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CARRERA DE Lenguas Y LINGÜÍSTICA

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TOPIC
LUDIC ACTIVITIES FOR STRENGTHENING THE VOCABULARY OF THE ENGLISH LANGUAGE

PROPOSAL
DESIGN OF A DIDACTIC GUIDE WITH LUDIC ACTIVITIES IN ORDER TO STRENGTHEN THE VOCABULARY OF THE ENGLISH LANGUAGE

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LUDIC ACTIVITIES FOR STRENGTHENING THE VOCABULARY OF THE ENGLISH LANGUAGE

Propuesta:

DESIGN OF A DIDACTIC GUIDE WITH LUDIC ACTIVITIES IN ORDER TO STRENGTHEN THE VOCABULARY OF THE ENGLISH LANGUAGE

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Atentamente,

Msc. LARRY TORRES VIVAR
Consultor Académico
DEDICATION

To my mother Olga Marina Yupanqui and my brother Alex Paguay because they, always helped and gave me comprehension during the development this project.

To my children who gave me strength not to faint but to finish this goal.

LISBETT PAGUAY
ACKNOWLEDGMENT

To Jehovah for his great misery, protection and strength that I could feel during all my university stage.

My family because they were always supporting me with the care of my children to complete this goal that was not easy for me.

To my teacher who with his patience knew how to guide me during the development of this work.

LISBETT PAGUAY
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ABSTRACT

Nowadays, we can observe that there are many labor competences; therefore, handling different languages helps to grow a human being in a competitive way. Due to this situation, learning - teaching the English language is a challenge that each teacher faces during his or her teaching process. However, there are different linguistic skills that despite all this are not put into practice through my knowledge and learning that I have acquired over the course of my years of experience as a teacher I have observed that there is more interest in the grammatical structure, forgetting the use of learning and strengthening through the vocabulary, since some teachers think that learning a new word depends on the student, in the reality that the human being always needs to be motivated even more by young people, therefore teachers should not forget that learning vocabularies are aspects relevant in a language, to teach English in an effective way A radical change must be made in the methodologies used in the learning of a vocabulary, it is impossible for learning to be meaningful if it is based only on memorization, the study of vocabulary must be united to the experiences and applications of many recreational activities that exist to strengthen and improve oral expression

Keywords: Competitive learning - ludic activities
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ESCUELA DE LENGUAS Y LINGÜÍSTICA

TEMA: ACTIVIDADES LUDICAS PARA FORTALECER EL VOCABULARIO DE LENGUA INGLESA.

PROPUESTA: DISEÑO DE UNA GUÍA DIDÁCTICA CON ACTIVIDADES LÚDICAS PARA FORTALECER EL VOCABULARIO DE LA LENGUA INGLESA

INVESTIGADOR: LISBETT SHIRLEY PAGUAY YUPANQUI
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RESUMEN
Hoy en día, podemos observar que existen muchas competencias laborales por lo tanto el manejar diferentes idiomas ayuda a crecer a un ser humano de manera competitiva. Debido a esta situación el aprender – enseñar el idioma ingles es un reto que cada docente enfrenta durante su proceso de enseñanza. Sin embargo existen diferentes habilidades lingüísticas que a pesar de eso no todas se ponen en práctica mediante mis conocimientos y aprendizaje que he adquirido en el transcurso de mis años de experiencia como docente he observado que hay más interés en la estructura gramatical, olvidándose uso del aprendizaje y fortalecimiento a través del vocabulario, ya que algunos docentes piensa que el aprender una nueva palabra depende del estudiante, en la realidad que el ser humano siempre necesita ser motivado aún más los jóvenes, por ende los docentes no debemos olvidar que aprender vocabularios son aspectos relevantes en una lengua, para enseñar inglés de manera eficaz. Se debe hacer un cambio radical en las metodologías que se utilizan en el aprendizaje de un vocabulario, es imposible que el aprendizaje sea significativo si es basado solo en memorización, el estudio de vocabulario debe unirse a las experiencias y aplicaciones de muchas actividades lúdicas que existen para fortalecer y mejorar la expresión oral.

PALABRAS CLAVES: Competitivo - Aprendizaje - Actividades Lúdicas
**ABSTRACT**

Nowadays, we can observe that there are many labor competences; therefore, handling different languages helps to grow a human being in a competitive way. Due to this situation, learning - teaching the English language is a challenge that each teacher faces during their teaching process. However, there are different linguistic skills that despite all this are not put into practice through my knowledge and learning that I have acquired over the course of my years of experience as a teacher I have observed that there is more interest in the grammatical structure, forgetting the use of learning and strengthening through the vocabulary, since some teachers think that learning a new word depends on the student, in the reality that the human being always needs to be motivated even more by young people, therefore teachers should not forget that learning vocabularies are aspects relevant in a language, to teach English in an effective way A radical change must be made in the methodologies used in the learning of a vocabulary, it is impossible for learning to be meaningful if it is based only on memorization, the study of vocabulary must be united to the experiences and applications of many recreational activities that exist to strengthen and improve oral expression.
RESUMEN: Hoy en día, podemos observar que existen muchas competencias laborales por lo tanto el manejar diferentes idiomas ayuda a crecer a un ser humano de manera competitiva. Debido a esta situación el aprender – enseñar el idioma inglés es un reto que cada docente enfrenta durante su proceso de enseñanza. Sin embargo existen diferentes habilidades lingüísticas que a pesar de eso no todas se ponen en práctica mediante mis conocimientos y aprendizaje que he adquirido en el transcurso de mis años de experiencia como docente he observado que hay más interés en la estructura gramatical, olvidándose uso del aprendizaje y fortalecimiento a través del vocabulario, ya que algunos docentes piensa que el aprender una nueva palabra depende del estudiante, en la realidad que el ser humano siempre necesita ser motivado aún más los jóvenes, por ende los docentes no debemos olvidar que aprender vocabularios son aspectos relevantes en una lengua para enseñar inglés de manera eficaz. Se debe hacer un cambio radical en las metodologías que se utilizan en el aprendizaje de un vocabulario, es imposible que el aprendizaje sea significativo si es basado solo en memorización, el estudio de vocabulario debe unirse a las experiencias y aplicaciones de muchas actividades lúdicas que existen para fortalecer y mejorar la expresión oral.
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INTRODUCTION

Teachers know that for some students learning a foreign language can be stimulating and they embrace it with great interest, but for others it can be challenging. Therefore, it is necessary to develop activities which can enable students to be successful in this process, by preparing dynamic classes and meaningful activities that contribute to a lighter and effective learning environment and at the same time students will enjoy themselves as they learn English. However, most of the students especially in public high schools show resistance because they sometimes do not know the real importance that this language has in modern society and demonstrate disinterest in the acquisition of this useful language. For that reason, the author of this project has selected to use as strategy ludic activities in order to keep students motivated and engaged. Therefore, when there is the opportunity to research an area of interest for studies, it would be relevant to research in the topic of using ludic activities in classrooms.

The main aim of this study is to reflect upon the use of ludic activities in English language learning and teaching by analyzing the effect that they might have in enhancing and keeping students motivated and participative in class. In this sense, this proposal is based in how the ludic activities improve the acquisition of vocabulary. Thus, this study begins with an attempt to define and to explain the importance of using ludic activities by giving examples of what some authors have to say in this regard. Besides, it continues with the contextualizing the action research, describe the methodology, the chosen research tools and the procedures. Finally, the last chapter correspond specifically to the solution of the problem with a conclusion according to the results obtained.

Following the investigator of this project will show how this work is divided:
Chapter 1
Conflict situation, scientific fact, causes, general and specific objectives, formulation of the problem, and justification.

Chapter 2
Backgrounds, theoretical, epistemological, psychological, sociological, pedagogical, and legal foundations.

