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FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION
EDUCATION SYSTEM: CLASSROOM-BASED (PRESENCIAL)

EDUCATIONAL PROJECT

PREVIOUS TO THE LICENCIADO(S) DEGREE IN EDUCATION SCIENCE
Major in English Language and Linguistics

TOPIC
Influence of Ludic Activities for the Development of Vocabulary in the Oral Production

PROPOSAL
Design of a Didactic Guide with Ludic Activities to Improve Oral Production

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GUAYAQUIL, 2018
Guayaquil, 23 de febrero de 2018

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El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

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DEDICATION

This thesis is dedicated to my parents, who have supported me every moment of my life and I also feel grateful to Fernando, my life partner.

MARTHA PAOLA CASTILLO CHANG
DEDICATION

To God, for my skills.
To Rosario and Washington, for their love, patience, and for teaching me the value of responsibility.
To Naomi and Nadya, for teaching me to look forward and keep going.
To Richard, for his encouragement and unconditional love.

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MARTHA PAOLA CASTILLO CHANG

MELISSA NICOLE PÉREZ ARTEAGA
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# Thesis Registration Form

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This research was carried on at the Vicente Rocafuerte High School and it is related to the absence of ludic activities in the students of the eighth year class “B”. This investigation was oriented to determine the influence of ludic activities for the strengthening of vocabulary development in the oral production of the English Language. This research considered vocabulary related to oral production as the key for an effective students communication in the English language. The authors of this work detected the problem by applying investigation instruments, which were tabulated, analysed and interpreted. It was offered conclusions and recommendations. As conclusion it was proposed a didactic guide for English teachers with ludic activities focused on the development of vocabulary related to oral production, which can mean a significant progress inside the classroom.

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Palabras claves: actividades lúdicas, desarrollo vocabulario, producción oral, constructivismo, enfoque comunicativo.
ABSTRACT

This research was carried on at the Vicente Rocafuerte High School and it is related to the absence of ludic activities in the students of the eighth year class "B". This investigation was oriented to determine the influence of ludic activities for the strengthening of vocabulary development in the oral production of the English Language. This research considered vocabulary related to oral production as the key for an effective students communication in the English language. The authors of this work detected the problem by applying investigation instruments, which were tabulated, analyzed and interpreted. It was offered conclusions and recommendations. As conclusion it was proposed a didactic guide for English teachers with ludic activities focused on the development of vocabulary related to oral production, which can mean a significant progress inside the classroom.

Keywords: Ludic Activities, Oral production, vocabulary development, constructivism, communicative approach.
INTRODUCTION

Nowadays English language represents a universal language. There are about 375 million people around the world, who speak this as a native language and 750 million people, who speak English as a foreign language (Reddy, 2016). In the modern world where we live in, the Shakespeare language have been consolidated in many areas such as communicative aspects and financial as well. That is why teaching this useful tool to children in early years emerges as an urgent necessity these days.

Communicating in this language is a requirement and a crucial necessity for students and also professionals in these times. Technological devices usage, student scholarships application and afterwards finding a good job are some of the reasons why it is important to master this language.

One of the National Aims for Good Living 2013 – 2017 is dedicated to reinforce the citizen capacities and potentials. This means that in order to reinforce the country’s economy efficiently we have to leave behind our natural resources dependence, and it is also important that all citizens have access to a quality and kind holistic formation, ensuring better opportunities for them and helping their development as productive beings. (Senplades, Agenda Zonal para el Buen Vivir, 2013)

Through observation it has been shown that in Vicente Rocafuerte School, the pedagogical updating and new methodological workshops for English teachers are insufficient, fact that motivated this educational research.

The Swiss psychologist Jean Piaget, founder of Cognitive Development Stages, stated that human being childhood is vital for intelligence development and that children learn through doing and exploring actively. This theory is based in the perception, adaptation and manipulation of the pupil’s environment (French, 2007).
A group of educators in the seventies were aware that Second Language learners (L2) need to learn more than only linguistics structures in the target language. Students need to manage also communicational knowledge with real social background in order to use this language outside the classroom. Nowadays this method is known as Communicative Approach (Larsen-Freeman, 2000).

This project is focused to improve the English language acquisition through the implementation of ludic activities in the classroom that help pupils of eighth grade of General Basic Education at Vicente Rocafuerte High School to acquire properly vocabulary and improve their oral production.

This work establishes also as alternative proposal to the problem, a didactic guide oriented to the English teachers with ludic activities focused to the vocabulary development related to the oral production for the efficiently develop of this skill in students of eighth grade of this institution.

Finally this educative project contains 4 chapters which are divided as following:

**Chapter I:** It is based on the investigation problem that exists in students of eighth grade Basic General Education in Vicente Rocafuerte School, the general and specific aims and rationale.

**Chapter II:** It contains the study antecedents and theory foundations about the problem

**Chapter III:** It describes the methodology and procedures for data collection chart with operationalization of variables and survey’s results and their analysis and interpretation.

**Chapter IV:** It presents the proposal of the educative project.
CHAPTER I
THE PROBLEM

1.1 Context of the Investigation

Located on Lizardo García y José Velez Villamar streets, next to Guayaquil’s Estuary and belonging to Center district zone eight is placed Vicente Rocafuerte High School provided with recreational areas, classrooms, physics, chemistry, natural sciences, idioms, and computer laboratories, sport center, multiple uses courts including handball, swimming pool, and stadium.

Since 170 years ago, under the name Colegio Del Guayas High School had born this emblematic institution of Guayaquil city by President Juan José Flores decree’s on December 26th, 1841. However, after several years by Gral. Eloy Alfaro’s decree on September 1900 is changed to its benefactor’s name, Vicente Rocafuerte.

The institution had suffered dramatic infrastructure damages during several years. That is why, under the premise of educational equal access and following the Good Living National Plan standards, it starts the Colegio Vicente Rocafuerte refurbishing in 2015 year. The Ministry of Education and the Instituto de Contratación de Obras were in charge of the rebuilding. $14 000 000 million were invested in the facilities renewal of this institution.

Until the beginning of 2017 class, are registered 4.311 students divided in two shifts, morning and afternoon shifts. The students receive an education that points to the highest quality standards. The Bachillerato General Unificado is planned to teach just as much Physics, Biology, Math and History, Social Sciences or Literature. The main objective is to coach them to the lifelong learning and to take part in a democratic society.

Since 2012 the coeducation was introduced in emblematic institutions including Vicente Rocafuerte High School and since 2015 their
students can join to the international baccalaureate, in which more over 770 students had been graduated.

The foreign language class was recently distributed in five hours per week for basic elementary instruction, middle basic and basic superior according to ministerial accord MINEDUC-ME-2016-00020-A.

The curriculum of this institution is not only concerned with the common core, but also prepares students holistically to their personal and professional life. It is expected that Vicente Rocafruerte High School bachelors be able to: critically thinking, communicate effectively, use technological devices in a reflexive and practical way, understand their natural reality, to embrace and value their sociocultural context, perform as a responsible citizen, manage their emotional intelligence in social interrelation, to care their health and personal wellness, undertake to the rest of their life.

1.2 Conflict Situation

Through direct observations, it was revealed that students from eighth grade of Vicente Rocafruerte High School have insufficient vocabulary development for oral production.

It does not matter which language is going to be taught, vocabulary acquisition is vital in order to reach an effective communication. This knowledge can only be acquired through a variety of activities and a lot of practice. Pitifully, most English teachers in Ecuadorian Public high schools do not use these activities.

According to the Common European Framework Reference (CEFR) and the English National Curriculum Guideline students from eighth grade should have A1.1 English Proficiency level. In Ecuador, the vocabulary performance has still not reached this level.
1.3 Scientific Fact

In 2016, the English Proficiency Index EFEPI, which is a test that shows a world's ranking of seventy two countries by English skills, indicates, that Ecuador is situated in rank 47 with a score of 49.13 of hundred. This position reveals that the English proficiency level in the country is still very low in comparison with other countries in the region and in the world.

1.4 Causes

It is considered that the causes of this problem situation are:

- Deficiency of innovative strategies applied for teaching vocabulary.
- Limited awareness by English educators about the benefits of ludic activities in the development of oral production.
- Absence of ludic activities for the strengthening of vocabulary development in the oral production.

1.5 Formulation of the Problem

How does the use of ludic activities influence for the development of vocabulary in the oral production in students of eighth grade Basic General Education Vicente Rocafuerte High School corresponding to zone eight District Center Guayas province of Guayaquil City parish Urdaneta in 2017-2018 academic year?

1.6 Objectives of the investigation

The objectives of the research consequently are:

1.6.1 General Objective

To determine the influence of ludic activities for the development of vocabulary in the oral production through a field, bibliographic and statistical analysis to design a didactic guide with ludic activities oriented to vocabulary development in the oral production.
1.6.2 Specific Objectives

- To value the ludic activities through a field, bibliographic and statistical analysis.

- To diagnose the capacity of the vocabulary development in eighth grade students in the oral production through a field, bibliographic and statistical analysis.

- To design a didactic guide with ludic activities oriented to active vocabulary development, after a comparison with already existing guides.

1.7 Scientific Questions

1. What is the vocabulary development level related to the oral production in students of eighth grade at Vicente Rocafuerte High School?

2. What are the possible causes that influence on the vocabulary development related to the oral production?

3. Which are the theoretical foundations that support the ludic activities for enhancing the development of vocabulary related to the oral production?

4. What kind of ludic activities influence in a positive way the development of vocabulary related to the oral production?

