by step the definitions and arguments to generate a proposal to solve the problem. On the other hand, Deductive method was used to explain theories that give support to the investigation and its proposal. The same thesis work can be considered as a result of an inductive process and its explanation a deductive process.

Quantitative Method. – This method contributed to the current investigation because through the data collected conclusions were given by a statistical analysis. It could be known the level of the students’ satisfaction about the methodology used by their teacher. To a population and simple of 40 students and an EFL teacher

Qualitative method. - Hernández et al., (2003), is an interpretative research, referring to the singular or particular subjective aspects of the fact or individuals, (p.18). It was used to understand the conflict situation and value to the teaching of English language focus on oral production with ludic activities.

Historical and Logical. – According to Urgiles (2014), the historical and logical methods try about the causes and effects of a problem or situation through time. Researcher used this method to know previous works related with the present project as well as, through psychological, epistemological, pedagogical and sociological foundations to know the
development of oral skill and ludic activities, reviewing stages and theories.

**Analysis-Synthesis.** – as it is mentioned in Hernandez et al., (2003), analysis-synthesis method is helpful to break a problem or a phenomenon into small pieces. This method contributed to the ament investigation to analyze data collection and check pro and cons about ludic activities and oral skill theories. Finally, the researcher made a summary giving conclusions and recommendations.

**POPULATION AND SAMPLE**

According to Ludwig (2008), the population is a group of individuals with several characteristics. Through field investigation develop at Jose Joaquin de Olmedo Francisco high school, during the 2018-2019 school year, the population and sample for the study are the same because the number of participants are not more than one hundred, for that reason ay formula was applied.

When a small set of individuals represent a part of whole population it is called sample, according to Ludwig (2008). It was necessary to choose a little group of students from population with the objective to know levels of satisfaction by learning English, teacher’s methodology and develop of language skills.

**Chart. N. 1 Population**

<table>
<thead>
<tr>
<th>Nº</th>
<th>DETAIL</th>
<th>PEOPLE</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Students</td>
<td>40</td>
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<tr>
<td>3</td>
<td>Total</td>
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</table>

**Source:** José Joaquin de Olmedo High school
Chart. N. 2 Sample (Eighth-grade students)

<table>
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<th>Nº</th>
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<th>PEOPLE</th>
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<tbody>
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<td>41</td>
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Source: José Joaquin de Olmedo High school
**OPERAZIONALIZATION OF VARIABLES**

**CHART N. 3** operationalization of variables

<table>
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<tr>
<th>INDEPENDENT VARIABLE</th>
<th>DIMENSION</th>
<th>INDICATOR</th>
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<tbody>
<tr>
<td></td>
<td>Definitions</td>
<td>Ludic activities</td>
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<td></td>
<td>Ludic activities principles</td>
<td>Dynamism, Participation, Entertainment, Competition</td>
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<td>Types of ludic activities</td>
<td>Games, Pair/group work, Songs/Rhymes/Chants, Role-plays/Dramatizations, Flashcards/Illustrations, Stories</td>
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<td></td>
<td>Importance of activity-based learning</td>
<td>Helping a student understand concepts, Implying students in an active role</td>
</tr>
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<td></td>
<td>Teaching English with Ludic Activities</td>
<td>Spontaneous, activities to encourage students to practice language skills, Ludic activities promote the student’s development, Apply games to motivate students learn.</td>
</tr>
<tr>
<td></td>
<td>Ludic activities</td>
<td>Advantages, Disadvantages</td>
</tr>
<tr>
<td></td>
<td>Ludic activities axis</td>
<td>Act of playing, Use of determined rules, act of relaxation, use of time, use of technical objects</td>
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</tbody>
</table>

<table>
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<th>DEPENDENT VARIABLE</th>
<th>DIMENSION</th>
<th>INDICADOR</th>
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<tbody>
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<td></td>
<td>Definitions</td>
<td>Oral production (speaking)</td>
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<td></td>
<td>Oral production importance</td>
<td>Productive skill of speaking, Receptive skill of understanding</td>
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<td></td>
<td>Oral production classification</td>
<td>Oral production (speaking), Spoken interaction, Oral mediation</td>
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<tr>
<td></td>
<td>Oral production strategies</td>
<td>Clarify doubts, ask for opinions, respond to clarifications, use expressions, simplify structures, start the conversation</td>
</tr>
</tbody>
</table>

**Source:** José Joaquin de Olmedo High school
TECHNIQUES AND INSTRUMENTS OF INVESTIGATION

The current study made use of the following four main techniques and investigations:

**Observation.**- Hernandez et al., (2003), expressed that observation is the basic relationship between what is observed and the person who observes, it represents the beginning of all understanding of reality. Through an observation class checklist researcher could know teacher’s methodology, didactic resources, and teaching environment.

**Survey.**- According to Barrera (2017), “survey is a technique that consists of collecting data for a social research.” (p.4). This tool was used with 12 statements aimed to know satisfaction of the oral production practice and the use of playing activities, so that, researcher could measure to the satisfaction students have about oral production and ludic activities in classroom.

**Interview.**- For Romeo and Domenech (2016), interview is a conversation carried out between two or more people with the sole purpose of gathering information, opinion or knowing the personality of the interviewee. It was used through an interview questionary with eight questions aimed to know the teacher’s appreciation about oral production development and ludic activities in classroom.
OBSERVATION GUIDE

At the beginning of the investigation it was necessary to apply and observation to know how language skills were developed by the English teacher thanks of this, it was possible to notice problems in the students as little motivation; lack of interest in the language learning from is due to the lack of strategic process and limited educational innovation from the teachers to the teaching-learning process. The monotony was another factor observed the influence in the students’ motivation because there are not strategies to promote motivation and interaction among students, as a result disinterest for the language learning and an unpleasant atmosphere for teaching is acoted.

TEACHER INTERVIEW

In the interview the English teacher explains some difficulties at the moment to teach English in classroom. One of these is the deficiency of didactic materials to develop language skills. The teacher also mentions that of all language skills reading and writing are the most worked, it is because there is an English book with good contents however it cannot be diversify due to the insufficiency of technological tools as computer or projector where students can listen and see people who speak English as native language.