Chapter 3
Methodological design, types of research, population and sample, operationalization of variables, research methods, techniques and research instruments, data analysis, interpretation of results, conclusions and recommendations.

Chapter 4
Justification, feasibility, general and specific objectives, description of the proposal, and bibliography.
CHAPTER I

THE PROBLEM

CONFLICT SITUATION

English foreign language students may lack motivation to remember vocabulary after a content unit is over. Many studies about the influence of motivation for language acquisition have been found. According to Dörnyei (2005), motivation is crucial in defining the achievement or not of any learning situation. A high percentage of language learners who really want to learn a foreign language will be able to master a reasonable working knowledge of it as a minimum, regardless of their language aptitude (Dörnyei, 2005, p.11).

This author is aware of the teachers’ reality where they are supposed to teach the curriculum instead of motivating students. As well as the fact often ignored that learning the curriculum cannot happen without motivation.

When a person learns a second language, internalization of vocabulary and grammar structures is required so students use them somehow in the future for farther learning Dörnyei (2005). With teenagers, motivation to learn may be increased through physical activities which may be involved in ludic activities. Another situation, most of the time teachers rush their teaching strategies in order to accomplish a plan and to have written evidences from their classes not taking into account the learning results of their students. In this case, the application of practical and efficient ludic activities such as songs, projects, role-plays, and games, could get students to learn the target language meaningfully since they will be involved in their own learning. These activities will motivate and challenge the students to use what they have learned in order to solve
problems or win the games. This may assure their comprehension and learning of vocabulary in a more competent way.

The purpose of this study is to determine if a variety of ludic activities as a legitimate tool to work in class can increase the motivation of students to retain English vocabulary by using a mixed methods design with both qualitative and quantitative data.

SCIENTIFIC FACT

Deficiency in the acquisition of vocabulary in students of 10th year of Basic Education at Unidad Educativa “José de la Cuadra” in the school year 2018 – 2019.

CAUSES

✓ Students do not receive enough vocabulary practices, it is due teachers only focus in teaching grammar leaving aside the acquisition of new words every day..
✓ Teachers do not use different strategies that awake the students´ interest for learning new words.
✓ Students need another didactic resource that reinforce the academic content at this level.

FORMULATION OF THE PROBLEM

What is the incidence in the application of ludic activities in the acquisition of new vocabulary in students of tenth year of Basic Education at Unidad Educativa “José de la Cuadra” in the school year 2018 – 2019?
OBJECTIVES

General

✓ To establish the influence of ludic activities in the acquisition of new vocabulary through a field investigation, bibliographical and statistical analysis in order to design a didactic guide with useful activities based on games.

Specific

✓ To define the new didactic material through a field investigation, bibliographical and statistical research.
✓ To determine the ludic activities through a field investigation, bibliographical and statistical research.
✓ To design a didactic guide with useful and entertained games for a better acquisition of new vocabulary through obtained data interpretation.

RESEARCH QUESTIONS

✓ Will the foundations help as bibliographic support?
✓ Is the proposal going to help for solving the problem?
✓ Will the objectives be planned according to the problem situation?
✓ Will the methodology be the most suitable for acquiring true results?

JUSTIFICATION

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Besides, it represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening
comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. When confronted with a native English speaker, when watching a movie without subtitle or when listening to a favorite English song, when reading a text or when writing a letter to a friend, students will always need to operate with words.

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Harmon, Wood, & Keser, (2009) as well as Linse (2005) state that learners’ vocabulary development is an important aspect of their language development. Although it has been neglected for a long time, researchers have increasingly been turning their attention to vocabulary e.g. Carter and McCarthy (1988), Nation (1990), Arnaud and Bejoint (1992), Huckin, Haynes and Coady (1995), Coady and Huckin (1997), Schmitt (1997, 2000) Read (1997).

In the same way, without vocabulary nothing can be conveyed. Indeed, students need to use words in order to express themselves in any language. Most learners acknowledge the importance of vocabulary acquisition. Teachers have noticed the fact that students usually find it difficult to speak English fluently. They usually consider speaking and writing activities exhausting because they keep on using the same expressions and words and very soon their conversation is abruptly interrupted due to missing words. And the main reason for such communication problems is the lack of vocabulary. Other students are confronted with the problem of forgetting the words immediately after the teacher has elicited their meaning or after they have looked them in the dictionary, and this also a cause of the lack of vocabulary. The more words students learn, the easier they memorize them.

Educators have an essential role in helping students to improve their vocabulary. Unfortunately, vocabulary teaching has not been enough responsive to such problems, and teachers have not recognized the
tremendous importance of helping their students to develop an extensive vocabulary. For a large majority of learners, the ultimate goal of studying is to be able to communicate in a new language. If they do not wish to lean completely on non-verbal skills, mastering vocabulary is not just important, but crucial in a foreign language environment.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” p. 55) Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) and others have realized that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation, 2011). Rivers and Nunan (1991), furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Huckin, 1995).
CHAPTER II
THEORETICAL FRAMEWORK

BACKGROUND

According to some authors, whenever students participate in ludic activities they feel more interested, engaged, and excited to participate in class. This is what makes these activities an effective elicitation technique that could be used by teachers to increase students’ attention and motivation to reach the objective of language acquisition. However, when thinking about games in the class teachers tend to presume it is a waste of time. Foreign language educators need to seek alternatives to traditional instruction. Ludic activities may offer a good addition to be implemented in class. In order to find specific information corresponding to this knowledge area. Many studies have been found, however, several facts were considered in order to use those articles or not in this study.

Ushioda (2013) states that whenever people are motivated, there is a change in their attitude towards learning, as cited in Lasagabaster (2014). This is reflected in some important aspects such as: a vision of what the person wants, the person’s willingness to pursue a goal, and the person’s determination to struggle for achieving this goal. Motivation levels can help understand why a person learns or does not want to learn a second language. Students’ previous experiences define their motivational levels. These experiences can include participating in a lesson, fulfilling a task, or receiving corrective feedback from their teacher. These experiences may have been positive or negative and their mixture and assimilation is the one that promotes and defines if the learner is motivated or not. This is called the L2 Learning Experience.
Huyen and Nga (2003) concluded that games help students to learn vocabulary when they take place in an enjoyable surrounding. They also point out that a new way of teaching vocabulary is expected by students. Dörnyei (2005) states that language learning achievement is given by the levels of motivation a person has. It does not matter the person’s aptitude for learning languages, what really counts is their willingness to learn the new language. When students learn a second language, internalization of vocabulary and grammar structures is required so they will use them in the future for further learning Dörnyei (2005).

**LUDIC ACTIVITIES**

**DEFINITION**

Sometimes, involving students in educational activities can be a challenge, especially when they lack motivation for learning, when they have gaps in preparation, when the results of the proposed exercise do not seem to be immediately applicable or when the topic addressed does not correspond to any need already acknowledged by the student. Although the ideal is a participation sustained by intrinsic motivation, by awareness of the usefulness of learning acquisitions, by the undertaking of a long-term effort towards knowledge and exploration, there are situations in which the integration of ludic elements is necessary and contributes to raising interest, revitalizing openness and motivation for learning. In addition, well designed games contribute to achieving learning goals and building skills for life.

Therefore, ludicity is of great value to the learning process since it is rich in meaning (Bernardo, 2009). A ludic activity involves students in a way that fosters their creative imagination and enables indirect learning, for students are not focusing on the language but using it for real (Constantinides, 2009; Halliwell, 1992). Following Halliwell’s (1992)
suggestions, a ludic activity allows students’ creative use of limited language resources, promotes indirect learning and makes the most of their needs to play and have fun.