5. Which proposal facilitates the development of vocabulary in the oral production using ludic activities?

1.8 Justification

According to the UNESCO the challenges for the education of XXI Century state the possibility that people innovate and promote new knowledge, and consequently change the global society. This knowledge should start at schools where meaningful learning should be encouraged. Repetitive production should be changed for creative production and offering necessary tools in order to acquire and improve the language.
On the other hand, the Good Living Nacional Plan, as a constitutional principle, is also considered in this work because in its objective number four promotes the excellence society through a high-quality education.

It is also important to mention that one of the cross-cutting theme of the Matriz De Tensiones Y Probemas De La Zona Cinco Y Ocho provided by SENPLADES (PNBV 2013-2017) refers among other topics about education and the necessity of the quality improvement. It is revealed once again, the importance of synergy of all society members in order to find solutions on this problem.

This research takes also into account the CEFR which offers a detailed overview guideline in order to orient learners, educators and other users about English proficiency levels in which eighth grade of Educación General Básica (EBG) should master the proficiency basic user level A1.1. According with this international guide the learners must have a basic word repertoire and phrases related with their personal and educational information. The English National Curriculum Guidelines as the Reference Levels in the Ecuadorian Educational System likewise specifies that by the end of eighth year of EGB students should be able to performance communicative competences such as using basic expressions to convey factual information as greetings, introducing oneself and others, etc.

The direct beneficiaries of this project are English teachers of Vicente Rocafuerte High School, who are going to receive a didactic guide with ludic activities oriented in teaching vocabulary development for oral production, which they can afterward apply in classroom.

Students will also be beneficiaries when English teachers implement the activities that are proposed in the guide so they can reinforce their active vocabulary.

This educative research provides indirectly a significant contribution to the community because students are going to have better job
opportunities, and this will have a positive repercussion in their social environment in the future.

In conclusion, it must be highlighted the importance that has continuous training concerning with ludic activities broaden the development of vocabulary in the oral production of students in such a way they acquire new knowledge in a practical and dynamic way and giving them tools for an academic and professional development.
CHAPTER II
THEORETICAL FRAMEWORK

2.1 Background of the Study

The ludic activities and the development of vocabulary in the oral production in the English language are essential bases in the realization of this educational project. There are some documents or studies oriented to encourage the use of playful activities to make learning English as a foreign language meaningful.

Zotaminga (2013), developed a research project carried out at the school Pomasqui in the metropolitan district of the city of Quito, in which ludic activities were applied for the development of oral expression in the English language for the students of tenth grade during the academic year 2012 – 2013. The results obtained showed, that ludic activities do improve and raise the level of student’s pronunciation in the English language.

On the other hand, Posada (2014) elaborated a general review and study about ludic as an educational tool for children and adults in her thesis “Ludic as a didactic strategy”, whose results confirmed the benefits of ludic activities in the classroom as a teaching tool in pedagogy as in andragogy.

Likewise, Iglesias (2017), who worked on the investigation: “Playful Strategies in the teaching learning English process, in ninth grade students of Basic General Education, Luis Felipe Borja School, Canton Quito, 2016 period”, demonstrated, that the students of the aforementioned establishment presented difficulties in the development of the four English language skills and they were very difficult to do any activity in this language, therefore it was proposed to create ludic strategies that help the teaching of the English language to be applied by the teachers of this institution.
The studies cited above differ from the present educational project as applying ludic strategies but not exclusively oriented to enhance the vocabulary in oral production.

At Vicente Rocafuerte Educational High School in which the present educational project is developed, no research has been carried out regarding to the incidence of ludic activities for the development of vocabulary in the oral production in English language. Based on the information gathered, the researchers of this project decided to deeply investigate about ludic activities and their influence of vocabulary development in eighth grade students of this institution.

2. 2 Theoretical Foundations

2.2.1 Linguistic Foundation

2.2.1.1 Definition of Vocabulary

First of all this study starts by defining the word vocabulary because of its pertinence. Vocabulary means all the words that a particular person use, or all the words that exist in a language or subject.

A vocabulary is a set of words or lexicons that constitute a language and serves as a useful tool for human`s communication. Spratt, Pulverness, & Williams (2005) indicated that “Lexis is individual words or sets of words, i.e. vocabulary items that have a specific meaning” (p. 10).

Vocabulary also comprehends a variety of components. González & Yugcha (2015) declared: “Within the definition of vocabulary includes not only single words but also lexical items that have a certain meaning such as morphemes, compound words, and fixed phrases” (p. 15).

Lexeme is also a term related to the word “word”. It is that unit that remains unchanged in all the words of the same family and expresses the
common meaning. For example the words “speak” and its verbal variations “speaking” or “speaks” belong to the same lexeme “speak”.

Another term related to “word” is “lexicology” which is the study of words and their meaning and use. It is the linguistics’ subdiscipline whose task is to classify, represent and study the lexical structure according to systematic relations and recurrent patterns in the language.

The German linguist Leonhard Lipka offers a clear definition of this study:

Lexicology might be defined as the study of the lexicon or lexis (specified as the vocabulary or total stock of words of a language. (...) in lexicology the stock of words or lexical items is not simply regarded as a list of isolated elements. Lexicologists try to find out generalizations and regularities and specially consider relations between elements. Lexicology is therefore also concerned with structures, not with a mere agglomeration of words. (Lipka, 1992, p. 1)

Semantics is also an important field into Linguistics which is required for a better comprehension of vocabulary. According Herrera G., Morales Cabral, & Murry (2013) semantics “involves the meaning of words, phrases, and sentences” (p.139). In other words, it refers to the codification and decoding of meaning of linguistic expressions. This field is central to communicate ideas in each language and is closely related to the human’s cognitive process.

2.2.1.2. Importance of Vocabulary

According to (Yudintseva, 2015) “Vocabulary is one of the most important of successful and meaningful communication both in a mother tongue and in a target language” (p. 101). Vocabulary represents the main core in language and provides infinite resources to speaking.
Wilkins cited by Thornbury (2002) affirmed “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 11). Learning a language not only involves learn grammar and its forms, also is very important to learn and develop vocabulary because it is established as a cornerstone in the language learning process.

Lessard-Clouston (2013) suggested “Teaching vocabulary helps students to understand and communicate with others in English” (p. 2). The main purpose of this project is not only enhance the vocabulary learning in students but also to provide a teacher’s guidance to develop this important issue in language.

Vygotsky’s theory about the cultural development of the psychic functions “Thought and Language” claimed that there is an interconnection of thinking and word. According to Vygotsky thought and speech come together in the nature of meaning to constitute verbal thought. Is in the meaning where the relationship between intelligence and word take place. (Vygotsky, Thought and Language, 1934)

An extensive vocabulary depends also on the education level each person and his or her age. Through diverse strategies for vocabulary development students are able to increase their knowledge and raise up their education level as well. Acquiring this is a complex challenging process both, in the first language as in the second and foreign language.

In order to acquire a wide vocabulary successfully there are several factors that are important to take into account for learner’s vocabulary development such as motivation, self-esteem and anxiety. Here is when ludic activities play an important role in order to achieve an adequate vocabulary development of students.
2.2.1.3 Vocabulary classification

In the lexical study exists different types of vocabulary`s classifications. One of them is studied by Laufer (1998) who declared about “three components of word knowledge: the basic receptive (passive) knowledge, understanding the most frequent and core meaning of a word,(…) and two types of productive knowledge: controlled and free” (p. 257).

The first distinction that should be considered is between active and passive vocabulary. The passive vocabulary is the set of words that people understand without effort and can use when is needed without extra help. This vocabulary is wider that the active one, and exists as a word stored in human`s brain.

Active vocabulary is the lexicon that people understand easily, but is not able to reproduce autonomously. This kind of vocabulary is divided into controlled and free active vocabulary. Nevertheless this research considers only active vocabulary as its field study.

Other authors such as Mohamad & Baharudin (2016), classify the vocabulary knowledge into Productive Vocabulary Knowledge (PVK) and Receptive Vocabulary Knowledge (RVK). They assumed the first statement “as the words that are understood and can be pronounced by learners (…) learners can use these words in speech and writing as well” (p. 264).

Mohamad & Baharudin (2016) specified about RVK:

Is known and understood its meaning by learners when reading text or listening to the text. Learners know and recognize the meaning of words that caused them to understand the text they have read but not used to speak and write. (Mohamad & Baharudin, 2016, pp. 263-264)
In other words, Productive Vocabulary Knowledge involves writing and speaking skills while Receptive Vocabulary Knowledge involves listening and reading skills.

It is also pertinent to mention the variety of components of oral production. “Oral expression is a complex skill because have relation with the components of grammar, vocabulary, pronunciation and fluency. Here is the component of the oral expression.” (Syakur, 1987)

Vocabulary development is a gradual process. In order to offer a useful guideline about proficiency levels of English language, the members of the Council of Europe established the CEFR which takes into account the communicative language competence.

The CEFR (2001) specified:

Communicative language competence can be considered as comprising several components: linguistic, sociolinguistic and pragmatic. (...) Linguistic competences include lexical, phonological, syntactical knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realizations. (...) Sociolinguistic competences refer to the sociocultural conditions of language use. Pragmatic competences are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. (Concil of Europe, n.d, p. 13)

For vocabulary range, CEFR has concluded that for beginners “a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations” are the skills expected to be developed (Concil of Europe, n.d, p. 112).
The educational system of Ecuador has adapted CEFR standards and the English proficiency levels proposed have been divided into the different high school grades. As this project is focused on students from eighth grade, the level that they are supposed to rich is an A1.1 or level 1 in progress corresponding to basic users of the language (part 1) at the end of the academic year (MinEduc, 2014).