On the other hand, another difficult point according to the teacher was the overcrowded; the teacher explains that it is often hard to catch the students` attention. However, the teacher thinks that a didactic guide with ludic activities will be very useful to motivate students to learn English and make them use English in classroom through games, role-plays, songs, and other playing activities.
ANALYSIS AND INTERPRETATION OF THE DATA
SURVEY TO THE STUDENTS
40 students

Chart N. 4

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totally agree</td>
<td></td>
<td>37</td>
<td>92%</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifference</td>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Analysis
The 92% of students mentioned that they like to speak in English, while the 8% of them like not. Teacher should take advantage of the students’ interest by learning English with catching activities to motivate them to improve their performance.
SURVEY TO THE STUDENTS
40 students

Chart N. 5

<table>
<thead>
<tr>
<th>CODE</th>
<th>I feel confident when speak English.</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 2</td>
<td>ALTERNATIVES</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Indifference</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>9</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>20</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at José Joaquin de Olmedo school.
Elaborated by: Carmen Espinoza, 2018

Graphic N. 2

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Analysis

The 50% of students mentioned that they do not feel confident when they speak English, it can be because the teacher is not developing enough oral activities in the classroom. Therefore, it is suggested to apply strategies to develop oral skills in eighth-grade students.
SURVEY TO THE STUDENTS
40 students

Chart N. 6

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM</td>
<td>N. 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I have enough vocabulary to establish a conversation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totally agree</td>
<td>6</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Indifference</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>22</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>Totally disagree</td>
<td>12</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Graphic N. 3

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Analysis

The 85% of students mentioned that they do not have enough vocabulary to establish a conversation. It is a very important point since it is a essential requirement to learn to speak in English. Therefore, it is suggested to the teacher to get the opportunity to implement methods and strategies aimed to develop vocabulary in class with the objective to increase student’s lexical level.
SURVEY TO THE STUDENTS
40 students

Chart N. 7

<table>
<thead>
<tr>
<th>CODE</th>
<th>The teacher uses warm-ups before starting each lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 4</td>
<td>ALTERNATIVES</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Indifference</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Graphic N. 4

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Analysis

The 80% of students mentioned that the teacher does not use warm-ups before starting each lesson. It is necessary to apply warm-ups activities because, besides of being an excellent strategy for motivating students, it is also a strategy that foster oral skills. Therefore, it is suggested to the teacher to use warm-ups to motivate students to speak.
SURVEY TO THE STUDENTS

40 students

Chart N. 8

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 5</td>
<td>The teacher uses ludic activities to teach English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totally agree</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Indifference</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Totally disagree</td>
<td>32</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Graphic N. 5

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Analysis

The 85% of students mentioned that the teacher does not use ludic activities to teach English, it was observed that teacher was focused on reading and writing activities without any ludic activity. Therefore, it is suggested to the teacher to implement ludic activities to accompany language skills.
SURVEY TO THE STUDENTS
40 students

Chart N. 9

<table>
<thead>
<tr>
<th>CODE</th>
<th>The use of various ludic activities promotes a stress-free environment in class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 6</td>
<td>ALTERNATIVES</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Indifference</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Graphic N. 6

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Analysis

The 97% of students mentioned that the use of various ludic activities do promote a stress-free environment in class. With the use of ludic activities students get relaxed and learning is easy to acquire. Therefore, it is suggested to the teacher to use ludic activities as, games, songs, role plays, etc.
SURVEY TO THE STUDENTS
40 students

Chart N. 10

<table>
<thead>
<tr>
<th>CODE</th>
<th>The use of games in class motivate me to learn English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM</td>
<td>ALTERNATIVES</td>
</tr>
<tr>
<td>N. 7</td>
<td>Totally agree</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Indifference</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Graphic N. 7

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Analysis

The 100% of students mentioned that the use of games in class motivate them to learn English because they feel totally relaxed from routine activities. Therefore, it is suggested to the teacher implements games every week or every day if it were possible.
SURVEY TO THE STUDENTS
40 students

Chart N. 11

<table>
<thead>
<tr>
<th>CODE</th>
<th>It results easier to learn when the teacher applies games in class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM</td>
<td>ALTERNATIVES</td>
</tr>
<tr>
<td>N. 8</td>
<td>Totally agree</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Indifference</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Graphic N. 8

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Analysis

The 100% of students mentioned that It results easier for them to learn when the teacher applies games in class because they feel that games make the acquisition of vocabulary and application of the oral skills be easier. Therefore, it is suggested to the teacher to implement games every week or every day if it were possible.
SURVEY TO THE STUDENTS
40 students

Chart N. 12

<table>
<thead>
<tr>
<th>CODE</th>
<th>The use of role plays helps me to improve my oral production.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 9</td>
<td>ALTERNATIVES</td>
</tr>
<tr>
<td>Totally agree</td>
<td>26</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
</tr>
<tr>
<td>Indifference</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Graphic N. 9

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Analysis

The 90% of students mentioned that the use of role plays help them to improve their oral production. It could be because learners have understood the importance of practicing oral skills and apply English in different situations. Therefore, it is suggested to the teacher to go on with activities aimed to develop oral skills.
SURVEY TO THE STUDENTS
40 students

Chart N. 13

<table>
<thead>
<tr>
<th>CODE</th>
<th>The teacher makes me sing a song in class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 10</td>
<td>ALTERNATIVES</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Indifference</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Graphic N. 10

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Analysis

The 50% of students mentioned that the teacher does make them sing songs in class, however, this opinion is divided there are those who think teacher uses songs in class frequently and there are others who think not. Therefore, it is suggested to the teacher to more frequently use songs as another ludic activity aimed to develop oral skills.
SURVEY TO THE STUDENTS
40 students

Chart N. 14

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 11</td>
<td>Totally agree</td>
<td>36</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Indifference</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Graphic N. 11

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Analysis

The 90% of students mentioned that the teacher motivates them to speak in English. However, the more the teacher wants their students speak in English, the less he gets it. Due to learning English is a process where are immersed various aspects, among them: vocabulary acquisition, grammar, and oral expression. Therefore, it is suggested to the teacher to continue motivating students to speak in English but at the same time, teaching and helping them to increase their language acquisition.
SURVEY TO THE STUDENTS
40 students

Chart N. 15

<table>
<thead>
<tr>
<th>CODE</th>
<th>My teacher develops oral production exercises in classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM N. 12</td>
<td>ALTERNATIVES</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Indifference</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Graphic N. 12

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Analysis

The 90% of students mentioned that their teacher does develop oral production exercises in classroom. Therefore, it is suggested to the teacher to keep on developing oral production but, using along ludic activities.
SURVEY TO THE STUDENTS
40 students

Chart N. 16

<table>
<thead>
<tr>
<th>CODE</th>
<th>Oral production exercises help me to improve my pronunciation and fluency.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ALTERNATIVES</td>
</tr>
<tr>
<td>ITEM N. 13</td>
<td></td>
</tr>
<tr>
<td>Totally agree</td>
<td>36</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Indifference</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Analysis

The 90% of students mentioned that oral production exercises help them to improve their pronunciation and fluency. When students begin practicing their English performance day after day they are going to improve their pronunciation by correcting their mistakes. At the same time, learners are going to acquire more confident in speaking English.
**SURVEY TO THE STUDENTS**