**LUDIC ACTIVITIES AND MOTIVATION**

Ludic activities have an important role to play in motivating students. According to Jaime Hernan Echeverri and Jose Gabriel Gomez mentions that each game or ludic activity is instructive, which allows the students to think and act during his learning process as participation, creativity competition and obtaining results. Whatever ludic activity is always accompanied by the motivation that it is the engine for good learning. (Echeverri, 8 de noviembre 1998.)

Enever (2015) also pointed out that normally young learners have a high level of motivation when engaging in enjoyable new and different experiences. This factor is highlighted as one of the major advantages of learning languages in an early age. In this sense, when working with young learners, teachers should implement activities which associate teaching and learning with fun and pleasure, making students feel more at ease. Krashen (1982), in his Affective Filter Hypothesis, considers the student emotional state or attitudes as an adjustable affective filter. When a student feels anxious and threatened, their affective filter is raised, blocking input which is necessary to acquisition. When students are relaxed, their affective filter is lowered, which contributes more effectively to their acquisition of new language. Correspondingly, Halliwell (1992) emphasizes that it is important to balance enjoyment with cognitive engagement in tasks to stimulate motivation.

**TYPES OF LUDIC ACTIVITIES**

A wide range of activities can be referred to as ludic. When setting up ludic activities in the classroom, teachers must consider the goals that
they want the students to achieve through the activity (Bernardo, 2009). It is necessary to create an explicit context for the use of the ludic activity which motivates and keeps students interested. On the other hand, students need to understand the reason and purpose of the activity, so they can realize that they are learning as well as playing when engaging in activities which are fun and which involve reading, writing, listening and speaking.

When planning activities for the classroom the teacher must keep in mind not only the ludic aspect but also the pedagogical aspect of the activity. For example:

- Games are good tools to promote acquisition of communicative competences and cooperation between students. According to Read (2007), games are an essential part when teaching English to young learners, since they provide stimulation, variety, interest and motivation and help to promote positive attitudes towards learning English. Games are enjoyable and fun and lead students to use the language in a more natural and spontaneous way.

- Pair/group work. The use of pair work and studying its outcomes have been a controversial issue for many teachers and researchers for the past two decades or so (Baleghizadeh, 2007, 2010; McDonough, 2004; Shimatani, 1986; Storch, 2001). Recent communicative approaches encourage the use of pair or group work; however, to date there have been very few studies, if any, that have investigated the impact of pair work on EFL students' motivation.
✓ Songs/Rhymes/Chants: through repetition students can produce language in a more natural, spontaneous and enjoyable way. They promote positive attitudes and motivation towards learning English, and can be used to introduce new language or to consolidate, develop specially vocabulary. (Read, 2007).

✓ Role-plays/Dramatizations: enhance students’ imagination, fantasy, collaborative and interaction skills, catch their attention and interest. They engage students in learning by doing, since students can associate gestures, action, words and meanings and memorize key language in a natural and enjoyable way” (Read, 2007, p. 115).

✓ Flashcards/Illustrations: they provide stimulating visual support and allow students to grasp meaning and to produce meaningful language (Halliwell, 1992, p.4).


CLASSIFICATION OF GAMES AND BENEFITS

The language games can be divided according to different principles. Hadfiled (1998) offers two classifications of language games. She divides them into linguistic (these focus mainly on accuracy) and communicative games (these are based on successful exchange of information). Hadfiled’s second classification has more categories and usually includes both linguistic and communicative aspects. These games are as follows (Hadfiled, 1998, as cited in Jacobs)

✓ Sorting, ordering, or arranging games. For example, students have a set of cards with different products on them, and they sort the
cards into products found at a grocery store and products found at a department store. (Richards, Platt, and Platt, 1992, p. 153).

✓ Information gap games. In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. (Hadfield, 1990, p. 5)

✓ Guessing games. These are a variation on information gap games. One of the best known examples of a guessing game is 20 questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 yes/no questions to find clues in order to guess who or what the person is thinking of. (Lee, 2000, p. 65)

✓ Search games. These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well-known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g. someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs. (Haldfield, 1990, p. 8).

✓ Matching games. As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. (Jeremy T. Fox, 2010.)
✓ Labelling games. These are a form of matching, in that participants match labels and pictures. (AIIDE, 2009)

✓ Exchanging games. In these games, students barter cards, other objects, or ideas. (Biocca, 2003).

✓ Board games. Scrabble is one of the most popular board games that specifically highlights language. (Gee, 2007).

✓ Role play games/dramas. Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful. (Nasir, 2005)

A similar classification is provided by Lewis & Bedson (1999). In their classification some of the games listed above can be included in their classification under a broader umbrella term, such as movement games (the type of game when learners are physically active, e.g. Find your partner) or task-based games (usually pairs or groups work on meaningful task in the way they enjoy; learners obey clear rules and they have got a chance to practise all language skills; teacher is an organizer and facilitator). In addition to Hadfiled (1998), they add a very popular type of games nowadays, i.e. computer games (they can be played either at school or at home, individually or in pair; students predominantly practice their reading and writing skills). Finally, Jacobs (n.d. a) makes another distinction between the languages games. He divides them into competitive (learner tries to be first to reach the goal) and cooperative games (learners try to reach the same goal together; they help each other). And he suggests that competitive games can be modified to lessen
the competitive element and to add a cooperative element. In his paper he also gives a few specific examples based on the available literature.

Many surveys also proved that the games have a positive and effective influence on the learning of foreign languages (Carrier, 1985) Jacobs, n.d. b; or Kupeckova, 2010). The reasons for this statement are as follows:

✓ Games get students involved in their learning; they motivate them. (Chen, 2005).

✓ Games encourage creative and spontaneous use of language. (Chen, 2005)

✓ Games introduce a change in formal learning situations. (Jacobs, 2007)

✓ Games create a pleasant stress-free and relaxing atmosphere in a language class. (Steinkuehler, 2006)

✓ Games unconsciously promote and practice all four basic language skills, such as listening, reading, speaking and writing. (Jacobs, 2007).

✓ Games help the teacher to create contexts in which the language is useful and meaningful (cf. Wright, Betteridge, & Buckby, 2005).

Games decrease student’s anxiety to speak in front of the other students. They feel less intimidated in this, less formal learning situation. (Chen, 2005)

✓ Games are student-centered. (Chen, 2005)

✓ Games can promote collaboration among students. (Chen, 2005)
TIMING AND WAYS OF USING GAMES IN LANGUAGE CLASSROOMS

The language teachers must seriously consider when to use games, which of them to use and how to use them appropriately, purposefully and efficiently in order to meet both students' needs and lesson objectives (Khan, 1991). As Jacobs (2006) states, games are traditionally used in the language class as warm-ups at the beginning of class, fill-ins when there is extra time near the end of class, or as an occasional bit of spice stirred into the curriculum to add variety. However, if games are seen as meaningful practice of language, they can be exploited as follow-ups of the presented teaching material for practicing and reinforcing the required skills or knowledge; or for revising and recycling already acquired skills or knowledge; or as a testing mechanism in order to discover students' weaknesses in their language proficiency. Wright, Betteridge, & Buckby (2005) regard games central to a language teacher's repertoire and not just a way of passing the time. Hong (2002) adds, 'the key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun.' Nevertheless, if the game were a success, students must also possess relevant level of language proficiency and know the rules of the game in order to complete it. Furthermore, the teacher should consider students' learning styles, their willingness to cooperate and their current state of mind since they might be tired and not in mood of playing any kind of game. The organization of any game-like activity places great demands on the teacher. S/he must prepare the content of the game, materials needed for its completion, clearly explain the rules of the game to students and set the time. The game can be introduced by the teacher in order to eliminate misunderstandings in the following way (Wright, Betteridge, & Buckby, 2005):
✓ Explain the rules of the game to students
✓ Demonstrate with the help of one or two learners parts of the game
✓ Write on the board any key language and/or instruction
✓ Trial the game
✓ Play the game.