As this research is oriented to develop active vocabulary related to oral production take into consideration the parameter specified for speaking. According to National Curriculum Guidelines, there are some specific objectives per school year, for A1.1 in speaking.

According to the National Curriculum Guidelines (2014) eighth graders should:

 Produce slow, hesitant, planned monologues (i.e. with frequent pauses to search for expressions, backtracking, errors, etc.), interact in a simple way by asking and answering simple questions about the learners’ personal and educational background. Communication is highly dependent on repetition at a slower rate of speech, rephrasing, and repair. (p. 13)

2.2.2 Philosophical Foundation

This research is based also on a philosophical foundation as it takes into consideration the different positive values that can be transmitted in a ludic activity inside the classroom oriented by the teacher. Axiology is the field that belongs to Philosophy which studies human values such as tolerance, respect, equality, etc.

When Axiology is integrated in the lesson plan as strategies and activities, it facilitates learners to acquire knowledge comfortably. Teachers
should mandatory apply interactive and didactic strategies in order to reinforce human values no matter the subject they teach.

Having only knowledge or skills does not mean being a competent person. The child might be able to communicate in English in the future, but if he is not able to treat others with cordiality and respect it is not a complete achievement.

But instead if students share with their classmates, practice respect to each other, are solitaries one another, they are learning not only to obtain good grades in the different subjects, they also learn competences for life.

Educators should be able to create a harmonic environment where pupils can develop their character and social abilities inside the classroom. There is no sense to encourage an education full of information if students are not able to work in team and interact in the society at the end of their studies.

Leyva (2011) stated that ludic activities are an educational tool that teachers should use to achieve in children significant learning processes that contribute to their development and their integral formation. In other words, teachers should be innovators and apply a variety of activities such as ludic activities that encourage a better knowledge acquirement.

When ludic activities are used with students to reinforce their vocabulary, at the same time, teachers are also developing their values. In this process people can communicate ideas, principles and criteria that help students in their personal and educational growth.
The Ecuadorian Constitution considers in its articles the Good Living National Plan (2013-2017), which establishes as general objective human values and citizens welfare.

Good Living National Plan, (2013) asserted:

Good Living cannot be improvised—it must be planned. Good Living is the style of life that enables happiness and the permanency of cultural and environmental diversity; it is harmony, equality, equity and solidarity. It is not the quest for opulence or infinite economic growth. (Senplades, Good Living National Plan, 2013, p. 14)

No matter what subject teachers teach, it should have an aim in common: wellness’ human being. This should take place in an environment with opportunities’ equality, solidarity and peace. That is why every school lesson plan should take into account human values.

On the other hand, it is also pertinent to expose about the importance of interculturality as a transversal axis in the educational process. Interculturality is the diversity’s acknowledgement of ethnical-cultural expressions in studies of all kinds from a perspective of respect and appreciation (MinEdu, 2010).

It is important to highlight how a second language acquisition allows people around the world to create a cosmovision towards our planet and also allowing a higher comprehension of it and turning individuals into citizens of the world, strengthening mutual understanding at all levels.

About this issue, Morin claimed:

Understanding is both a means and an end of human communication. And yet we do not teach understanding. Our planet calls for mutual understanding in all directions. Given the importance
of teaching understanding on all educational levels at all ages, the development of this quality requires a reform of mentalities. This should be the task of education for the future. (Morin, 1999, p. 3)

Through ludic activities respect to other cultures and ethnics will be encouraged by students and their worldview will become wider as well. Through participatory tasks such as ludic activities, the teacher can raise students aware about the importance of being integral and ethical individuals.

Morin (1999) affirmed:

Ethics cannot be taught by moral lessons. It must take shape in people's mind through awareness that a human being is at the one and the same time an individual, a member of a society, a member of a species. (...) All truly human development must include joint development of individual autonomy, community participation, and awareness of belonging to the human species. (Morin, 1999, p. 3)

Moral principles can only take place in human minds and behaviors if young people internalize in their believes that we all belong to a human society and as part of that society we must accept that we have similarities and differences and working together will simplify our lives.

During ludic activities students are able to internalize values of their society: “It is in the course of play that a newcomer will be welcomed or turned away, and that children assimilate the ethical values of the society to which they belong” (UNESCO, 1980, p. 14).

2.2.3 Sociological Foundation

In order to understand students’ behavior within classroom it is important to analyze the sociological principles. As we all know this science
is in charge of the study of social phenomena and social realities. In this case it is dealt with the behavior of 8th grade students at Vicente Rocafuerte High school, their relation to others and with the set of situations in which they live.

According to Vygotsky (1981) cited by Wertsch & Tulviste (1992) the social origins of individual mental functioning is found in his general genetic law of cultural development and the child's cultural development occurs first in the social plane and then at the individual level within the child.

Vygotsky explained this genesis as follow:

Any function in the child’s cultural development appears twice, or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as an interpsychological category, and then within the child as an intrapsychological category. This is equally true with regard to voluntary attention, logical memory, the formation of concepts, and the development of volition. It goes without saying that internalization transforms the process itself and changes its structure and functions. Social relations or relations among people genetically underlie all higher functions and their relationships. (Wertsch & Tulviste, 1992, p. 549)

In private institutions where students families can often afford traveling to English native speakers countries, a student of Vicente Rocafuerte High School can rarely do it, so there is not proximity to the target language that motivate its leaning.

On the other hand, it is considered that the social environment can positive or negative influence on teenagers character and personality, considering them as still emotionally unstable because of their youth, therefore this fact might affect students’ performance at school as well.
According to Clauss & Hiebsch (1966) one important social condition for positive attitude for learning is the fact that students belong to a determined social class. Certainly, there is no direct relationship between student`s socioeconomic origin and his attitude towards learning. However, it is considered in general terms that the environment influences exert with such force on the members of each social classes that the adolescents´ personality is affected by them.

Vygotsky also considered learning as a social process, which is fundamental for the students´ cognition development. Vygotsky states that there is a zone of proximal development also called ZPD which is the difference between what a student can learn by themselves and what students can do with guidance (Vygotsky 1978).

Within the big benefits that ludic activities have, there is the continuous accompanying learning process to enhance English vocabulary knowledge of all involved students in such activity. Every person contributes with new ideas during the ludic activity fortifying words’ meanings, pronunciation, intonation, etc.

In order to justify ludic activities as an effective strategy for vocabulary development it is strictly necessary to expose the variety of benefits that this activities offer to learners of a second language (L2). During ludic activities, group work is encouraged and the solution of problems interrelating with their peers give them a success ‘feeling. This contributes to a strengthening of relationships between classmates and the teacher within a frame of respect and joy.

If English teachers understand each classroom as a micro-example of what occurs yet in our society with all their complex processes, empathy
will be stimulated between teacher and students during the lessons and probably it will create a positive impact in the future society as well.

Morin (1999) stated:

We should develop the natural aptitude of the human mind to place all information within a context and an entity. We should teach methods of grasping mutual relations and reciprocal influences between parts and the whole in a complex world. (p. 2)

Teachers in general should receive all possible facilities and resources such as workshops or didactic guides from the different educational entities in order to raise awareness about the importance of improving social skills in students.

2.2.4 Didactic - Pedagogical Foundation

2.2.4.1 Definition of Ludic

According to Iglesias (Iglesias, 2017) ludic activities are experiences in which people can enjoy and are able to performance different cultural activities such as theater, dance and many others and also sport activities for example games of chance in an interactive way.

Ludic actions confers the human being the mood and attitude to practice different kind of activities making the time enjoyable while he or she learns and experiences entertaining situations which are not common in other contexts of life, like at work or studies centers.

Notargiacomo, Frango, & Silva (2009) established:

The Latin word ludus (meaning game) originated the concept of ludic, which represents the human behavior characteristic that
synthesizes social and educational principles and establishes a vehicle of imaginary expression and action through knowledge and rules appropriations in a pleasant way. (p. 545)

Games have been constituted a mean through which how some animals and human beings express joy and learn to be prepared for survival in nature. Ludic creates an unexciting world where players’ imagination gives them a comfortable sensation in order to socialize with other playmates and reinforce their potentials.

Ludic not only creates appropriated conditions in a limited time and space, it satisfies the natural human curiosity. It also helps humans to discover and create his environment, link up with others and at the same time to get enriched with new knowledge.

In addition to this Sánchez (2010) claimed:

Games offer numerous advantages in the teaching-learning process of a language. It involves factors that increase the student’s concentration in the content or subject facilitating the acquisition of knowledge and the development of skills. (p. 24)

For this reasons ludic activities have been chosen for developing active vocabulary of children from eighth grade, then it is a magnificent tool which helps students to relax and unconsciously learn while interacting with their classmates, it also promotes good values such as solidarity, respect and honesty.

According to Sánchez (2010) ludic activities for the development of communicative strategies are divided in three different types: oral and written comprehension activities, interaction activities and written and oral
expression activities. The authors of this research considered the interaction and oral expression activities for the realization of this investigation.

However, including ludic activities requires some reflections for effective learning. About this, Sánchez (2010) stated: “It must be taken into account the needs, age, personality, stage or level of learning of students, otherwise, they would lose the attraction stimulus, would cease to be a motivating activity” (p. 24).

2.2.4.2 Different approaches and methods for Vocabulary Development in the Oral Production

The constructivist theory is the one that is being implemented now at days in most of the English as a Foreign Language (EFL) programs. So that knowledge will be a real construction carried out by the person who learns, it is necessary to apply didactic strategies oriented to the action.

Piaget, one of the pioneers of constructivism, focused on how knowledge is built from interaction with the environment. According to Delval (1996) cited in Villar (2001), for Piaget, knowledge is linked to doings and transformations that the person realizes about the world around him (Villar, 2001, p. 269).