40 students

**Chart N. 17**

<table>
<thead>
<tr>
<th>CODE</th>
<th>I practice English with my partners in classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM</td>
<td>ALTERNATIVES</td>
</tr>
<tr>
<td>N. 14</td>
<td>Totally agree</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Indifference</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

**Source:** Eighth-Grade Students at José Joaquin de Olmedo high school.
**Elaborated by:** Carmen Espinoza, 2018

**Graphic N. 14**

**Source:** Eighth-Grade Students at José Joaquin de Olmedo high school.
**Elaborated by:** Carmen Espinoza, 2018

**Analysis**

The 75% of students mentioned that they do not practice English with their partners in classroom, as it is true, students make some oral activities like oral presentations and some roles plays where they read a dialogue. However, oral activities go beyond of being a passive activity. Therefore, it is suggested that the teacher promotes activities in pairs or by groups where students can interact to each other.
SURVEY TO THE STUDENTS
40 students

Chart N. 18

<table>
<thead>
<tr>
<th>CODE</th>
<th>Item N. 15</th>
<th>I believe necessary to practice speaking along with reading, writing and listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALTERNATIVES</td>
<td>FREQUENCY</td>
<td>PERCENTAGE</td>
</tr>
<tr>
<td>Totally agree</td>
<td>36</td>
<td>90%</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Indifference</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Graphic N. 15

Source: Eighth-Grade Students at José Joaquin de Olmedo high school.
Elaborated by: Carmen Espinoza, 2018

Analysis

The 90% of students mentioned that they believe necessary to practice speaking along with reading, writing and listening. Therefore, it is suggested that the teacher develops all language skills at the same time looking for different strategies every day.
CONCLUSIONS

After having finished the research, author has collected different conclusion and prepare some recommendations

STUDENTS

- Students like to speak in English, however they have a limited vocabulary to express their ideas and opinions

- Students do not feel confident when they speak English, they are even afraid of speaking.

- Students do not have enough vocabulary to establish a conversation.

- Students feel motivated by the games and playing activities because they promote a stress-free environment in class that encourage them to learn.

- Students believe that their oral production improves when their teacher applies ludic activities as, role plays, songs, games, etc. however, there are not enough use of ludic activities in eighth-grade students.

- Students do not practice English with their partners in classroom

- Students need to practice speaking along with reading, writing and listening

TEACHER

- The teacher does not use warm-ups before starting each lesson.

- The teacher does not use ludic activities to teach English frequently.
- The more teacher wants their students speak in English, The less he gets it because the learning of English is a process where are immersed various aspects among them, vocabulary acquisition and grammar and oral expression.

- Rarely, the teacher develops oral production exercises in classroom.

- The teacher does not a guide with ludic activities strategies help him or her to teach English.
RECOMMENDATIONS

After having known different conclusions, the author gives the following recommendations:

- The teacher should take advantage of the students’ interest by learning English and encourage them to express ideas using new words and grammar structures.

- The teacher should implement activities where students feel motivated to speak and develop oral skills for example, warm-ups, brainstorming strategy, songs, role plays, little contest, etc.

- The teacher should motivate their students by using of games and playing activities to promote a stress-free environment in class that encourage them to learn.

- The teacher should use ludic activities to teach English frequently.

- The teacher should encourage students for what they speak English in class for instance, permission to the bathroom, questions about the topic, or when they need additional information.

- The teacher should encourage students work in pairs for speaking activities.

- The teacher should implement a speaking activity along with reading, writing and listening

- The teacher should have a guide with ludic activities strategies help him or her to teach English.
CAPITULO IV

THE PROPOSAL

DESIGN OF A BOOKLET WITH DIDACTIC ACTIVITIES FOR THE DEVELOPMENT OF THE ORAL PRODUCTION

JUSTIFICATION

The researcher of the current project has established the objective to design a booklet that includes didactic (ludic) activities with the aim of developing oral expression in the eighth-grade students at Jose Joaquin de Olmedo High School. The application of diverse speaking strategies in classroom helps the teacher as additional resource for improving students’ language skills and to motivate learners. This project finds its importance since it has psycho-social and pedagogical basis. Students of English as a second language would be benefit by making learning easier through getting them motivated towards learning English. Activities that includes: physical movement, concentration, ability to think logically, make decisions, learning to cope with fears and frustrations, empathy, respect, tolerance for others, activities that foster cooperative learning to manage conflicts, to act within a team, and to reach a common objective would raise students’ confidence for speaking English inside the classroom.

GENERAL OBJECTIVE

- To design a booklet with ludic activities to improve oral production in Eighth grade students at Jose Joaquin de Olmedo Public High School in the academic year 2017-2018.
SPECIFIC OBJECTIVES

- To apply oral production (speaking) strategies inside the classroom.
- To help teacher with an additional resource for improving language skills.
- To motivate students to learn English through ludic activities.

THEORETICAL ASPECTS

DIDACTIC ASPECT

Medina (as it is cited in Navarro and Piñeiro (2012), stated that “Didactic is a discipline that studies techniques, procedures, strategies, and methods to enhance the teaching process to approach in a wide, deep, and significant way” (p.7). The teaching process includes didactic strategies that point to the development of several activities considering not only students’ understanding of ideas but also a mutual relationship among specific information and a particular activity. Therefore, didactic strategies should be seen as purposeful by organizing the teaching and learning process’s structure to achieve goals in which students not only learn a subject matter but also gain knowledge of other skills such as: cooperation, respect for oneself and the others’ differences, and values. In the current project a booklet was designed as a didactic instrument that could be used by the teacher to implement diverse activities and strategies to develop language through cooperative learning.

PEDAGOGICAL ASPECT

The games are an indispensable tool to stimulate learning; this is without doubt the best way to guide the students in the achievement of objectives to enrich its integral development. The game promotes sensations and perceptions; promotes the movement; promotes memory and logical reasoning; promotes comprehension and socio-emotional skills and promotes conflict-solution thinking.
Games represent a set of opportunities that attract the students’ motivation and attention because students have a high level of engagement when they are involved in enjoyable, new, and different experiences. This factor is highlighted as one of the best advantages of learning languages in an early age. In this project, the author proposes a booklet with ludic activities, that used by the educator properly, could promote students’ learning associating it with fun and pleasure, as a result student would feel relaxed and their affective filter will be lowered which leads to become learning easier and meaningful.

LINGUISTIC ASPECT

In the teaching of languages related to the linguistic aspect, Van der Walt (2000), explained two different manners of how linguistic influences a second language acquisition. Van der Walt indicated two methods: the cognitive code method and the cognitive anti-method both drawing on different aspects of Chomsky's Cognitivism.