VOCABULARY

Vocabulary is one the skills to central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning. The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by theorists and researchers in the field. Accordingly, numerous types of approaches, techniques, exercises and practice have been introduced into the field to teach vocabulary (Hatch & Brown, 1995). It has been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (Hulstjin, 1993, cited in Morin & Goebel, 2001).

VOCABULARY

Definition

The word vocabulary entered the English lexicon in the 1530s and is derived from the Latin word „vocabularium, meaning a list of words. It gained its modern meaning, the sum of all words known by a person, in the 1700s.

There are some experts who give definitions of vocabulary. Evelyn Hatch and Cheryl Brown (1995) define vocabulary as a list or set of words...
for a particular language or a list or set of words that individual speakers of language might use.

This blog mention that the mention the vocabulary is important during learning language are useful in all skill in English that’s why that reasn the learner cannot use a language without having knowledge about vocabulary (Ilmu)

**IMPORTANCE OF VOCABULARY**

In the old days of language teaching vocabulary learning and teaching were given little importance. As Moir and Nation (2008) write, at one time it was widely assumed that lexical instruction is not essential as it can happen by itself; therefore, the teaching of vocabulary was not popular. However, nowadays the significance of vocabulary and its significance in learning a language have become more accepted.

Vocabulary is an important factor in the language proficiency that provides the basis for learner’s performance in other English language skills. A good vocabulary is essential for clear and effective spoken and written communication. According to MOFAREH ALQAHTANI, king Khaled Academy, Saudi Arabia state that language teachers and linguists recognize the importance of vocabulary learning where they investigate strategies for students to learn vocabulary in an affective way, so that students can express their own ideas with greater fluency (MOFAREH ALQAHTANI).

**TYPES OF VOCABULARY**

According to the article “What are the different types of vocabulary” (2014) vocabulary can be classified as follows: If the term is used to mean a list of words, there are several types of vocabulary. These can be
divided, as with grammatical classes, into adjectives, nouns and verbs. They could also be divided, as with the different fields of semantics, into categories as diverse as emotions, colors, animals and human body parts. When dealing with the types of vocabulary, the four types, including reading and writing are the most commonly used.

Students’ knowledge of words is divided into two broad types of vocabulary: the active and the passive. An active piece of vocabulary is a word a person uses and a passive word is one that a person understands, but does not use. There are several degrees of knowledge ranging from no understanding of a word to the full knowledge of the word’s meaning, forms and how to use it. (Laufer, 1998).

Reading vocabulary is a passive type of vocabulary. This means it is the words understood by the reader when students are reading a piece of written text. They are able to recognize the form of the letters and how they correspond to one another, and how their sum is understood. This also includes understanding a word’s spelling, meaning and the exact meaning in its context. (Crow, 1985).

Listening is also a passive type of vocabulary. The listener is able to link the words being spoken to their meaning. This level of understanding is aided by word context, intonation and, if there is visual contact with the speaker, by gestures and facial expressions. Listening is like reading, an interpretational form of vocabulary. (Ewers, 2010).

Writing is the active vocabulary equivalent to reading. With reading, it forms the core skills needed for someone to be literate. The writers demonstrate their knowledge of a word in terms of its meaning and how to spell it and use it correctly. (Muncie, 2002).

Speaking is one of the types of vocabulary that demonstrates people knowledge of words. It is an active demonstration that can also rely on other elements such as facial expressions, intonation, pitch, and
gestures to help others understand its meaning. Knowledge of a word is demonstrated by its good usage and pronunciation. (Wesche, 1997).

**APPROACHES IN TEACHING VOCABULARY**

**The Presentation, Practice and Performance model**

The PPP approach to language teaching is the most common modern methodology employed by professional schools around the world in order to teach vocabulary. It is a strong feature of the renowned institutions all over the world that recognize this approach like one of the best for acquiring vocabulary.

As Foster (1999) claims in her journal, key Concepts in ELT, task based learning and pedagogy: The PPP model of language teaching (presentation, practice, performance) is based on the assumption that a language is best presented to learners as a syllabus of structures, and that through controlled practice a fluent and accurate performance of the structure of the day can be achieved. Harmer (1998) also describes the method in the following terms: “Presentation, Practice and Production stands for.

In PPP classes or sequences the teacher presents the context and situation for the language and both explains and demonstrates the meaning and form of the new language (p. 33). While this approach is generally geared toward adult learners, most of the principles involved are also essential to lesson for students. It is very important to understand what presentation, practice and production really are, and how they work in combination to create effective communicative language learning.

First of all, teachers present the new words, an event which involves the presentation of pronunciation and spelling, all in context. Secondly, the teachers allow the students to practice the new word in a controlled setting, making sure they have understood it properly. Thirdly is the production stage, where there is less-controlled practice and an
informal assessment of learning whereby the students get chance to use the new word in an original way, to relate it to their knowledge and experiences. These three stages help the student to consolidate the new word in their mental vocabulary bank.

**STRATEGIES TO TEACH VOCABULARY**

Vocabulary learning strategies are those which teachers use to improve the vocabulary among students within the classroom and thus make an appropriated learning process.

The term language learning strategy has been defined by many researchers. Wenden and Rubin (1997) define learning strategies as “…any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information” (p. 19)

Richards and Platt (1998) state that learning strategies are “intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information” (p.209).

“Faerch Claus and Casper (1993, 67) stress that a learning strategy is “an attempt to develop linguistic and sociolinguistic competence in the target language”. According to Stern (2002, p. 261) “the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques.”

All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since language classroom is like a problem solving environment in which language learners are likely to
face new input and difficult tasks given by their instructors’ learners” attempts to find the quickest or easiest way to do what is required, that is using language learning strategies is inescapable.

Vocabulary strategies can be divided into two types: explicit which is intentional, planned instruction and implicit which is spontaneous instruction as a child comes to new words in a text. The most common explicit vocabulary strategies are pre-teaching vocabulary, repeated exposure to words, keyword method, word maps, root analysis, restructuring reading material. On the other hand, the most common implicit vocabulary strategies are: incidental learning and context skills.

**GAMES AS A TOOL TO TEACH VOCABULARY**

Language games are not activities mainly aimed to break the ice between students or to kill time. Byrne (1998) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Jill Hadfield (1999, p. 5) defined games as "an activity with rules, a goal and an element of fun."

Therefore, games involve many factors: rules, competition, relaxation, and learning, in particular. The main focus of using game in class is to help students learn and have fun. While playing students have fun, relax, exercise, and tease their friends. Apart from having fun students learn at the same time. They acquire new vocabulary along with its spelling and pronunciation. Students begin to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying.

**IMPORTANCE OF GAMES**

Educational games are very important in the classroom, no matter what the age of the students. There are a variety of reasons for this,
including the following. Games have long been advocated for assisting language learning. Here are some of the reasons why:

- Games add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort (Thiagarajan, 1999; Wright, Betteridge, & Buckby, 2005). After all, learning a language involves long-term effort.

- Games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place as students seek to understand how to play the game and as they communicate about the game: before, during, and after the game (Wright, Betteridge, & Buckby, 2005).

- This meaningful communication provides the basis for comprehensible input (Krashen, 1985), what students understand as they listen and read, interaction to enhance comprehensibility, asking for repetition or giving examples (Long, 1991), and comprehensible output, speaking and writing so that others can understand (Swain, 1993).

- The emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction (Bransford, Brown, & Cocking, 2000; Ersoz, 2000; Lee, 1995).

- The variety and intensity that games offer may lower anxiety (Richard-Amato, 1988) and encourage shyer learners to take part (Uberman, 1998), especially when games are played in small groups.
✓ Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game (Lee, 1995).