Therefore, today teachers are a guide, who facilitates tools and information activating students’ new knowledge through social interaction in class and students are now considered constructors of their own knowledge. Teachers give students different tasks that permit them to experiment and discover new content.

Classroom activities must also include interactive language activities that involve communication such as information sharing tasks, social interactions, asking for spontaneous responses, and activities that promote
authentic and meaningful use of language. It is for this reason that in this investigation it is considered the communicative approach to language teaching.

Zainuddin et al (2011) provided a wide explanation about it:

The main goal in this approach is for the learner to become communicatively competent. The learner develops competency in using the language appropriately in given social contexts. Much emphasis is given to activities that allow the second language learner to negotiate meaning in activities that require oral communication in the second language. In the communicative approach, it is important to create an “information gap” between speakers. Thus, the need to communicate is authentic because communication must take place to narrow the gap and accomplish the task. The task cannot be completed individually; partners must work together to successfully complete the assigned task. (p. 72)

Therefore, communicative approach follows the practical principle of “learning by doing” in which students are encourage to use the target language in order to complete the different assigned tasks in a ludic activity strengthening their vocabulary in oral production.

Total Physical Response (TPR) is a method developed by James Asher, which states that students learn better a second language when they are involved physically and mentally by following directions from the teacher. “Asher reasoned that the faster, least stressful way to achieve understanding of any target language is to follow directions uttered by the instructor (without native language translation)”. (Larsen-Freeman, 2000, p. 108)
TPR method is taken into account in this research in promoting, at first, a physical reaction of the students to teacher’s commands related to ludic activities. Once the students have understood the commands, they will be also able to give the commands, thus developing their active vocabulary related to oral production.

Community Language Learning (CLL) is considered as one of the humanistic approaches in language teaching it guides teachers to consider their students as a whole. This means that teachers should understand their students ‘feelings, their desire to learn, their physical reactions, and many others.

Richards & Renandya (2002) claimed that this method “emphasize the development of human values, growth in self-awareness and in the understanding of others, sensitivity to human feelings and emotions, and active student involvement in learning and in the way human learning takes place” (p. 23).

Teachers should be aware that students do not being embarrassed in front of their peers when solving ludic activities, because this feeling could produce a mental barrier in the student. Contrary to this, if English teachers address the lesson being sensitive toward their students, this can reduce the inherent pupils’ fear of speaking English.

It is important that English teachers promote in their classes the development of an ideal classroom community by applying methods and didactic strategies that encourage human values among learners.

Larsen-Freeman emphasized summarizing as follow:

The two most basic principles which underlie the kind of learning that can take place in the Community Language Learning Method
are summed up in the following phrases: Learning is persons, which means that whole-person learning of another language takes place best in a relationship of trust, support, and cooperation between teacher and students and among students; and Learning is dynamic and creative, which means that learning is a living and developmental process. (Larsen-Freeman, 2000, p. 105)

Desuggestopedia (Previously called only Suggestopedia) is a method considered into this educational project as promoting favorable environments to create a welcoming atmosphere for a better learning of a foreign language. This method was developed by Georgi Lozanov and its main goal is to eliminate the psychological barriers that students of a second language have.

In Desuggestopedia teacher use art, music, physical exercise, pleasant odors, comfortable rooms combined with the teaching of a second language. Zainuddin, et al. (2011) affirmed: “In this method, the classroom atmosphere is crucial. Creating a relaxed, nonthreatening learning environment is essential for its success. The goal is that students will assimilate the content of the lessons without feeling any type of stress or fatigue” (Zainuddin, Morales-Jones, Yahya, & Ariza, 2011, p. 65).

Like the Community Language Learning method, Desuggestopedia is also an affective-humanistic approach that aims to accelerate learning by eliminating some of the inhibitions and early rejections in students. For example the use of music can help to reduce tensions like nervousness and the anxiety, and persuade students to acquire new knowledge.

Lozanov (1978) cited by Larsen-Freeman (2000) stated:

The reason for our inefficiency, Lozanov asserts, is that we set up psychological barriers to learning: We fear that we will be unable to
perform, that we will be limited in our ability to learn, that we will fail. One result is that we do not use the full mental powers that we have. According to Lozanov and others, we may be using only five to ten percent of our mental capacity, In order to make better use of our reserved capacity, the limitations we think we have need to be desuggested. (Larsen-Freeman, 2000, p. 73)

In the proposal for developing vocabulary related to oral production, the didactic guide suggests English teachers the use of music, physical exercise, drama and other strategies that enrich learning process eliminating stress in students.

2.2.5 Psychological Foundation

Different problems such as dysfunctional families, poverty, drug use, teenager´s pregnancy, etc. might reduce student´s concentration and consequently their school performance. This project analyses factors such as motivation, memory, self-esteem, anxiety and intelligence in order to support the use of ludic activities in active vocabulary development.

2.2.5.1 Motivation

Motivation is one of the most important psychological factors that should be considered in the active vocabulary development because it constitutes the learner´s will to acquire new knowledge. If students are not interested about the topic and do not feel the necessity to include and acquire new skills into their capacities is almost impossible to expect them to develop it.

Krashen created a hypothesis called the Affective Filter Hypothesis. Within this theory for a second language acquisition are three important determining factors: motivation, self-esteem and anxiety. For Krashen a student with strong self-esteem, low anxiety and high motivated can achieve
a better performance than other students who do not have these requirements. (Herrera & Murry , 2010)

Friendship, travel, prestige, and knowledge or respect might be some of students’ orientations related to motivation toward learning English as a second language (ESL). In addition to this, ludic activities can foster students’ active vocabulary development having a pleasant time in each lesson.

2.2.5.2 Memory

Likewise another relevant aspect for an effective active vocabulary development in children of this age is memory and how good it is trained by them, taking into account the different distractors that teenagers have. That is why an efficient input for vocabulary development is needed and ludic activities could be an extremely useful tool in order to improve students’ lexical retention.

Vocabulary development is considered as a gradual process that involves cognitive skills. According to Baddeley (2003) cited in Dörnyei (2010) working memory involves “the temporary storage and manipulation of information that is assumed to be necessary for a wide range of complex cognitive activities.” (Dörnyei, 2010, p. 55)

Clauss & Hiebsch, (1966) wrote the following: “Psychology has been working for a long time on the function of memory and has been able to formulate the laws of retention” (p. 178) that might help to figure out how L2 students will develop their knowledge based on ludic activities.

According to Clauss & Hiebsch (1966) the retention laws are: the right time for learning, the learning organization, the attitude towards learning and its success, and finally the social determinants of the disposition for
learning. All these dimensions should be considered during the ludic activity so that students develop their active vocabulary suitably.

### 2.2.5.3 Self-esteem

According to Maslow (1943) most people in our society possess a need or desire to feel highly valued by themselves and by others. A well constituted self-esteem is based upon real capacity, achievement and respect from others. These needs could be classified into two aspects. The first one is the desire for fortitude, for achievement, for adequacy, for confidence towards the world and for independence and freedom. Second, the desire for prestige, as respect from other people, recognition, etc.

Self-confidence is an essential source of energy in life that help all of us to face every circumstance and difficulty with premeditation looking for the best solutions. Self-esteem plays a big role in a second language acquisition as well in learning other kind of issues.

If students do ludic activities for developing their active vocabulary in English, they will experience success feelings at the end of the class, so their self-concept will also improve knowing that a positive outcome will occur.

Krashen’s theory about the affective filter hypothesis argued, that students with strong self-confidence do better in language acquisition. These learners are better equipped for second language learning (Herrera & Murry, 2010).
Rubio (2007) explained also this issue as follow:

In the language classroom it is important to be concerned about learners’ self-esteem. However, this implies more than doing occasional activities to make students reflect about their worthiness and competence. As a first step, teachers themselves need to be aware of their own self-esteem, to understand what self-esteem is, what are the sources and components, and how applications can be implemented in the language classroom. (Rubio, 2007, p. 7)

2.2.5.4 Anxiety

For a really succeed language acquisition, anxiety should be zero. The lower the anxiety, the better the language acquisition. English teachers should avoid high stress levels in students during the lesson, assuring an adequate environment for a second language learning. In order to reduce this anxiety on English learners is recommended the use of strategies like ludic activities in all ages. “Games reduce the anxiety giving students more security and guaranteeing the motivation” (Sanchez, 2010, p. 6).

2.2.5.5 Intelligence

The author of “Thought and Language” establishes that there is a connection between speaking and thinking. This means that people say what is in their minds thus people are what they say. Therefore people’s intelligence can be exposed through speech.