The cognitive method states that perception and awareness of a system of rules precede the explicit teaching of those rules. A conscious grammatical understanding of a language rule should be preceded by the provision of opportunities for practicing the language meaningfully. The creative characteristics of the language faculty lead to the rejection of mechanical practice and emphasize on the creative an innovative use of language.

On the other hand, Newmark and Reibel (as they are cited in Van der Walt 2000), mentioned that the cognitive anti-method is a radical method in which it is left to the learner to depend on his innate capacity and to control his own learning process. Language acquisition is not seen as an additive process, and it is not necessary to attend to the linguistic form. The current proposal includes these two methods by allowing the students to practice speaking language meaningfully, and to discover the grammar structures in a stress-free environment without fear of making mistakes.
SOCIAL ASPECT

According to Teixeira (2012), the focus on language skills (reading, writing, listening and oral production) as a whole is considered the most adequate for schools; when language skills are properly developed students have the opportunity to have their own voice becoming them able to project their own local identities in national and international context. The author of the current proposal hopes that the use of this booklet promotes students’ social relationships through the use of group ludic activities. Activities that foster friendship, trust, empathy, respect and tolerance. In addition, activities that permit students to express their cultural identities, thoughts and feelings, eliminating stereotypes and prejudices and learn to cooperate, to manage conflicts, and to act within a team by using a foreign language.

FEASIBILITY OF THE APPLICATION

Financial. - Among the expenses, photocopies will be used and they will be afforded by the researcher.

Human.- Authorities, parents and teachers are aware of the attention and solidarity that this project offers to the students of 8th grade at Jose Joaquin de Olmedo. It is important to mention that the teachers are will to apply the current proposal in their classrooms.

DESCRIPTION

This booklet was developed to help teachers in the teaching process and to complement the development of language skills in eighth grade students. By sharing the booklet with a wider audience, author hopes that it can serve as a reference on ludic activities approach, which can be applied in high school and primary schools, and in either non-formal or formal teaching settings.
The booklet is aimed to the teacher as a helping resource to complement or increase the performance of students’ oral production skill and it can even be used along with to complement activities in other language skills.

The booklet includes a little introduction of ludic activities, dimensions of ludic activities, table of contents and twenty ludic activities. Activities are aimed to foster oral production in English through games, role plays, songs and other playing activities. The objective of this booklet is to apply oral production (speaking) strategies inside classroom, to help teachers with an additional resource for improving language skills, and to motivate students to learn English through ludic activities.

All games and playing activities have a description of material applied or implemented and one or two objectives per activity, as well as its procedure and suggestions.

BOOKLET’S STRUCTURE

Booklet’s Introduction

Guiding the users

This booklet is designed to help teachers to develop oral skills through ludic activities and motivate students in eight-grade to speak in English and complement the activities already identified in the student’s textbook.

Booklet’s objectives

- To give an overview of the use of games as a teaching-learning tool.

- To guide teachers on how to use games to improve oral expressions in second language learning.
• To provide teachers with a variety of games, playing activities and interactive tasks to support learning through a booklet with ludic activities

Justification

Games and playing activities are those related with the theory of constructivism which states that: Knowledge is not passive, rather it is acquired actively because is based on the learner’s active participation. Students learn using all their senses since they are necessary to communicate. Ludic activities promote more verbal learning than visual learning since speaking is a social interaction mean. Learning through games songs, role plays, dramas, etc fosters higher order thinking skills, collaboration, problem solving skills and discovery learning.

Dimensions of Ludic Activities Development in Students

Ludic activities have different types of manners to benefit students, such as:

Physical dimension. - It refers to help to develop physical abilities for example flexibility, strength, endurance, resistance, speed, orientation, reaction, differentiation, rhythm, and balance.

Mental dimension. - It refers to help to develop intellectual capacities, for example: ability to concentrate, to observe, to reflect, to anticipate, think logically, put strategies in place and make decisions.

Emotional dimension. - It refers to improve the awareness and management of emotions, for example: Learning to cope with fears and frustrations, learn to manage aggression, experience joy, fun and motivation and learn to win and to lose.

Social dimension. - It refers to help to strengthen social relations and to improve social skills, for example: making friends, gain trust, empathy, respect and
tolerance for others, surrender stereotypes and prejudices and learn to cooperate, to manage conflicts, to obey rules and to act within a team.

Booklet’s Contents

- Activity 1: MEMORY ANIMALS.
- Activity 2: ROLE PLAY
- Activity 3: SING YOU CAN!
- Activity 4: HOUSE OF NUMBERS.
- Activity 5: DESCRIBING PERSON.
- Activity 6: TOUCH RIDDLE.
- Activity 7: SPELLING BEER.
- Activity 8: MEMORY FRASES.
- Activity 9: WHAT’S THE QUESTION?
- Activity 10: FAST SENTENCES.
- Activity 11: ROLL THE DIE.
- Activity 12: REPORTED SPEECH.
- Activity 13: TWO TRUTHS, ONE LIE.
- Activity 14: MEMORIZE GAME
- Activity 15: I HAVE NEVER
- Activity 16: GUESSING WHO I AM.
- Activity 17: MY FUTURE.
- Activity 18: LET’S USE DEMOSTRATIVE.
- Activity 19: DESERT ISLAND ACTIVITY.
- Activity 20: SHAFFLING THE FLASH CARDS
REFERENCES


Moreno. F, (2002) 100 games and play activities to teach English. P.32


Palacios J, (2016) “Ludic digital learning resources to develop English pronunciation skill for the students in 8th grade”. Retrieved from Universidad nacional de Chimborazo, Facultad de Ciencias de la Educación Humanas y Tecnologías, Carrera de Idiomas especialización idioma inglés


Vidal. Ch, Carolina. D, and Macías. L, 2016. Ludic Resources and Their Influence on the Development of Listening and Speaking Skills in Students of Languages and Linguistics Major During the school term.UNIVERSIDAD TÉCNICA DE MANABÍ.P. 4


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Common European Framework

Plan del Buen Vivir

Ministerio de Educación

Curriculum Nacional
ASIGNACION
DEL TUTOR
Olício No. 296

Guayaquil, 15 de Agosto del 2017

MSc.
Lucía Sánchez
PROFESORA DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En esta designación consta el nombre de la estudiante de la Escuela de Lenguas y Lingüística: ESPINOZA ASTUDILLO CARMEN PATRICIA.

TOPIC: "INFLUENCE OF THE APPLICATION OF LUDIC ACTIVITIES IN THE DEVELOPMENT OF THE ORAL PRODUCTION".

PROPUESTA: "DESIGN OF A BOOKLET WITH DIDACTIC ACTIVITIES FOR THE DEVELOPMENT OF ORAL PRODUCTION".