✓ Games are student-centered in that students are active in playing the games, and games can often be organized such that students have the leading roles, with teachers as facilitators. (Lee, 1995).

✓ Many games can be played in small groups, thereby providing a venue for students to develop their skills in working with others, such as the skill of disagreeing politely and the skill of asking for help (Jacobs & Kline Liu, 1996).

✓ As many games can be played outside of class, they provide a means for students to use the language outside of class time (Ellis, 2005).

Games can connect to a variety of intelligences (Gardner, 1999).

For example:

✓ Games played with others involve interpersonal intelligence
✓ Games involving drawing connect with visual/spatial intelligence
✓ Games often have a hands-on element, such as cards, spinners, or pieces, which connect with bodily/kinesthetic intelligence

GAMES IN THE EFL CLASSROOM

Games and activities are an important part of almost every EFL classroom. Games and activities create situations where students can use the target language of the lesson in a playful situation or in presentation or production exercises. Games and activities allow opportunities to use
language repeatedly and to build a habit from the structures provided. (Haldfield 1999).

Most EFL classes often start with a warm-up activity to help the students relax and settle into the class. The warm-up is often a game, just to start things on a fun level. Structured activities will be provided to students during the practice and production stages of the lesson as well and if time allows, a short language game may also be used at the end of the class. (Shin, 2006)

The basic idea is to let the class play, have a couple laughs and some fun right at the very beginning, work them very hard in the middle and finish up the class with some fun. Following this process, where the class begins and ends with anxiety-reducing activities or games, we should find the students more motivated for their next class. (Taylor, 2006).

Every experienced EFL teacher has several favorite games and activities that require minimal preparation. These games and activities also come in handy should be asked to teach a class for someone else when do not know the students and have not had an opportunity to prepare. Such surprises are not uncommon in the EFL teaching world. (Doan, 2010).

Some considerations when using games as teaching tools within EFL classroom

There are a great number of language games. So teachers have a variety of choices. However, in deciding which game to use in a particular class and which games will be most appropriate and most successful with their students, teachers must take many factors into account.

According to Carrier (1990) teachers should first consider the level of the game to fit their students' language level. They should choose the game that fits the purposes of that class or the content. Moreover,
teachers should consider students' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not. They should also consider when the game should be used because there is a big difference between using the game in the morning or in the afternoon, on Monday or Friday.

It is necessary for those who want to use games as a learning aid to be concerned about how to use them. Hadfield (1990) suggested that games should be regarded an integral part of the language syllabus, not an amusing activity for Friday afternoon of for the end of the term.

Games can contribute to students' skills if they are incorporated into the classroom, particularly if they are used to reinforce or introduce a grammatical rule or structure.

Language games used in the classroom are very effective and supportive activities in contributing to students' language skills and proficiency. Unfortunately, because of limitations of time and curriculum, teachers normally have to cover all the content and materials, which students will be tested on, and it is not always easy to incorporate games into the class. Nevertheless, it can be seen that games are very useful and can be used to develop students' language learning and also provide the students an opportunity to practice communication. Therefore, it is recommended that teachers try some games that may be useful to their students in order to enhance students' proficiency and help them meet their goals, and at least to try new things in teaching. (Richard, 2002).

**EPISTEMOLOGICAL FOUNDATION**

Epistemology in Education: Epistemological Development Trajectory Learning is a continuous process, and through the process of learning, people acquire or construct new knowledge; this knowledge is evaluated implicitly or explicitly (Hofer, 2000). Research on beliefs about knowledge has become an important field of inquiry in educational
research (Hofer & Pintrich, 1997). This field of research has emerged as a way of investigating students’ epistemological beliefs (Perry, 1999). To understand the learning process, research on students’ personal epistemology was essential.

An analysis of the trajectory of epistemology in education shows that research started with the work of Piaget, and it was the most important shift in the way epistemology was studied. Research on personal epistemology shifted from philosophy to psychology. Piaget (1985) made the point that philosophers studied the nature of knowledge in its current state. Piaget’s work on genetic epistemology focuses on the fact that we cannot say there is a history of knowledge, and then we speak about the current state of knowledge. It is with the idea that knowledge is not static because it is a process that the field of study of epistemology shifted to be a psychological field of research.

The findings also show that the models which have been developed have the same origin; that is to say research on epistemology in education is psychological, and thus focuses on the cognitive and metacognitive processes students go through in knowing. Research on epistemology is mainly a focus on the knower and the known (Hofer & Pintrich, 1997; Hofer, 2004). The area of research has been extended to be now divided into three broad categories: First, epistemology was investigated from a developmental perspective (Perry, 1970; Belenky et. al, 1986; Baxter Magolda, 1992; King & Kitchener, 1994; Kuhn, 1995). In the second category, personal epistemology has been investigated as a system of beliefs (Shommer-Aikins, 2002). The third category deals with new concepts of personal epistemology (Hofer & Pintrich, 1997; Hammer & Elby, 2002).

The analysis of the readings show that epistemology in education has implications in learning and teaching. The aim of this paper is to understand the constructs related to epistemological development. Thus,
the focus is mainly on the different models in this area of research. The strategy used for the analysis is a review to research that describes the stages of the development of epistemology in education and how it has contributed to the development of this project especially taking into consideration the variables of this research which are the vocabulary and ludic activities. (Richards, 2003).

SOCIOLOGICAL FOUNDATION

Sociology is the scientific study of groups. According to various sociologists, sociology studies man as a member of a group and as a member in its culture. Man is for no reason a person in segregation. It is said that the group is the core of sociology, not the single individual being. Sociology studies human beings in their group relations, human behavior in terms of groupings. According to Johnson (2002) “Sociology is the science that deals with social groups: their internal forms or modes of organization, the processes that tend to maintain or change these forms, and the relations between groups.”

According to Park and Burgess (2005), Sociology is the study of social relationships. According to Small, “Sociology is the science of social relations”. According to Park and Burgess, “Sociology is the science of collective behaviour.” According to Cuber (2004) “Sociology may be defined as a body of scientific knowledge about human relationships.” According to Morris Ginsberg, “In the broadest sense, sociology is the study of human interactions and interrelations, their conditions and consequences.” According to MacIver and Page (2007) “Sociology is ‘about’ social relationships, the network of relationship we call society”.

RELATION OF EDUCATION WITH SOCIOLOGY

In each society there is an intrinsic method to socialize the individual and to transmit its culture to its young. As a simple society renovates itself into an industrialized and a modernized state, training for
the young became more and more distinguished, composite and strongly coupled with other areas of the society. The resulting requirements of the learning of process are fulfilled by establishing a formal educational system. This system develops the young for the change from the restricted and intense relationships of the family to the friendly and diversified relationships of the better society. The sociological standpoint on education edges on both the procedure of education and the interrelationship between education and various areas of society. The main concern is with understanding how education manipulates social processes and gets influenced by them. Emile Durkheim (2003) highlighted the need for the sociological approach to the study of education. Sociologically, the dimensions of education that have a particular influence in the society are, the role of education for the preservation and maintenance of social order, social control and power structures on the one hand and its contribution towards effecting social change on the other. A large part of these are determined by the schooling which includes the pattern of 7 relations between and among teachers and students, nature and content, extent of learning and other aspects.

Another aspect is the school community matrix. The sociological viewpoint on education establishes the importance of social and cultural framework of education. While Durkheim focus on the role of education in the preservation of society and culture which happens through the transmission of values, knowledge, beliefs and skills of culture through the family, kinship, group and school. Dewey (2005) distinguishes between the growth of the individual in accordance with the goals of a specific society and the natural growth of an individual. Teachers need to understand that the goals, values and skills identified as critical by the social order are transmitted through the process of education.