Vygotsky (1934) established:

The relationship of thought to word is not a thing but a process, a movement from thought to word and from word to thought. Psychological analysis indicates that this relationship is a developing process which changes as it passes through a series of stages. Of course, this is riot an age related development but a
functional development. The movement of thinking from thought to word is a developmental process. Thought is not expressed but completed in the word. (Vygotsky, Thought and Language, 1934, p. 251)

Second language students can retain easily and faster vocabulary that are related to their reality and concepts that are familiar to them, therefore they are able to produce orally words which concepts meaning are been understood and interiorized as an act of thought:

About this issue Vygotsky (1934) claimed:

From the point of view of psychology, the meaning of every word is a generalization or a concept. And since generalizations and concepts are undeniably acts of thought, we may regard meaning as a phenomenon of thinking. It does not follow, however, that meaning formally belongs in two different spheres of psychic life. Word meaning is a phenomenon of thought only in so far as thought is embodied in speech, and of speech only in so far as speech is connected with thought and illumined by it. It is a phenomenon of verbal thought, or meaningful speech - a union of word and thought. (Vygotsky, Thought and Language, 1934, p. 264)

There is also the Howard Gardner’s thesis, which established that people have multiple intelligences such as logical-mathematical, visual-spatial, body-kinesthetic, musical, interpersonal, intrapersonal and verbal-linguistic intelligence (Gardner & Hatch, 1989, p. 6). A student might have one kind of intelligence more developed as the others, so that student will have preferences in the form how to learn a second language. That is why applying new and different techniques is vital for an appropriate learning.
Larsen-Freeman (2000) explained about teachers strategies in the English classroom:

Some teachers feel that they need to create activities that draw on all seven, not only to facilitate language acquisition among diverse students, but also to help them realize their full potential with all seven. One way of doing so is to think about the activities that are frequently used in the classroom and to categorize them according to intelligence type. (Larsen-Freeman, 2000, p. 170)

2.5 Legal Foundation

This project considered for its legal foundation the Ecuadorian Constitution, which defends the educational rights to everyone. In its article number twenty six established that Ecuadorian education is an unavoidable and mandatory duty of the State and it is a right of every citizen throughout their lives. This constitutes an overriding area for public politics. The State has the duty to invest and to guarantee equality and social inclusion because they are the indispensable conditions for the good living. Everyone in society has the right and responsibility to take part in education. (Constituent Assembly, 2008)

The Carta Magna on its article number twenty seven expresses also some characteristics that Ecuadorian education should achieve considering human values such as justice, gender equality and many others looking for the development of citizens competences in order to create better opportunities for everyone.

Ecuadorian Constitution stated, that education should be focused on the human being and shall guarantee for holistic human development, respecting human rights, a sustainable environment, and democracy. It shall also be participatory, intercultural, democratic, inclusive and diverse. Education in Ecuador shall promote gender equity, justice, solidarity and peace and it shall encourage critical faculties, initiatives, and the
development of competencies and capabilities to work. (Constituent Assembly, 2008)

Likewise, the LOEI (Ley Orgánica de Educación Intercultural) promotes the enforcement of activities, such as ludic activities, according to student's age and school level. In other words, the educational levels must be adapted to the life cycles of people, to their cognitive, affective and individual development, people capacities, culture, and to the needs of their country. (MinEdu, 2015)

In addition, the LOEI also calls on to create a learning community. Education shall recognize society as an entity that learns and teaches and it is based on the learning community between teachers and students. These communities are considered as spaces for social and intercultural exchange of learning and knowledge (MinEdu, 2015).

Also LOEI points out the importance of motivation and individual effort. Those should be promoted, as well as the recognition and assessment of teachers, the guarantee of fulfillment of their rights and support for their work, as a significant element for quality education (MinEdu, 2015)
CHAPTER III

Methodology of Research

3.1 Methodological design

The methodology used is based on bibliographical and statistical methods and also scientific methods and techniques.

3.2 Types of investigation

The methodology applied on this research is mixed because it is considered quantitative and qualitative based on a diverse theoretical foundation and its interpretations. The qualitative investigation take into account individual and subjective aspects. It is humanistic, interpretative, particular and with ideographic character. (Guffante, Guffante, & Chávez, 2016)

Also is quantitative because the information obtained through the instruments are tabulated. “This type of investigation determines the association and correlation between variables, the generalization and the objectivism of the results through the sample (…) establishing a causal inference” (Pita & Pértegas, 2002). It is used a statistic method and technique such as chi - square. Moreover, this research includes other types of investigation classified by its gnoseological objective.

3.2.1 Descriptive

According to Arias (2012) “the descriptive research consists in a fact characterization, phenomenon, individual or group, with the main objective of establish its behavior” (p. 24), which leaves an open door to explore the educational problem specially because the social sciences use this method to obtain a general point of view of it.
For this reason, this research is descriptive because provides a detail from the phenomenon or situation, using a diagnostic test, a class observation and a survey to students therefore it will help to study the influence of ludic activities in the vocabulary development related to speaking.

3.2.2 Explanatory

Arias claimed, “the explanatory research is in charge of looking for the reason of the facts establishing cause-effect relationships (…) it may take on determination of the causes (…) as well as the effects” (Arias, 2012, p. 26).

Thus, this research is explanatory because it explores how ludic activities influence in the vocabulary development related with oral production and its possible causes, in other words this research not only pursues describing a problem but also it tries to find its origins.

This educational project revealed as possible causes the insufficiency of actualized workshops oriented to teachers with ludic activities and the inadequate use of ludic activities to the active vocabulary strengthen.

3.2.3 Purposeful

The present project is also a purposeful research because it is based on institution needs by offering a solution to the problem. In this case a Didactic Guide oriented to teachers who will apply ludic activities as a learning strategy to develop active vocabulary.
3.3 Population and Sample

3.3.1 Population

The definition of population in statistics goes more over than common knowledge. As stated by Arias (2012) population is a “finite or infinite set of elements with common characteristics for will be needed the general project conclusions” (p. 81). The population of this research is 23 people: 22 students who belong to the eighth grade basic year “B” at Vicente Rocafuerte High School and their English teacher.

Table 1: distribution of the population:

<table>
<thead>
<tr>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th B EGB grade students</td>
<td>22</td>
</tr>
<tr>
<td>Vicente Rocafuerte High School</td>
<td>22</td>
</tr>
<tr>
<td>English Teacher</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>23</td>
</tr>
</tbody>
</table>

Source: Data gathered at V.R. High School.
Created by: Castillo Chang, Martha; Pérez Arteaga, Melissa.

3.3.2 Sample

Arias (2012) defines sample as “a finite and representative subset pulled out from the accessible population” (p. 83) which may demarcate the sample in the current research.

On this research it is used the probability sampling type because the population is not above one hundred people, in these sense the sample chosen is the same as the population of the study.

3.4 Operationalization of variables

Operationalization of variables matrix. (See next page)
Table 2: Operationalization of variables matrix.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| **Dependent:** vocabulary in the oral production | Definition and importance                                    | - Vocabulary  
- Lexicology  
- lexeme  
- semantic  
- word |
|                                    | Types of vocabulary                                           | - Active  
- Passive  
- Productive  
- Receptive |
|                                    | Vocabulary strategies                                         | - Repetition  
- Following tasks  
- Mind maps  
- Flash cards |
|                                    | Develop of vocabulary                                        | - Culture and environment  
- Attention in class by teenagers  
- Social stratum  
- Complexity of the society |
|                                    | Factors that determine vocabulary acquisition                | - motivation  
- self-esteem  
- anxiety  
- memory  
- intelligence and creativity |
| **Independent:** ludic activities   | Theoretical approaches                                       | - Constructivism  
- Communicative approach  
- Community language learning  
- Total Physical Response  
- Desuggestopedia |
|                                    | Advantages                                                   | - Psychological development  
- strengthening of positive values  
- promoting interculturality |
|                                    | Types of ludic activities as communicative strategies        | - Oral and written comprehension activities.  
- Interaction activities.  
- Oral and written expression activities. |
|                                    | -Skills and competences                                      | - intelectual-cognitiv  
- creativity  
- decisionmaking  
- teamwork |

Source: Data gathered at V.R. High School.
Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa.
3.5 Methods of Investigation

The methods employed in this investigation were:

3.5.1 Inductive-Deductive Method

Inductive goes from the particular to broadening concepts. It starts with particular phenomenon observation with the main purpose to reach general conclusions. About this method, Guffante et. all. (2016) indicated that conclusions with a general character can be obtained based on the analysis of a determined phenomenon and observation of the real situation. (Guffante, Guffante, & Chávez, 2016). That is why this research represents an inductive-deductive investigation because it started its study in a particular context, which is the Vicente Rocafuerte 8th grade B to get a scientific broadening.

3.5.2 Historical- Logical Method

Guffante et. all.(2016) focused on the historical method claiming on the chronological analysis establishing a relationship with other realities, which could be applied in several fields of knowledge. On another side the logical method consists on the study of the functions and development of the phenomenon revealing its essence.

Thus, this project uses the historical method to provide a historical background of the variables, ludic activities and development of vocabulary in oral production, and through the logical method it is established the progress of new classroom teaching strategies.

3.5.3 Analytical - Synthesis Method

The analytical - synthesis method follows to the decomposition and composition of the fact. This method allows to disintegrate the variables
finding the main root of the problem through an historical background and theoretical analysis to get its essence in order to synthesize those essential scientific giving a general outlook.

3.6 Techniques and Instruments

The techniques used on this educational project to collect the information were three and constitute empirical methods covered on the current chapter. The Likert Scale survey was applied to compel data besides the class observation and the teacher’s interview.

3.6.1 Likert Scale Survey

“Likert scales are common ratings format for surveys. Respondents rank quality from high to low or best to worst using five or seven levels” (Allen & Seaman, 2007, p. 64) This scale allows to apply the already mentioned methods such as the qualitative because is ranked using statements according to the variables developed on this research.

3.6.2 Observation in class

The class observation took into account some different aspects contemplated in the rubric. The observed domains were: planning, teaching strategies, classroom management, subject competence and assessment.

It was observed that, drills were the main resource of the class. The students were not able to produce orally even with the examples given by the teacher. This means that some of the students were not sure to express themselves using the vocabulary learned.

Teacher included the use of posters and flipcharts, but they were not implemented properly, because the students were not involved in the use of the materials.
In order to activate the first five minutes of the class, the warming up activity was treated as a task but not as a ludic activity, and this did not help to engage students into the activity.

### 3.6.3 Teacher’s Interview

Considering the interview, the teacher highlighted the importance of speaking when someone starts to learn a new language and also emphasized that developing vocabulary helps students to feel comfortable once they start to produce orally.