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

MSc. Alfonso Sánchez Ávila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
SOLICITUD A LA INSTITUCION EDUCATIVA
Oficio No. 386

Guayaquil, 6 de Octubre del 2017

Licenciada
Delia Villacís Torres
RECTORA DEL COLEGIO FISCAL “JOSÉ JOAQUIN DE OLMEDO”
Ciudad

De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que la estudiante: ESPINOZA ASTUDILLO CARMEN PATRICIA, de la Escuela de Lenguas y Lingüística, Sistema Presencial, pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: ”INFLUENCE OF THE APPLICATION OF LUDIC ACTIVITIES IN THE DEVELOPMENT OF THE ORAL PRODUCTION.”

PROPOSAL: DESIGN OF A BOOKLET WITH DIDACTIC ACTIVITIES FOR THE DEVELOPMENT OF THE ORAL PRODUCTION.

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 entrego los reconocimientos:

M.ª Auxilia Sánchez Ávila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

14. Octubre 2017
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Tutor: Dra. Lucía Sánchez P.
Carrera: Ing. Carmen Espinosa Arcevillo
## INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

**Tutor:** Msc. Lucila Sánchez P.

**Tipo de Trabajo de Titulación:** 
**Título del trabajo:**

**Carrera:** Lenguas y Letras, ES, Carmen Espinosa Aspasillo

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Tutor: Lic. Lucila Sánchez.

Título: Influencia de las actividades de lectura en el desarrollo de la producción oral.

Carrera: Lengua y Lingüística.

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CERTIFICADO DE SIMILITUD
FACULTAD DE FILOSOFIA Y LETRA
ESCUELA/CARRERA LENGUA Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado LUCILA SANCHEZ P, tutor del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por CARMEN PATRICIA ESPINOZA ASTUDILLO C.h:0916510381, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciada en la Educación, mención Lengua y Lingüística.

Se informa que el trabajo de titulación: Influence of the application of ludic Activities in the Development of the Oral Production ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND quedando el 8% de coincidencia.

![Certificación de similitud](image-url)

LUCILA SÁNCHEZ P.
C.I.091646834
Urkund Analysis Result

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Submitted: 8/10/2018 12:51:28 PM
Submitted By: carmenespina30@hotmail.com
Significance: 8%

Sources included in the report:
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- 2. SONG AND LISTENING.docx (5380832113)
- Influence of repetition in the development of vocabulary.docx (532945102)
- TESIS PARA URKUND.docx (34799001)
- Llarena y Gonzale.docx (536871230)
INSTRUMENTOS DE INVESTIGACION
### CLASS OBSERVATION GUIDE

**Objective:** To know the teaching’s methodology, use of didactic resources used and the teaching environment during the English class.

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<th>Criteria</th>
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<td>1. The teacher gives instructions and clear commands.</td>
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<td>2. Teacher uses a warm-up before starting English class.</td>
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<td>3. Teacher promotes oral production different from those in the textbook</td>
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<td>4. The teacher uses various ludic activities for engaging student’s attention in the process of teaching-learning English.</td>
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<td>5. The teacher monitors ludic activities that are carried out in class.</td>
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<td>6. The teacher checks understanding in students in oral production activities by asking questions to them.</td>
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<td>7. Students actively participate actively in communicative exercises inside the classroom</td>
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<td>8. The teacher uses suitable ludic resources for motivating students as: role play, games songs, etc.</td>
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<td>9. Students seem motivated to practice oral activities.</td>
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<td>10. The teacher’s pronunciation is clear and fluent</td>
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**Source:** José Joaquin de Olmedo High school  
**Elaborated By:** Carmen Espinoza, 2018
TEACHER´S INTERVIEW

Objective: To know the teacher´s appreciation about oral production development and ludic activities in classroom

Instructions:
Answer the following questions, give examples if necessary

1. Do you consider oral production (speaking) as an important skill to be developed by your students? Why?

2. In your opinion, which are the difficulties that you find to develop oral production in your students?

3. In your opinion, is it important to apply ludic activities in classroom with your students? Why?

4. Do you consider ludic activities are motivating and useful to develop oral skill? Explain.

5. Why do think that students do not have interest by learning English?

6. Why do you believe that your students have problems in oral production skill?

7. In your opinion, could ludic activities, assist students to develop a greater vocabulary acquisition? Explain.

8. Why you believe that the ludic activities are necessaries to increase the student´s proficiency and fluency?
Objective: To know the student’s opinion about the use of ludic activities to improve oral production.

Instructions: Mark with an (x) you answer according to likert scale

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Specific information: Mark with an (x) the answer you consider appropriated.

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<th>STATEMENTS</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>TOTAL</th>
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<td>I enjoy to speak english in class</td>
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<tr>
<td>I feel confident when speak english</td>
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<td>I have enough vocabulary to establish a conversation</td>
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<td>The teacher uses warm-ups before starting each lesson</td>
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<tr>
<td>The teacher uses ludic activities to teach english</td>
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<td>The use of various ludic activities promote a stress-free environment in class</td>
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<td>The use of games in class motivate me to learn english</td>
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<tr>
<td>It results easier to learn when the teacher applies games in class</td>
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<tr>
<td>The use of role plays help me to improve my oral production</td>
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<tr>
<td>The teacher makes me sing a song in class</td>
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<tr>
<td>The teacher motivates students to speak in english</td>
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<tr>
<td>My teacher develops oral production exercises in classroom</td>
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<tr>
<td>Oral production exercises help me to improve my pronunciation and fluency</td>
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<tr>
<td>I practice english with my partners in classroom</td>
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<tr>
<td>I believe necessary to practice speaking along with reading, writing and listening</td>
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</tr>
</tbody>
</table>

Source: José Joaquin de Olmedo High school
Elaborated By: Carmen Espinoza, 2018
ANNEXE II
EVIDENCES
ENTREVISTA CON EL DIRECTOR Y PROFESOR DE INGLES DE OCTAVO
GRADO DEL PLANTEL JOSE JOAQUIN DE OLMEDO

Interview with the Principal Master Delia Villacis Torres. And English teacher y Lic. Raúl Alvarado academic year 2017-2018.

Source: José Joaquín de Olmedo high school
Elaborated by: Carmen Espinoza (2018)
TUTORÍAS CON LA MSC. LUCILA SANCHEZ

Supervisión clases con Msc. Lucila Sanchez, academic year 2017-2018.