Now, these undergo change as social order itself transforms. It is for this reason that education is considered of as a vibrant course. As stated by Young (2007) Sociology and Education are jointly interrelated and interdependent disciplines. They are so closely interlinked and
interconnected that their subject matter and method of study are often same. The following are some important points to highlight the relationship between education and sociology

- Education acts as a social process and is cross linked with social institutions.
- Education and enlightenment is correlated.
- Education brings social change which is the prime subject matter of sociology.
  - Education enhances power and knowledge.
  - Education has a greater role to play for the policy of positive discrimination and affirmative action.
  - Education has a role for nation building, state and ideology.
  - Education helps for social and human development.
  - Education is essential for social progress.
  - Education strives for social goals.
  - Education works for social mobility.
  - Role of education is significant in empowerment of the marginalized.

PSYCHOLOGICAL FOUNDATION

Clavijo (2012), said that the psychology of the human mind points out that psychology looks at three versions. Also according to Ribes (2013) there is of the mind independent of the body that relates directly to the world, the independent mind trapped you need to the body as a mediator in order to relate to the world and the mind that represents the world and relates to the behavior. In the second one, there are those who argue that it is the brain or its functioning; and in the last, those who believe that studying the reactivity, activity or interaction. In this grouping,
we find again that, for some, the psyche is some kind of entity, either the mind or brain, while for others it is something more akin to an occurrence.

This research is based on the psychology of learning described by Driscoll (2005) because it will strengthen the knowledge activities human being with all of this leading to motivation, showing emotions, tensions, knowledge of the world of awakening the imagination, creativity, and learning, all of this regarding to the educational field, specifically the teaching of the English language.

**Legal basis**

**Constitution of the Republic**

**Section 5 - Education**

Art. 26. - Education is a right of the people throughout his life and is indefensible and an inescapable duty of the State. It constitutes a priority area of public policy and state investment, the guarantee of equality and social inclusion and an indispensable condition for good living. Individuals, families, and society have the right and responsibility to participate in the educational process.

Art. 27.- The education will focus on the human being and ensure their holistic development, in the framework of respect for human rights, sustainable environment and democracy; it will be participatory, compulsory, intercultural, democratic, inclusive and diverse, quality and warmth; promote gender equity, justice, solidarity and peace; to stimulate the critical sense, art and physical culture, the individual and community initiative, and the development of competencies and capabilities to create and work. Education is indispensable for knowledge.

**Law Of Higher Education**

Art. 8. - Purposes of Higher Education:

F).- To promote and implement programs of scientific research, technological and pedagogical that contribute to the improvement and
protection of the environment and promote sustainable development national;

Art. 87.- Prerequisites to obtaining the title.- As a prerequisite to the degree, students must provide proof of service to the community through practices or pre-professional internships, duly monitored. In the fields of their specialty, in accordance with the general guidelines is defined by the Council on Higher Education. These activities will be carried out in coordination with community organizations, businesses, and public and private institutions related to the respective specialty.

**Organic Law of Intercultural Education of Ecuador**

Art. 7. - Rights of students. B) Receive an integral formation and scientific, which contribute to the full development of the human personality, capacities, and potential, while respecting their rights, freedoms and promoting gender equality, non-discrimination, the valuation of diversity, the participation, autonomy, and cooperation.

**Objectives of the Educational System**

Art. 10. - Are general objectives:

a) Promoting the integral development, harmonious and standing of the potential and values of the Ecuadorian man;

b) Develop your critical thinking, reflective and creative.

Art. 19.- The objectives of the regular education:

**B. Primary Level:**

a) Orient the integral formation of the personality of the child and the harmonious development of their potentialities intellective, affective, and psychomotor impairment in accordance with its evolutionary level;

b) Promote the development of intelligence, skills and useful skills for the individual and society;
This project is based under the legal rules of the maximum institution of the higher education which are the ones that regulate public schools and high schools in order to educate students with the basic knowledge of English so that when they finish their studies they would be able to express themselves using the language learned in class and also they could benefit from the techniques and strategies applied by the teachers who sometimes are reluctant to make changes in their teaching methodology. Taking into consideration the positive outcome of this project is that it came to mind to elaborate the didactic guide which contains ludic activities so that students see English in a more enjoyable and fun way rather than a boring subject that needs to be completed during the school year.

CHAPTER III
METHODOLOGY

METHODOLOGICAL DESIGN

It is set of rules established to follow systematic procedures which specific methods are derived to analyze, interpret, or find possible solutions to different kind of problems presented in a discipline. According to Jouve (2011) methodology is the group of knowledge and the only way to get to the truth is not observation or comparison, induction or isolated,
but it is the meeting of all these operations helped by the principles of reason.

**Modality of the investigation**

In this research, the investigator will apply various methods and resources, which allow them to reach the achievement in a practical way.

**Field Research**

In most of the researches, field research is the first step that investigators use in order to collect data. To do this, may be applied different activities such as face-to-face interviewing, telephone and postal surveys, and direct observation. According to Arias (2004) the field research is the collection of information directly from the place where the events are happening, without manipulating or controlling some variables.

This investigative project is settled in the modality of field; according to the place where it is carried out, which is Unidad Educativa “José de la Cuadra”. This procedure determine the exact site and the correct information that is obtained in a real way.

**Applied Research**

Applied research is related to scientific study and research that seeks to find possible solutions to any problem that can occur any time. Gomez (2006), stated that the main objective of this type of research is to study the facts discovered and try to solve the problem completely.

According to the objectives, this research is applied since it is conducted to answer specific questions and solve the problems in this investigation.

**Action Research**
It is a process elaborated by the researchers that are making the investigation with the purpose of improving the whole process made at that time. In this case the action research was applied to students of tenth year of Basic Education throughout observation, listening, analyzing, questioning for constructing owns knowledge.

According to Maria Perez Serrano the action research is a process of investigation where the participants are undertaken in developing and accepting the responsibility of their own actions in order to diagnose problematic situations and implement actions for change” (Perez, 2000)

For its purpose, it is an action investigation since it intends to solve a real and evident problem. This process consists of practical activities rather than theoretical ones. The main objective is proving the practices in a determined place.

**TYPES OF INVESTIGATION**

**Qualitative research**

According to Drislane (2011), it is a research using methods such as participant observation or case studies, which result in a narrative, descriptive account of a setting or practice.

It is a selection method with complex requirements which all the processes, activities, and any social, cultural situation that occurs in context must be understood by the person who is in charge of the investigation. Instead of generating numerical data supporting or refuting clear cut hypotheses, qualitative research aims to produce factual descriptions based on face to face knowledge of individuals and social groups in their natural settings. Parkinson (2011) states that this type of research allows to identify how the investigation happens in real situations, it means that they can notice the problem when it was occurring.
Quantitative research

This research studies the phenomena through statistical methods for comparing the relationships of the variables. It also produces numerical data. This type of research allows the author to obtain arithmetical information or evidences about the advancement of the investigation. Besides, by means of this research it can get a better understanding of the results. (Hopkins, 2008)

The Experimental research

It is an organized investigation with the main purpose of expecting and adjusting phenomena, thus, analyzing probability and causality among selected variables. In this project is necessary to bear in mind that the investigation must be effective and precise that allow to the researchers to have everything under control and not to have spontaneous mistakes.(Salkind,2002).