The educator also mentioned the resources used as well as the strategies implemented in class in order to develop vocabulary in speaking, such as the use of songs. The negative aspect could be the way that the song activity is treated. Filling the gap or unscramble words without using them in the real context does not constitute an engaging activity.

In another aspect of the interview, the teacher considered ludic activities as a good strategy to develop vocabulary in speaking. On the other hand, the educator did not mention whether she uses this strategy or not in class.
**Analysis of Results**

**Survey**
Vicente Rocafuerte High School
8 grade EGB “B”

Table: 3

I consider vocabulary as a basis in speaking.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Totally agree</td>
<td>13</td>
<td>59%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Niether agree nor disagree</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** 8th Grade EGB “B”. Vicente Rocafuerte High School.
**Authors:** Castillo Chang, Martha; Pérez Arteaga, Melissa.

**Comments:** Students are aware about the importance of vocabulary and its use in speaking. This indicates a significant correlation between vocabulary and the oral production, which influence positively the current research.
Table: 4

The use of ludic activities is indispensable in order to develop English vocabulary.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Totally agree</td>
<td>10</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>7</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: 8th Grade EGB “B”. Vicente Rocafuerte High School.
Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa.

Comments: Enhancing vocabulary through ludic activities activates students’ inner natural tendency to take part in activities which implies learning through games.
Table: 5

My vocabulary level helps me to participate orally during the English class.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Totally agree</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>11</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>7</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>22</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: 8th Grade EGB “B”. Vicente Rocafuerte High School.
Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa.

Comments: The majority of the students think that they vocabulary level does not allow positive predisposition to participate orally during the English class.
### Table: 6

I consider that ludic activities create an appropriate learning environment.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Totally agree</td>
<td>10</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>8</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Niether agree nor disagree</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** 8th Grade EGB “B”. Vicente Rocafuerte High School.

**Authors:** Castillo Chang, Martha; Pérez Arteaga, Melissa.

**Comments:** Most of the students strongly consider that ludic activities provides them an appropriate learning environment. That will help to encourage students feel comfortable during the speaking activities.
Table: 7

I feel comfortable taking part on ludic activities during new knowledge learning.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Totally agree</td>
<td>15</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Niether agree nor disagree</td>
<td>3</td>
<td>14%</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>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: 8th Grade EGB “B”. Vicente Rocafuerte High School.
Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa.

Comments: Enhancing vocabulary through ludic activities activates students’ inner natural tendency to take part in activities which implies learning through games. The 68% of the students totally feel comfortable during ludic activities that will be reinforced in the didactic guide.
Table: 8

My teacher applies ludic activities during the English class.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Totally agree</td>
<td>6</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Niether agree nor disagree</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>9</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: 8th Grade EGB “B”. Vicente Rocafuerte High School.
Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa.

Comments: Teacher sometimes applies ludic activities in class. This leaves an open door to provide more helpful information in the current proposal.
Table: 9

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Totally agree</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>5</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>9</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: 8th Grade EGB “B”. Vicente Rocafuerte High School.
Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa.

Comments: The students that show disagreement and totally disagreement represent the 64% of the population. That reinforces the idea that student does not feel comfortable participating on speaking activities.
Table 10

I consider that new vocabulary acquisition contributes in the development of speaking skill.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CATEGORY</th>
<th>FRECUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Totally agree</td>
<td>11</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>9</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: 8th Grade EGB “B”. Vicente Rocafuerte High School.
Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa.

Comments: Over 90% of the students think that acquire new vocabulary and domain new words contributes positively to the development of speaking skill. It leaves, as evidence that is important to learn English vocabulary in order to achieve an advance in the oral production.
Table: 11

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Totally agree</td>
<td>7</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>10</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Niether agree nor disagree</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: 8th Grade EGB “B”. Vicente Rocafuerte High School.
Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa.

Comments: In total, 75% of the population, thinks that the application and use of ludic activities can improve the speaking skill and, what is more, increase their own performance during speaking activities. That means that combining ludic activities to develop speaking skill can cause a positive impact in the students.
Table: 12

The application of ludic activities makes learning process interesting.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Totally agree</td>
<td>15</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>5</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Niether agree nor disagree</td>
<td>2</td>
<td>9%</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><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: 8 Grade EGB. Vicente Rocafuerte High School
Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa

Comments: Most of the students show a totally agreement, reflecting an affirmative position towards ludic activities. It gives a significant contribution to the application of this teaching strategy.
Table: 13

Ludic activities help me to establish and reinforce friendship connections, respect and tolerance towards my partners.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Totally agree</td>
<td>12</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>7</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: 8 Grade EGB. Vicente Rocafuerte High School
Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa

Comments: It is evident that ludic activities not only represent a teaching strategy, it also provides the opportunity to develop cross-cutting themes while the class is developed.
The ludic activities applied by my teacher are adapted to my learning style.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Totally agree</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Niether agree nor disagree</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>10</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: 8 Grade EGB. Vicente Rocafuerte High School
Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa

Comments: It is evident that the majority of students are aware about their learning style and consider that the ludic activities used are not adapted to their learning needs.
The use of didactic material makes easier new vocabulary learning process.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Totally agree</td>
<td>13</td>
<td>59%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>6</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: 8 Grade EGB. Vicente Rocafuerte High School
Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa

Comments: Student’s opinions reflect that they are familiar with the use of didactic material in order to facilitate the comprehension and new word acquisition. It suggests that teacher uses didactic material, which will be reinforced and promoted in the proposal.
The interaction between partners promotes new vocabulary learning.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Totally agree</td>
<td>10</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>6</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: 8 Grade EGB. Vicente Rocafuerte High School

Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa

Comments: According to the results, most of the students consider that interaction provides not only a good learning environment but a real opportunity to learn vocabulary from others. This means that ludic activities reflect effectiveness between both improving partnership and new vocabulary acquisition.
The activities performed by me, use my senses in order to develop and acquire new knowledge.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Totally agree</td>
<td>6</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>9</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: 8 Grade EGB. Vicente Rocafuerte High School
Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa

Comments: This result establishes a relationship with statement 13th. Supporting that Teacher uses didactic material in class and students show agreement towards the use of senses, this will be a great opportunity to channel this use in order to strengthen the speaking skill.
3.7 Triangulation of the Instruments

After having done the observation in class, the interview and the survey, the researchers of this project concluded that, despite it is indicated the use of some different strategies to develop vocabulary in speaking, it is demonstrated in the class observation, that those strategies are not used correctly and some of the students’ learning needs are not filled; even though it is affirmed in the survey that most of the students consider ludic activities as a resource of encouragement in order to develop vocabulary in speaking.

3.7.5 Pearson Chi-square test

Objective: To determine statistically if the variables studied have a correlation between them.
Independent variable: ludic activities.
Dependent variable: vocabulary in the oral production.

Table 18: Summary of case processing chart.

<table>
<thead>
<tr>
<th></th>
<th>Válido</th>
<th>Casos</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consider vocabulary as a</td>
<td>22</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>basis in speaking. *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The use of ludic activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is indispensable in order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to develop English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vocabulary.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Students in eighth grade “B” at Vicente Rocafuerte High School.
Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa
| Source: Students in eighth grade “B” at Vicente Rocafuerte High School. Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa |
Table 20: Chi-square test chart

<table>
<thead>
<tr>
<th>Pruebas de chi-cuadrado</th>
<th>Valor</th>
<th>df</th>
<th>Significación asintótica (bilateral)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-cuadrado de Pearson</td>
<td>53,670$^a$</td>
<td>9</td>
<td>.000</td>
</tr>
<tr>
<td>Razón de verosimilitud</td>
<td>39,302</td>
<td>9</td>
<td>.000</td>
</tr>
<tr>
<td>Asociación lineal por lineal</td>
<td>18,331</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>N de casos válidos</td>
<td>22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 15 casillas (93.8%) han esperado un recuento menor que 5. El recuento mínimo esperado es 18.

Source: Students in eighth grade “B” at Vicente Rocafuerte High School. Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa

Table 21: Chi-square bar graphic

Source: Students in eighth grade “B” at Vicente Rocafuerte High School. Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa
3.8 Conclusions and recommendations

Conclusions:
- Including ludic activities in class provide a free-stress environment for students to orally produce language.
- Developing vocabulary through ludic activities allows students to get a better performance in speaking activities.
- Checking for understanding across the ludic activity lead the opportunity to advise students for a better performance.
- The educator must adapt the ludic activities to the learning style of the group.
- The misconception by teachers of what a ludic activity is and how it works represents a significant obstacle once it is not applied properly in class.

Recommendations:
- It is important that English teachers put into practice ludic activities at least once a week to create a low affective filter in class to produce language.
- The teacher should apply ludic activities that involve new vocabulary learning to strength the speaking skill.
- The teacher should not interrupt students to correct during oral production.
- The teacher should ensure an effective learning process applying ludic activities establishing the proper learning style of each student.
- It is necessary to provide a didactic resource for teachers in order to implement ludic activities in English classes.
CHAPTER IV
THE PROPOSAL

4.1 Title
Design of a Didactic Guide with Ludic Activities to Improve Oral Production.

4.2 Justification

For this research’s fulfillment a diagnosis was made (by applying observations in class, a teacher’s interview and a survey) from the information obtained, it was revealed that the ludic activities for active vocabulary development had been limited.

Most of the time, the English book appears as the unique didactic resource. Communicative approach should be encouraged in each English lesson gathering the appropriate conditions to enhance the learning of English vocabulary and use it through speech and not only resolving written vocabulary exercises.