Source: Guayaquil University
Elaborated by: Carmen Espinoza (2018)
ENCUESTA A LOS ESTUDIANTES DE OCTAVO GRADO DEL COLEGIO
JOSE JOAQUIN DE OLMEDO

Survey to the eighth-grade students at Jose Joaquín de Olmedo high school,
June 5th, 2018

Source: José Joaquín de Olmedo high school
Elaborated by: Carmen Espinoza (2018)
ANNEXE III
LUDIC ACTIVITIES
IN THE
DEVELOPMENT
OF THE ORAL
PRODUCTION
BOOKLET WITH DIDACTIC ACTIVITIES EXERCISES TO IMPROVE ORAL PRODUCTION SKILLS

AUTHOR: Carmen Espinoza A.
INTRODUCTION

Many teachers perceive the learning environment as “efficient” if the students sit still and are quiet. However, for a student it is very difficult to sit still for hours and to be concentrated on what the teacher is saying.

If teaching is interrupted by active sequences, in which the student can move or if the lessons are designed interactively, leaving the children room to explore and practice what they have learnt. So, learning is much more easily.

This guide was developed to help the teacher in their class-teaching and to complement the development of language skills in eight grade students.

By sharing the guide with a wider audience, author hopes that it can serve as a reference on ludic activities approach, which can be applied in high school and primary schools, and in either non-formal or formal teaching settings.

Guiding the users

This booklet is designed to help teachers to develop oral skills through ludic activities and motivate students in eight-grade to speak in English and complement the activities already identified in the student’s textbook.

Booklet`s objectives

- To give an overview of the use of games as a teaching-learning tool

- To guide teachers on how to use games to improve oral expressions in second language.

- To provide teachers with a variety of games, playing activities and
interactive tasks to support learning through a booklet with ludic activities.

**Justification**

Games and playing activities are those related with the theory of constructivism which states that: Knowledge is not passive, rather it is acquired actively because is based on the learner’s active participation. Students learn using all their senses since it is necessary to communicate. Ludic activities promote more verbal learning than visual learning since speaking is a social interaction mean. Learning through games songs, role plays, dramas, etc fosters higher order thinking skills, collaboration, problem solving skills and discovery learning.

**Dimensions of Ludic Activities Development in Students.**
Ludic activities have different types of manners to benefit students, such as:

- **Physical dimension.**- It refers to help to develop physical abilities for example flexibility, strength, endurance, resistance, speed, orientation, reaction, differentiation, rhythm, and balance.

- **Mental dimension.**- It refers to help to develop intellectual capacities, for example, ability to concentrate, to observe, to reflect, to anticipate, think logically, put strategies in place and make decisions.

- **Emotional dimension.**- It refers to improve the awareness and management of emotions, for example: Learning to cope with fears and frustrations, learn to manage aggression, experience joy, fun and motivation and learn to win and to lose.

- **Social dimension.**- It refers to help to strengthen social relations and to improve social skills, for example: making friends, gain trust, empathy, respect and tolerance for others, surrender stereotypes and prejudices and learn to cooperate, to manage conflicts, to obey rules and to act within a team.
Booklet’s Contents

- Activity 1: MEMORY ANIMALS.
- Activity 2: ROLE PLAY
- Activity 3: SING YOU CAN!
- Activity 4: HOUSE OF NUMBERS.
- Activity 5: DESCRIBING PEOPLE.
- Activity 6: TOUCH RIDDLE.
- Activity 7: SPELLING BEER.
- Activity 8: MEMORY PHRASES.
- Activity 9: WHAT’S THE QUESTION?
- Activity 10: FAST SENTENCES.
- Activity 11: ROLL THE DIE.
- Activity 12: REPORTED SPEECH.
- Activity 13: TWO TRUTHS, ONE LIE.
- Activity 14: MEMORIZE GAME
- Activity 15: I HAVE NEVER
- Activity 16: GUESSING WHO I AM.
- Activity 17: MY FUTURE.
- Activity 18: LET’S USE DEMOSTRATIVE.
- Activity 19: DESERT ISLAND ACTIVITY.
- Activity 20: SHAFFLING THE FLASH CARDS.
Activity 1: MEMORY ANIMALS

Objectives:
- To practice and review the vocabulary students learnt during classes
- To improve students speaking skills while reinforcing cooperative learning.
- To use adjectives for describing animals.

Material: Cards with pairs of animals (the total of cards should equal the number of students in your class).

Procedure:
1. The cards are spread on the floor with the reverse side up. All students at the same time take one card.
2. By doing this, the students have to find their matching partner to form pairs of the same animal.
3. To find their partners students should ask the following questions:
   a) What kind of animal is it?
   b) Where does the animal live?
   c) Is the animal big or small?
   d) What is the color of the animal?
   e) Does the animal have hair?
   f) Does the animal have wings?
4. When doing this, the students have to find their corresponding partner to form pairs of the same animal.
LUDIC ACTIVITY
Activity 2: ROLE PLAY

Objectives:
- To practice and review the vocabulary students learnt during classes.
- To improve students speaking skills while reinforcing cooperative learning.
- To strengthen students speaking skills by reinforcing the use of verbs in simple present and the expression “I WOULD LIKE”

Procedure:
1. Taking Messages on the Telephone.
2. Use proper vocabulary to create a dialogue by using the following information.

<table>
<thead>
<tr>
<th>Student A: Caller.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use your name.</td>
</tr>
<tr>
<td>You work at Art Gallery of Cuenca.</td>
</tr>
<tr>
<td>Call student b by phone.</td>
</tr>
<tr>
<td>You’d like to know if the institution would be interested on free visit to your Gallery on May 20.</td>
</tr>
<tr>
<td>Describe what students could observe if they visit the gallery.</td>
</tr>
<tr>
<td>Tell him that he can find information about registering at <a href="http://www.agcuenca.com">www.agcuenca.com</a>.</td>
</tr>
<tr>
<td>For further information, your telephone number is 099731520.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student B: Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use your name.</td>
</tr>
<tr>
<td>You are a teacher at Jose Joaquin de Olmedo high school.</td>
</tr>
<tr>
<td>Answer the phone.</td>
</tr>
<tr>
<td>Ask questions about the visit to the gallery.</td>
</tr>
<tr>
<td>Answer if you would like to attend or not the invitation.</td>
</tr>
<tr>
<td>Your telephone number is 0909805510.</td>
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</tbody>
</table>
LUDIC ACTIVITY

Activity 3: SING, YOU CAN!

SONG: the lemon tree

Objective:

- To know new vocabulary
- To strengthen students speaking skills.

Material: Transcript of the song.

Procedure:

1. Write the name of the song on the board
2. Explain any of the words in the title that students may not know.
3. Ask students to guess what the song is about.
4. Listen to the song.
5. At any moment, the teacher pauses the song and points a student out to continue singing the song.