LEVELS OF INVESTIGATION

The levels considered for the development of this research are the following:

Exploratory

The first level of this investigation is exploratory since the main objective is to create definitions, conclusions, gathered information, find out new ideas in order to assert in the selection of methods that are going to be employed in the formulation of the problem. It is a type of Investigation that goes through a problem or situation, which provides intuition to the researcher. This research provides details where a small amount of information exists. It may use a variety of methods such as trial
studies, interviews, group discussions, experiments, or other tactics for the purpose of gaining information. (Borouch, 2006)

**Descriptive**

According to Muñoz (2010) this type of research studies, analyzes, describes and specifies situations and properties of individuals, groups, communities or any other phenomenon or object that is subjected to analysis. (Muñoz, 2010) Descriptive research is used to get data regarding to the changes in the variables that have occurred with the phenomena during the period of time that has lasted the process.

The second level of this investigation is descriptive since it provides to the researchers an accurate interpretation of characteristics of the actual group of study. These studies permit describe what exists, determining the frequency with which something occurs, and categorizing information to identify some characteristics and elements of the problems.

**Explanatory**

The main purpose of this research is to figure out the questions of why something is happening. This research goes beyond of the exploratory; its principal goal is to find the reasons behind a theory or phenomenon. It is the kind of research that explains the why of things, causes of events, physical, social, events, phenomena or objects. (Rivasplata, 2010).

The third level of this investigation is explanatory since it intends to seek and clarify the causes and reasons of the phenomena. It is done by means of the scientific method, testing the evidence, extending an idea, and use it for improving the quality of the investigation, as well as, analyzing the causes and consequences of a problem.

**Population**
A group of individuals from which samples are taken for statistical measurement. According to Arias the population is the finite or infinite set of elements with common characteristics, for which will extend the research findings. This is limited by the problem and the objectives of the study. (Arias., 2006) It is the whole members of the institution integrated by one director, teachers, and students.

Sample

The sample is a representative part of the elements of a population. A portion drawn from a population, the study of which is intended to lead to statistical estimates of the attributes of the whole population.

The sample is applied to 34 students of tenth year of Basic Education at Unidad Educativa José de la Cuadra in the school year 2018 – 2019.

<table>
<thead>
<tr>
<th>STRATUM</th>
<th>STAFF</th>
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</thead>
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<tr>
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</table>

OPERATIONALIZATION OF VARIABLES

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDEPENDENT VARIABLE</td>
<td>DEFINITION</td>
<td>Ludic is defined as relating or characterized by play according to the Oxford Dictionary, ludic shows a tendency to play and have fun and is spontaneous.</td>
</tr>
<tr>
<td>LUDIC ACTIVITIES AND MOTIVATION</td>
<td>Motivation serves as the initial engine to generate learning and later functions as an ongoing force that helps to sustain the long and usually laborious journey of acquiring a foreign language.</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| TYPES                           | Games  
Work groups  
Role plays  
Flashcards  
Songs |
| DEFINITION                      | The whole group or set of words that compound a language. |
| TYPES OF VOCABULARY             | Grammatical classes, into adjectives, nouns and verbs. They could also be divided, as with the different fields of semantics, into categories as diverse as emotions, colors, animals and human body parts. When dealing with the types of vocabulary, the four types, including reading and writing are the most commonly used. |
| IMPORTANCE                      | Foster communication.  
Develop other skills  
Better communication  
Better understanding  
Increase background knowledge. |

INSTRUMENTS OF THE INVESTIGATION

METHOD
Definition
Specific procedure for accomplishing or approaching something, especially a systematic or established one. According to Jarrin (2004) the method is the form, manner, mode strategy how to make a research to reach its objectives. Through the employment of different methods and procedures the researcher of this investigation can obtain enough knowledge to reach the goals.

TYPES OF METHODS

Direct Observation

This is a method that help to collect valuable information in which the researcher observes the subject in its usual environment without altering it. For the development of this project the researcher used this method in order to identify directly the problem and the possible solution according to the objectives traced at the beginning. For Ledesma (2010) “The observation Method is an inspection made directly to a phenomenon or event in the presented context, to see all their behavioral aspects and features”.

Through the application of this method the researcher of this investigative project could notice at the first moment the existence of the problem in the development of basic vocabulary in students of tenth year of Basic Education at Unidad Educativa José de la Cuadra.

Deductive Method

The deductive method is an approach of reasoning that is based on deduction. It starts from a general case drawing a conclusion about
something more specific. Beiske argues that deductive research explores a recognized theory or phenomenon and tests if that theory is valid in a given circumstances. (Beiske, 2007)

This method was used in this project to present concepts, to follow rules in order to be analyzed, compared, and presented in the precise moment. Moreover, it allowed to establish and choose the origins which influence in the low acquisition of vocabulary.

**Inductive Method**

Inductive research is an adaptable approach since there is no requirement of pre-determined theory to collect information. Most of the time the investigators use observed data and facts to reach a tentative hypothesis and define a theory. Goddard and Melville consider Inductive approach starts with the observations and theories are formulated towards the end of the research and as a result of observations (Melville, 2004)

The inductive method allows to the researcher of this project to determine the reality of the phenomena based on experiences and observations. Besides, it could extract a general approach of the problem making a conclusion why students do not develop the basic vocabulary correctly in order to find a possible solution.

**Scientific Method**

It is an organized method to research questions and problems through objective and accurate observation, collection and analysis of data, direct experimentation, and replication of these procedures. Scientists affirm the importance of gathering information carefully, remaining unbiased when evaluating information, observing phenomena, conducting experiments, and accurately recording procedures and results.
For Bunge (2003) the scientific method is a characteristic feature of science, both pure and the applied. The scientific method is a systematic procedure that allows to the researchers of this investigation to find out and obviously to understand the events that have happened throughout the period of time that has lasted this investigation in order to get truthful results.

TECHNIQUES

A way of carrying out a particular task, especially the execution or performance of a scientific procedure. According to Perez technique is the procedure whose instrument is used to record and organize information. (Perez, 2002) For the realization of this investigative work was necessary to resort to the following techniques:

Survey

An investigation of the opinions or experiences of a group of people, based on a series of questions. According to Robert Groves the survey is a systematic technique for collecting information from a sample of entities in order to construct quantitative descriptors of the attributes of the larger population of which the entities are members (Groves, 2004). The survey is a technique that through a correct questionnaire that can compile information of the whole population of a part of it. In this project the students of tenth year of Basic Education were surveyed through a questionnaire of 10 statements.

Interview
A formal meeting in which someone is asked questions in order to find out some specifics issues related to any topic. According to Tamayo y Tamayo the main advantage of the interview is that they are the same social actors who provide data on their behavior, opinions, desires, attitudes, and expectations. (Tamayo, 2001) In this project the interviews were made to the authority and the English teacher of the institution who were very kind to answer all the questions asked, although at the beginning the authority was reluctant to participate but after explaining and getting his authorization, she nicely answered all the questions in the interview, also the English teacher was rather doubtful when I started asking the questions, but then he politely accepted to answer the questions since I explained to him that the main purpose of the interview was to gather the information needed for the research project in that way it would be helpful and beneficial for the teachers and therefore for the students as well.
INTERVIEW TO THE CHAIRMAN

**Question 1:**
Do you give real importance to the English language?
Yes, I do since I consider English is a Universal Language.

**Question 2:**
Do the English teachers of this institution upgrade their knowledge constantly?
Sometimes they are reluctant to upgrade.

**Question 3:**
What suggestions can you give to the English teachers?
They should improve their teaching strategies.

**Question 4:**
Does the English lab possesses modern technology?
We do not have lab.

**Question 5:**
Would you support the application of a new English didactic material?
Yes, I do since I consider it is relevant nowadays.
INTERVIEW TO THE ENGLISH TEACHER

**Question 1:** Do you practice with your students new words every single day? Yes, I do.

**Question 2:** Do you think that acquiring enough vocabulary students will develop the other skills better? Absolutely, since vocabulary is used in all the skills.

**Question 3:** Do you use different didactic resources when imparting English? Not really, since there is no access to them.