For this reason, the authors of this project have designed a didactic guide with ludic activities for English teachers to reinforce vocabulary development in oral production in students as result of a bibliographical research and ingenuity to apply the theoretical foundations.

Offering an alternative didactic guide to English teachers will provide them a variety of ideas which can be implemented in class for the active vocabulary development thus the improvement of this skill.
4.3 Objectives

4.3.1 General Objective

To provide didactic materials to English teachers in order to train them about ludic activities promoting vocabulary development in oral production and reinforcing their didactic culture.

4.3.2 Specific Objectives

1. To identify ludic activities that enhance vocabulary development related to oral production in an entertaining way.
2. To link theoretical foundations with specific ludic activities.
3. To raise awareness about the importance of ludic activities as a didactic strategy in English classes.

4.4 Theoretical Aspects

With the following resources the authors of this investigation get to the conclusion that vocabulary development in oral production is vital for English acquisition and the application of didactic strategies to reinforce it, are a main issue. For this reason, the proposal includes ludic activities that English teachers can use for their classes where the vocabulary words from the scholar English book can be consolidated by learners.

4.4.1 Linguistic

The authors of this project designed a proposal based on a vocabulary classification study developed by Laufer (1998) and the communicative language competences in level A1.1 that eighth grader students should achieve at the end of the academic year according to the English National Curriculum Guideline provided by the Ministry of Education of Ecuador.

4.4.2 Philosophical

The proposal is also thought to preserve and strengthen human values such as interculturalism where axiology as a philosophical field
should be considered, developing intercultural understanding and broaden learner's cosmovision towards the world, Good Living National Plan (2013) Morin (1999) and the UNESCO (1980) are scientific material that support this thesis’s proposal.

4.4.3 Psychological

The proposal was thought to provide different ludic tasks that can orient English teachers to use new methodologies to enhance vocabulary in the oral production. Authors such as Krashen (2010), Clauss & Hiebsch (1966), Baddeley (2003) cited in Dörnyei (2010), Maslow (1943), Sánchez (2010), Gardner (1989), and Vygotsky (1934), provide information about the benefits of applying ludic activities in the treatment of memory, self-esteem, intelligence, anxiety and motivation.

4.4.4 Didactic – Pedagogical

The proposal is developed based on the constructivism approach because it is considered that students should improve their vocabulary by establishing connections between previous and new knowledge. Ludic activities give students that space of freedom in which they can experiment and build their own learning by practicing this approach. About ludic as a didactic resource, Sánchez (2010) explains which factors should be taken into account for an effective implementation of this proposal.

On the other hand, Zainuddin, et al. (2011) describe activities that involve communication. Larsen-Freeman (2000), Richards & Renandya (2002) and Villar, (2001) oriented to a better understanding about the different methods related to ludic activities to teach English. Consequently, for a better vocabulary development in the oral production, the authors of the proposal thought about entertaining ludic activities topics that are closely based on Desuggestopedia techniques, Total physical Response method and Community Language learning method.
4.4.5 Sociological

Vygotsky (1978), with his theory about a zone of proximal development, raised awareness about the importance of learning in community. Morin (1999), highlights encouraging mutual relations and reciprocal influences between parts and the whole in a complex world. Both of these authors remark the necessity of the teacher’s guidance during the teaching learning process.

4.5 Feasibility

For the accomplishment of this proposal it was determined the feasibility factor in every sense. Different aspects were considered such as financial and legal.

4.5.1 Financial:

To be applied, the current proposal has the following requirements:

Table 22: Proposal requirements

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheets of paper</td>
<td>100</td>
<td>$ 2.50</td>
</tr>
<tr>
<td>Didactic guide banding</td>
<td>15</td>
<td>$ 15.00</td>
</tr>
<tr>
<td>Color printing</td>
<td>100</td>
<td>$ 10.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$ 27.50</strong></td>
</tr>
</tbody>
</table>

Authors: Castillo Chang, Martha; Pérez Arteaga, Melissa

This proposal can be implemented with very low cost (less than $50,00) and can be covered by the researchers.

4.5.5 Legal:

Regarding legal feasibility it is important to mention the Constitution of Ecuador and its articles twenty six and twenty seven, which embrace the
educational rights to everyone and the human values vital to the
development of citizens’ competences.

The National Curriculum Guidelines establishes among its objectives
for A1.1, that English learners must be able to produce slow, hesitant,
planned monologues, interact in a simple way by asking and answering
simple questions in order to reach the level’s requirements.

The Good Living National Plan calls on capacities and potential
strengthening of the citizens following quality parameters as essential
requirements in the educational process.

4.6 Description of the Proposal

The didactic guide with ludic activities oriented to vocabulary
development in oral production is made up by the following sections:

- **Presentation**
  It gives an overview about the didactic guide and its purpose.

- **Objectives**
  Briefly establishes the objectives of this guide.

- **Guide’s organization**
  It provides a description of the guide and the main points to be
  considered in order to understand its organization and how to work
  properly with each activity proposed.

- **How to use this guide**
  It provides a graphical explanation about how to use the guide.

- **Table of contents**
  In the table of contents teachers will find:

  - **Learning goals for each unit**: These are divided in
    communicative and vocabulary goals based on the English
    students’ book (In English) used for the eighth graders.

  - **Lessons**: As each unit in the students’ book is divided in 4
    lessons the educator will find the number of lesson that will be
specifically worked in the unit presented. In addition, the number of the page and the specific task to be developed is detailed.

- **Ludic activity:** It is provided the name of each ludic activity to be applied.
- **Page:** It is provided the number of the page where the teacher will find the activity inside the didactic guide.

- **Units**
The didactic guide will contain six units, on each unit the educator will find two ludic activities with: the name of the ludic activity, the objective to be achieved through the ludic activity, the lesson, task and page to be worked, the time required to develop the activity during the class, the material to be used (photocopiable material provided by the authors of the guide), the group configuration (pairs, small class, whole class), the teacher’s instructions where is detailed the steps to follow before the application of the activity, the procedure where is developed the activity, and finally, the extra tips section where the educator will find an extra advise to initiate the ludic activity.

**4.7 Conclusions**

The authors of the proposal conclude that:

- The proposal was designed based on appropriate theoretical foundations that have relation with the two variables studied.

- The didactic guide’s content has been adjusted to the real necessities of teachers and students that have been observed, therefore it contributes to the problem.
- The suggested guide with ludic activities for vocabulary development can also be implemented by other Ecuadorian Educational institutes to foster the oral production in the English language teaching.

- The recommended solution is feasible considering the different aspects involved in its application.

- The proposal provides a direct benefit to the society by promoting educational improvement and consequently the personal development of Ecuadorian citizens.
Bibliographic References


ANNEX I

1. Letter of tutor approval
2. Letter of permission of the educational institution
1. Letter of Tutor Approval

MSc.
Lucia Sanchez

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 las estudiantes de la Escuela de
Lenguas y Lingüística: CASTILLO CHANG MARTHA PAOLA Y PEREZ ARTEAGA
MELESA NICOLE.

TOPIC: “INFLUENCE OF LUDIC ACTIVITIES FOR THE DEVELOPMENT OF VOCABULARY IN THE ORAL PRODUCTION”.

PROPUESTA: “DESIGN OF A DIDACTIC GUIDE WITH LUDIC ACTIVITIES TO IMPROVE 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. Alfredo Sanchez Avila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
2. Letter of Permission of the Educational Institution

Licenciado

Nelson Loor Vera

RECTOR DE LA UNIDAD EDUCATIVA "VICENTE ROCAFUERTE"

Ciudad

De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que las estudiantes: CASTILLO CHANG MARTHA PAOLA Y PÉREZ ARTEAGA MELISSA NICOLE, 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 LUDIC ACTIVITIES IN ACTIVE VOCABULARY DEVELOPMENT RELATED TO ORAL PRODUCTION."

PROPOSAL: DESIGN OF A DIDACTIC GUIDE WITH LUDIC ACTIVITIES ORIENTED TO ACTIVE VOCABULARY.

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 antepso mis reconocimientos.

DIRECTOR DE LA ESCUELA DE LENGUAES Y LINGÜÍSTICA
Lcdo.
Nelson Llor Vera
Rector
Unidad Educativa Vicente Rocafuerte
Presente.-

De nuestras consideraciones:

Nosotras, Martha Paola Castillo Chang con número de cédula 0915311062 y Melissa Nicole Pérez Arteaga con número de cédula 0930830872, estudiantes de la Unidad de Titulación de la Carrera de Lenguas y Lingüística Inglés/Alemán, sistema Predencial, solicitamos a usted muy respetuosamente se nos conceda realizar nuestro Proyecto de Titulación en su prestigiosa institución con título “Influence of Ludic Activities in active vocabulary development related to oral production. Design of a Didactic Guide with ludic activities oriented to active vocabulary.”

Dicho proyecto educativo aportará una Guía Didáctica con actividades lúdicas orientadas al desarrollo del vocabulario activo para la producción oral en los estudiantes. Cada actividad está relacionada a los temas presentados en el libro proporcionado por el Ministerio de Educación y podrán ser desarrolladas por el docente clase a clase, beneficiando no solo a los estudiantes y doctores sino también al elevar el nivel educativo de la institución.

Agradeciendo su atención la saluda.

Atentamente,

Martha Paola Castillo Chang
C.I.: 0915311062

Melissa Nicole Pérez Arteaga
C.I.: 0930830872
ANNEX II

1. Urkund Screenshot
1. Urkund Screenshot
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA: LENGUAS Y LINGÜÍSTICA.
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Msc. LUCILA SANCHEZ PEREZ, tutora del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por CASTILLO CHANG MARTHA PAOLA y PEREZ ARTEAGA MELISSA NICOLE, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciada en lenguas y lingüística.