TRANSCRIPTION

And all that I can see is just another lemon-tree
I'm sitting here in the boring room
I miss the power

I'm sitting here in the boring room
I'm wasting my time
I got nothing to do
I'm hanging around
I'm waiting for you
But nothing ever happens and I wonder
I'm driving around in my car
I'm driving too fast
I'm driving too far
I'd like to change my point of view
I feel so lonely
I'm waiting for you
But nothing ever happens and I wonder
I wonder how
I wonder why

Yesterday you told me 'bout the blue blue sky
And all that I can see is just a yellow lemon-tree
I'm turning my head up and down
I'm turning turning turning turning turning around

And all that I can see is just another lemon-tree
I'm sitting here
I miss the power
I'd like to go out taking a shower
But there's a heavy cloud inside my head
I feel so tired
Put myself into bed
While nothing ever happens and I wonder
Isolation is not good for me
Isolation I don't want to sit on the lemon-tree
I'm steppin' around in the desert of joy
Baby anyhow I'll get another toy
And everything will happen and you wonder
I wonder how
I wonder why

Yesterday you told me 'bout the blue blue sky
And all that I can see is just another lemon-tree
I'm turning my head up and down
I'm turning turning turning turning turning around
And all that I can see is just a yellow lemon-tree.
LUDIC ACTIVITY
Activity 4: HOUSE OF NUMBERS

Objectives:
- To practice and review the vocabulary students learnt during classes
- To improve students speaking skills while doing thing.
- To strengthen students speaking skills by reinforcing the use of nouns, numbers, adjectives, and verbs.

Material: Paper, scissors, coloured pens.

Procedure:
1. Cut different geometrical forms out of the paper as illustrated on the picture above.
2. They represent the “houses of the numbers”.
3. Write each of the numbers from 1–10, on each one of these forms.
4. Painting to the number say to the student’s number 1 “lives” in a circle, “number two lives in an ellipse”, then continue doing the some with the triangle, rectangle, pentagon, hexagon, heptagon, octagon, nonagon, and decagon.
5. Ask students to repeat after you by saying the number and the name of the picture.
6. In small groups encourage your students to ask to each other the following question:
   A) Where does the number live?
   The number lives in a circle.
Activity 5: DESCRIBING PEOPLE

Objectives:
- To practice and review the vocabulary students learnt during classes.
- To improve students speaking skills while reinforcing cooperative learning.

Material:
- colour crayons / pencils.
- A4 piece of paper - one per student.

Procedure:
1.- Three students go to the front of the class with a piece of paper and color crayons.
2.- Another student goes to the board and draws a person by using different colors.
3.- the rest of the class has to describe the person to the student’s seat in the front of the class.
4.- the students will have five minutes to draw the picture.
* Encourage students to use “has” to refer to the description for example:
   He has black hair.
5.- The first student to finish will be the winner.
LUDIC ACTIVITY

Activity 6: TOUCH RIDDLE

Objectives:
- To practice and review vocabulary “using be”.
- To improve students speaking skills while inferring or guessing what object their friends have in their hands.

Material: Various small objects for children to hold on their hands.

Procedure:

1. The students take seat in a circle.
2. The teacher gives to a student an object, the student hides the object by holding it on his hands, behind his back.
3. The student starts passing the object around behind their backs.
4. When the object returns to the first student (the one that chose the object at the beginning), the rest of the students will try to guess what the object is.
5. The rest of the students can ask questions to their partner in order to get clues about the object.
6. When the object be identified, the student to whom it belonged will present it in front of the class.
7. To continue the game, another student stands up and choose another object and repeat the process.
LUDIC ACTIVITY

Activity 7: SPELLING BEE

Objectives:

- To practice the vocabulary students learnt during the lesson.
- To practice speaking skill by spelling words.

Material: none.

Procedure:

- The teacher has to divide the class in two teams: team A and team B.
- The teacher says a word for the students to spell.
- By taking turns, one student of each team should spell the words correctly with not even one mistake.
- Finally, the team that has more points is the winner.
Activity 8: MEMORY PHRASES.

**Objectives:**
- To practice the first conditional, verbs in past simple tense, present tense and future tense.
- To practice speaking skill by reading the sentences, after finding them.

**Materials:**
- Cards with phrases using the first conditional, and numbered from one to eight on the back.
- Tape to paste phrases on the blackboard.

**Procedure:**
- The rules are the same as for playing MEMORY.
- Teacher puts the cards with the number facing up on the blackboard.
- The first team chooses two cards, if the sentences are compatible they should read it.
- If the sentences are not compatible, the team loses its turn.
- The next team repeats the process.
- The team with more phrases completed will be the winner.
Activity 9: WHAT'S THE QUESTION?

Objectives:

- To practice the vocabulary students learnt during the lesson.
- To practice speaking skill by asking questions.

Materials:

- Sentences written on a piece of paper.
- Buzzer button (4).
- Four tables.

Procedure:

1. The teacher places a buzzer button on each table.
2. The teacher forms two teams.
   Explain the game, with a few examples of answers in search of questions.
   Ask, 'What's the question?'. Example: the jeans are blue.
   What is the question?
   What is jeans color?
3. Two students of each team go to front of the class and stand behind each table. (one student per table).
4. The teacher explains that he is going to say an answer and student have to guess the question to that answer. For example:

   Teacher: the jeans are blue.          teacher: What is the question?

5. The student I front of the class to guess the question.
6. The student who knows the answer should push the buzzer button and answer. For example:
   What is he color of the jeans?).
7. If the question is correct his team winner a point, but if the answer is in correct the team misses a turn.
8. Every three rounds, two new students are chosen to represent each team.
9. The team with the highest score at the end will be the winner
Objectives:
- Reviewing vocabulary lessons.
- To practice speaking skill saying fast sentences.

Teacher Materials:
- Prepare a list of review vocabulary words.
- Write each word twice on two different pieces of paper.

Procedure:
- Distribute each list of words to both teams.
- Every student on each team should have a paper.
- Both teams have the same words.
- When you call a word, two students should stand up. One per each team.
- The first student to stand up and saying a sentence using the word. Connectly and clearly will get one point to his team.
- At the end, the team with the highest score will be the winner.
LUDIC ACTIVITY
Activity 11: ROLL THE DIE

Objectives:
- To practice the clothing vocabulary that students learnt during the lesson.
- To practice speaking skills.

Materials:
- A die
- Cards with pictures of clothes.
- Timer/watch.

Procedure:

1. The teacher shows the cards, to the student, says the name of the clothes and makes students repeat aloud.
2. The teacher forms teams of four or five students.
3. One each group, student take turns rolling the die. The number that is rolled is the number of clothes that the student should say in ten seconds.
4. The student who names clothing within the line gets a point.
5. At the end, the student with the lighest score will be the winner.
LUDIC ACTIVITY
Activity 12: REPORTED SPEECH

Objectives:

- To improve students speaking skills while reinforcing cooperating learning.
- To strengthen students speaking skills by reinforcing the use of verb in past.

Procedures:

- Work in small group 5 students.
- The teacher gives each group a time prompts, example: yesterday at 6 o’clock, the last year, on April 11th 2010 etc.
- Tell students that they are going to tell a partner / small group.
- Give students time 5 minutes to talk.
- After speaking, students’ feedback and tell the class what they learnt.
  Example: Marie was watching TV at 6 o’clock.
LUDIC ACTIVITY
Activity 13: Two Truths, One Lie

Objectives:
- To identify specific details from the topics selected by the students.
- To show understanding of the contents learned.

Materials:
- Piece of paper.
- pencil

Procedures:
- Each student should write three facts about themselves on a piece of paper.
- Two of the facts should be the truth, and one should be a lie.
- Students read aloud the facts, and give the other students a chance to question them and decide which statement is a lie.
Activity 14: **MEMORIZE GAME**

**Objectives:**
- To reinforce the name of the different occupations by identifying them in a memory game.
- To improve students speaking skills while reinforcing cooperative learning.

**Materials:**
- Set of cards with occupations.

**Procedures:**
- Separates the class in two group.
- Distribute a set of cards (a complete set) to each group.
- Explain them how to play.
- In order to make a pair each student has to describe the occupation that he observes on his card.
- Make the students mingle.
- The first students matching their cards will be the winner.
Activity 15: **I HAVE NEVER....**

**Objectives:**
- To use vocabulary and phrases relating to student’s experiences.
- To improve students speaking skills while reinforcing cooperative learning.

**Material:** None

** Procedures:**
- All students in the class should start holding five fingers in the air (this number can be adjusted depending on how many students are in the class).
- The student who begins the activity will tell the class one thing that he/she has NEVER done.
- The students who has done that activity should put a finger down, and tell the class a story about this activity.
LUDIC ACTIVITY
Activity 16: GUESSING WHO AM I

Objectives:
- To practice speaking skills by asking for and respond to yes/no questions.
- To improve students speaking skills while reinforcing cooperative learning.

Material: None

Procedures:
- The teacher says a category (famous, people, occupations, food, animals, etc).
- Choose one student to answer questions to the rest of the class.
- Show the student a word on a piece of paper.
- The word should be an object or a person.
- Have this student seat in front of the class and answer only yes or no to any question asked to him.
- The class should only ask yes/no questions the student.
- The purpose is to discover the name of the object, animal, food or person’s identity on the price of paper.
- The class is allowed to ask only ten questions if they can guess the word before the ten questions, be finished the class wins.
- If the class does not guess correctly, the student wins.
Objectives:

- To practice and review the vocabulary students learnt during classes
- To improve students speaking skills while reinforcing cooperative learning
- To strengthen students speaking skills by reinforcing the use of verbs in FUTURE SIMPLE and GOING TO.

Materials: an index card per student, pen, bag, and a magic ball.

Procedures:

- Give each student an index card.
- Have students write two predictions from their classmates on their index cards - one using WILL and the other using GOING TO. Tell them to make general predictions so they could be applied to anyone in the class.
- Predictions can be serious or funny, but should be positive.
- Put all the cards into a bag.
- Each student chooses a card. If a student chooses the card he wrote, it should be replaced by another one.
- The students read one of the predictions on the card, and say on a question about the prediction. For Example:

  One the card.- You will win a hundred dollars. Will I win the lottery this weekend?
LUDIC ACTIVITY
Activity 18: **LET`S USE DEMONSTRATIVES**

Objectives:

- To practice and review the vocabulary students learnt during classes.
- To improve students speaking skills while reinforcing cooperative learning.
- To strengthen students speaking skills by reinforcing the use of demonstratives.
- To answer and asking yes-no questions.

Material: None

Procedures:

1. Teacher divides in 2 group.
2. Choose 2 students for each one, they look face to face.
3. The teacher point to one object around them, them one student should make a sentence using demonstratives and verbs.
4. The other student asks using a Yes/No question sentence his/her partner already made.
5. The student should give a correct response to the question.
6. After 5 minutes, teacher claps hands and students change their roles, those who were making a question have to make sentences and vice versa.
Objectives:

- To practice and review the vocabulary students learnt during classes.
- To improve students' speaking skills.

Material:

- piece of paper
- pencil.
- Color pencil

Procedures:

- Give each student a piece of paper and tell him or her to draw an item. Any item.
- Pick up the drawings. Tell the students that they have been stranded on a desert island, and only the student that can explain how the item that you are going to show could help them on the island will be the one that survives the desert island.
- Point out the student and show him a drawing. Give the student ten seconds to explain how the object could help them survive.
- The student should explain the reason the item could save their life.
- The teacher will eliminate the student that cannot explain why.
LUDIC ACTIVITY

Activity 20: SHUFFLING THE FLASH CARDS

Objectives:

- To practice the vocabulary.
- To improve students speaking skills.

Material:

- Flash cards about nouns.

Procedures:

- The teacher divides the students into small groups.
- Put the flash cards on the table.
- Have students take turns describing the nouns for their group members to guess.
- The group member who guesses correctly keeps the card in an attempt to have the most cards at the end of the game.
ACTIVITY 1:

Memory Animals
Activity 3: **SING, YOU CAN!**

**SONG:** the lemon tree

---

**TRANSCRIPTION**

I'm sitting here in the boring room
It's just another rainy Sunday afternoon
I'm wasting my time
I got nothing to do
I'm hanging around
I'm waiting for you
But nothing ever happens and I wonder
I'm driving around in my car
I'm driving too fast
I'm driving too far
I'd like to change my point of view
I feel so lonely
I'm waiting for you
But nothing ever happens and I wonder
I wonder how
I wonder why
Yesterday you told me 'bout the blue blue sky
And all that I can see is just another lemon-tree
I'm turning my head up and down
I'm turning turning turning turning turning around

And I wonder, wonder
I wonder how
I wonder why
Yesterday you told me 'bout the blue blue sky
And all that I can see, and all that I
Activity 8: MEMORY FRASES.

If it rains,

He Will explain her reason.

If he says no,

The sea level Will rise

If you don`t study,

You Will get low grade

IF MARY GO TO THE HOSPITAL,

SHE WILL HAVE MONEY FOR MEDICINE.
Activity 11: ROLL THE DIE
Activity 14: **MEMORIZE GAME**

- **doctor**
- **painter**
- **builder**
- **teacher**
- **waiter**
- **gardener**
Activity 20: SHUFFLING THE FLASH CARDS