Se informa que el trabajo de titulación:

TOPIC: "INFLUENCE OF LUDIC ACTIVITIES FOR THE DEVELOPMENT OF VOCABULARY IN THE ORAL PRODUCTION , PROPOSAL: DESIGN OF A DIDACTIC GUIDE WITH LUDIC ACTIVITIES TO IMPROVE ORAL PRODUCTION."

ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND quedando el 7% de coincidencia.

Msc. LUCILA SANCHEZ PEREZ
Consultora Académica
ANNEX III

1. Photographic evidence
2. Report of tutoring sessions
1. Photographic evidence

November 11th, 2017. An exterior view of the educational Institution “Vicente Rocafuerte High School”.

November 11th, 2017. Students of the eighth year EGB “B” at Vicente Rocafuerte High School at the time the survey was applied.
January 09, 2018 Last meeting of the tutor, Msc. Lucila Sánchez Pérez and the researchers, Martha Castillo and Melissa Pérez to review final details of the research
2. Report of tutoring sessions
ANNEX IV

1. Instruments of the investigation.
   - Observation sheet.
   - Surveys questionnaire.
   - Interview Questionnaire
# Observation Sheet

**UNIVERSITY OF GUAYAQUIL**  
**FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION**  
**EDUCATION SYSTEM: CLASSROOM-BASED (PRESENCIAL)**  
**EDUCATIONAL PROJECT**  
**RUBRIC FOR CLASS OBSERVATION**  
**VICENTE ROCAFURITE HIGH SCHOOL**

**Course:** 8th Grade BUU “B”  
**Date:** 14th Nov, 2017

<table>
<thead>
<tr>
<th>Domain</th>
<th>Elements</th>
<th>Ratings</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Includes ludic activities (at least one) on each class.</td>
<td>3 2 1 0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Incorporates other disciplines where connections can enhance learning.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anticipates students’ misunderstandings and misconceptions in the planning process.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses knowledge of students’ interests, backgrounds, and learning need in the planning process.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plans are structured with a strong warming up which engages students at class’ beginning.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Teaching Strategies</td>
<td>Demonstrates use of a broad range of teaching activities that integrate the four skills.</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Applies ludic activities on each class in order to engage students’ attention.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses ludic activities to introduce and teach new vocabulary.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presents activities which students are able to link and activate their prior knowledge (vocabulary learned).</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses a wide variety of resources to enrich the activities and activate the information taught.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Teacher-student and student-student interactions are positive and respectful.</td>
<td>X</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Avoids destructive criticism, ridicule and sarcasm and minimize the use of fear as a motivator.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensures an effective classroom environment conducive to learning.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implements activities that successfully develop positive interactions and social - emotional skills.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gives the instruction of each activity in a clear and understandable way.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Subject Competence</td>
<td>Applies ludic activities on each class in order to engage students’ attention.</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Knows about her/his subject area and up to date on authoritative research on students’ development and how they learn.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Checks for understanding and assesses student learning of key ideas throughout the lesson.</td>
<td>X</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Uses the different activities planned for the class to assess and monitor students’ learning.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses a variety of effective methods to check for understanding, immediately unscrambles confusion and clarifies.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actively seeks out feedback from students.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Ratings:** 19 / 63

**Comments:**  
Drills are the main resource of the class. The didactic material as posters and flipcharts are used only by the teacher. Ss just participate when it is asked by the teacher. Ludic activities are not used in class neither to engage Ss. To the class or learn new vocabulary. No group or pair activities to fulfill the tasks on book. It is evident that there is a misconception about the application and use of ludic activities.
De antemano agradecemos por su tiempo y colaboración

Objetivo:
Despejar interrogantes con respecto a la influencia de las actividades lúdicas dentro del aula para la enseñanza de vocabulario inglés.

Instructivo:
- No es necesario registrar sus nombres y apellidos, es una encuesta anónima.
- Marque con un visto (√) cada uno de los enunciados de acuerdo a la escala

<table>
<thead>
<tr>
<th>N°</th>
<th>Enunciado</th>
<th>Totalmente de acuerdo</th>
<th>Algo de acuerdo</th>
<th>Ni acuerdo ni desacuerdo</th>
<th>Algo en desacuerdo</th>
<th>Totalmente desacuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Considero que una de las bases de la producción oral en cualquier idioma extranjero es la adquisición de nuevo vocabulario.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Es indispensable el uso de actividades lúdicas para desarrollar el vocabulario en inglés.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mi nivel de vocabulario inglés me facilita participar oralmente durante la clase de inglés.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Considero que las actividades lúdicas crean el ambiente propicio para la aprehensión de nuevo conocimiento.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Me siento a gusto participando en actividades lúdicas durante el aprendizaje de nuevo conocimiento.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>El profesor aplica actividades lúdicas en la enseñanza del idioma Inglés.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Participo activamente en las actividades orales durante la clase de inglés.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Considero que la adquisición de nuevo vocabulario ayuda en el</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td><strong>9</strong></td>
<td>El aprendizaje por medio de actividades lúdicas me ayuda a desarrollarme con facilidad en actividades orales.</td>
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<td><strong>10</strong></td>
<td>La aplicación de actividades lúdicas hace más interesante el aprendizaje.</td>
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<td><strong>11</strong></td>
<td>Establezco y refuerzo conexiones de amistad, respeto y tolerancia hacia mis compañeros a través de las actividades lúdicas.</td>
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<td><strong>12</strong></td>
<td>Las actividades lúdicas aplicadas por mi profesor se adaptan a mi forma y estilo de aprendizaje.</td>
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<td><strong>13</strong></td>
<td>El uso de objetos cotidianos y material didáctico hacen que sea más fácil para mí el aprender nuevo vocabulario.</td>
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<td><strong>14</strong></td>
<td>La interacción entre compañeros promueve la adquisición de nuevo vocabulario inglés.</td>
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<td><strong>15</strong></td>
<td>Las actividades que realizo utilizan mis sentidos para poder desarrollar y adquirir conocimientos.</td>
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Interview Questionnaire

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

INTERVIEW QUESTIONARIE

Objective:
To determine the influence of ludic activities in the vocabulary related to oral production. This interview is directed to the English teacher of the eight basic year “B” at Vicente Rocafuerte High School.

Instruction
Please read and answer the following questions carefully.

1. How long have you been working as an EFL Teacher?

2. What are the most difficult problems that an English teacher must deal with related to the learning English process?

3. According to you, which English skills should be at first develop in students in class?

4. In your viewpoint what is the main goal of strengthening vocabulary in speaking?

5. How often do you work on vocabulary related to oral production with the students?

6. What are the insufficiencies of your students at the moment of oral communication?

7. According to you, which strategies could help to handle those insufficiencies?

8. How do you usually work this skill with your students? Do you apply any strategy or method?

9. Which resources do you use for developing vocabulary in oral production?

10. Do you teach students any strategy in order to develop their vocabulary in oral production?

11. Do you think it is important to apply ludic activities to develop vocabulary in oral production in students? Why?

12. What is your opinion about the idea of designing a guide oriented to teachers with ludic activities to train vocabulary in oral production in students?

13. Have you or your institution trained concerning ludic activities applied to develop vocabulary in oral production?

14. Will you consider useful a guide with ludic activities to train vocabulary in oral production in students? Why?
Interview questionnaire (with answers)

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INTERVIEW QUESTIONARIE

Objective:
To determine the influence of ludic activities in the vocabulary related to oral production.
This interview is directed to the English teacher of the eight basic year “B” at Vicente Rocafuerte High School.

Instruction
Please read and answer the following questions carefully.

1. How long have you been working as an EFL Teacher?
I have been working as EFL Teacher for 18 years.

2. What are the most difficult problems that an English teacher must deal with related to the learning English process?
There are many, but some of the problems we can find are:
- Students don’t want to learn English
- Schools doesn’t have the resources to develop language skills

3. According to you, which English skills should be at first develop in students in class?
All the skills are important when you are studying a new language, but I think the most important is the speaking skill.

4. In your viewpoint what is the main goal of strengthening vocabulary in speaking?
Students have many words to use in the development of the speaking skill.

5. How often do you work on vocabulary related to oral production with the students?
Sometimes. I use to apply pictures, crosswords or games.

6. What are the insufficiencies of your students at the moment of oral communication?
The use of grammar structures in a correct way and a limited vocabulary

7. According to you, which strategies could help to handle those insufficiencies?
To use a song where students have to complete with specific vocabulary or put sentences in order. A song is a good resource because students love them

8. How do you usually work this skill with your students? Do you apply any strategy or method?
Students have individual or team work where they talk about themselves using topics that are important for them.

9. Which resources do you use for developing vocabulary in oral production?
- Cards
10. Do you teach students any strategy in order to develop their vocabulary in oral production?
   Yes, students have to use the vocabulary in specific activities like reading where they have to fill in the blanks with the vocabulary.

11. Do you think it is important to apply ludic activities to develop vocabulary in oral production in students? Why?
   I think it is, from to develop vocabulary but it is not the most important.

12. What is your opinion about the idea of designing a guide oriented to teachers with ludic activities to train vocabulary in oral production in students?
   It will help teachers to use as a resource in order to have a dynamic class.

13. Have you or your institution trained concerning ludic activities applied to develop vocabulary in oral production?
   Yes, I have trained by MINEDUC.

14. Will you consider useful a guide with ludic activities to train vocabulary in oral production in students? Why?
   Yes, it will because teacher will have another resource in order to apply it on her/his class.
ANNEX V

1. The proposal’s exercise