**Question 4:** What is your opinion about the introduction of an additional didactic resource? I think it is a wonderful idea.

**Question 5:** Would you support the insertion of a new additional didactic resource to improve the acquisition of new vocabulary in your students? Yes of course.
UNIVERSITY OF GUAYAQUIL
FACULTY OF LETTER AND SCIENCES OF EDUCATION
APPLICATION OF THE INSTRUMENTS OF INVESTIGATION
SURVEY TO THE STUDENTS

INSTRUCTION: Mark an “X” in your answer

<table>
<thead>
<tr>
<th>N°</th>
<th>STATEMENTS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<td>1</td>
<td>You want to learn English in a different way</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The teacher practices English playing games</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The English teacher must motivate the class using ludic activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>You learn English through games and songs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Learning new words every day is important for you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Vocabulary is important for developing the four skills of the English language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary is necessary when acquiring another language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>You learn new vocabulary using ludic activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Teacher uses different didactic material for the English class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The text guide does not contain enough vocabulary.</td>
<td></td>
<td></td>
<td></td>
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</table>
## UNIVERSITY OF GUAYAQUIL
### FACULTY OF LETTER AND SCIENCES OF EDUCATION
#### APPLICATION OF THE INSTRUMENTS OF INVESTIGATION
### RESULTS OF SURVEYS

<table>
<thead>
<tr>
<th>Nº</th>
<th>STATEMENTS</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>1</td>
<td>You want to learn English in a different way</td>
<td>17</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>The teacher practices English playing games</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>The English teacher must motivate the class using ludic activities.</td>
<td>24</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>You learn English through games and songs.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>25</td>
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<tr>
<td>5</td>
<td>Learning new words every day is important for you.</td>
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<td>5</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>25</td>
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<tr>
<td>6</td>
<td>Vocabulary is important for developing the four skills of the English language.</td>
<td>21</td>
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<td>1</td>
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<td>25</td>
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<tr>
<td>7</td>
<td>Vocabulary is necessary when acquiring another language.</td>
<td>14</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
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<tr>
<td>8</td>
<td>You learn new vocabulary using ludic activities.</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>Teacher uses different didactic material for the English class.</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>The text guide does not contain enough vocabulary.</td>
<td>18</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>
ANALYSIS OF RESULTS

STATEMENT 1: You want to learn English in a different way

SAMPLE: 25 Students

Course: 10th

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>17</td>
<td>68%</td>
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<tr>
<td>Disagree</td>
<td>1</td>
<td>4%</td>
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<tr>
<td>Strongly disagree</td>
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<td>16%</td>
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<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
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</tbody>
</table>

Source: Unidad Educativa José de la Cuadra
Researcher: Lisbett Paguay

GRAPHIC 1

ANALYSIS

In this statement most of the students agree that they want to learn English in a different way, it happens because they feel disinterested for this subject. For that reason, the didactic guide is going to awake the interest for the English language. 68 % strongly agree.
ANALYSIS OF RESULTS

STATEMENT 2: The teacher practices English playing games.

SAMPLE: 25 Students  
Course: 10th

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
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<td>8%</td>
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<td>Agree</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>24%</td>
</tr>
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<td>Strongly disagree</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
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</tbody>
</table>

Source: Unidad Educativa José de la Cuadra  
Researcher: Lisbett Paguy

ANALYSIS

According to the results of this statement, students want to learn English through games, they have noticed that it is important for them in real life both personal and academic. Only 4% agree.
ANALYSIS OF RESULTS

STATEMENT 3: The English teacher must motivate the class using ludic activities

SAMPLE: 25 Students

Source: Unidad Educativa José de la Cuadra
Researcher: Lisbet Paguay

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
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<td>96%</td>
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<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
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<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

ANALYSIS

In this statement most of the students think that the English class needs being motivated by the teacher because they want to be engaged with the new knowledge. 96% agree on the motivation in class.
ANALYSIS OF RESULTS

STATEMENT 4: You learn English through games and songs.

SAMPLE: 25 Students

Source: Unidad Educativa José de la Cuadra
Researcher: Lisbett Paguay

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
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<tr>
<td>Agree</td>
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<td>0%</td>
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<tr>
<td>Neutral</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

Total: 25

Source: Unidad Educativa José de la Cuadra
Researcher: Lisbett Paguay

GRAPHIC 4

ANALYSIS

According to the results of this statement students want to learn English through games and songs, they think it is important that teachers change their methodology when imparting this subject. 100% Strongly disagree.
ANALYSIS OF RESULTS

STATEMENT 5: Learning new words every day is important for you.

SAMPLE: 25 Students  
Course: 10th

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
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<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa José de la Cuadra  
Researcher: Lisbet Paguay

ANALYSIS

According to the results of this statement students think that earning new words every day they will improve their scholastic yield of this subject since they will understand when practice the different skills of this language. 60% Strongly agree.
ANALYSIS OF RESULTS

STATEMENT 6: Vocabulary is important for developing the four skills of the English language.

SAMPLE: 25 Students

<table>
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<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<td>80%</td>
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<td>Neutral</td>
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<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa José de la Cuadra
Researcher: Lisbett Paguy

ANALYSIS

In this statement most of the students have answered affirmatively since they consider that learning new words the understanding of this language will be easier for them. 80% strongly agree.
ANALYSIS OF RESULTS

STATEMENT 7: Vocabulary is necessary when acquiring another language.

SAMPLE: 25 Students

<table>
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<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
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</thead>
<tbody>
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<td>56%</td>
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<tr>
<td>Disagree</td>
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<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa José de la Cuadra
Researcher: Lisbett Paguay

ANALYSIS

In this statement all students have answered that vocabulary is very necessary when learning another language, they have realized that acquiring new words they can write and speak better day by day. Only 44% agree.
ANALYSIS OF RESULTS

STATEMENT 8: You learn new vocabulary using ludic activities.

SAMPLE: 25 Students

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>16%</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa José de la Cuadra
Researcher: Lisbett Paguay

GRAPHIC 8

ANALYSIS

In this statement students have answered they do not receive vocabulary classes through ludic activities and they consider it is important that teacher uses different approaches which involve students in the teaching learning process of the English language. 20% disagree.
ANALYSIS OF RESULTS

STATEMENT 9: Teacher uses different didactic material for the English class.

SAMPLE: 25 Students 10th Course:

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>17</td>
<td>68%</td>
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<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa José de la Cuadra
Researcher: Lisbet Paguay

ANALYSIS

According to the results of this statement students want that the English teacher uses another didactic resource for teaching English since they need to reinforce the classes. 68% strongly disagree.
ANALYSIS OF RESULTS

STATEMENT 10: The English book does not possess enough vocabulary.

SAMPLE: 25 Students

Course: 10\textsuperscript{th}

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>18</td>
<td>72%</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>16%</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa José de la Cuadra
Researcher: Lisbett Paguay

GRAPHIC 10

Source: Unidad Educativa José de la Cuadra
Researcher: Lisbett Paguay

ANALYSIS

In this statement most of the students have answered that they need to complement their education since they have noticed gaps in their knowledge according with their level of studies. 72% Strongly agree.
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

✓ Students want to learn new vocabulary in a different way.
✓ Most of students do not possess prior knowledge related to vocabulary.
✓ They do not practice enough vocabulary.
✓ Students have problems because they do not know the meaning of the words.
✓ Students want to learn new words every single day.
✓ English classes playing games motivate students’ interests.
✓ The English teacher does not prepare different didactic material for the classes
✓ Using games in English class catch the students´ attention.

RECOMMENDATIONS

✓ It is important to apply ludic activities techniques to strengthen the vocabulary of the students.
✓ It is necessary that teachers change their methodology when imparting vocabulary.
✓ Teacher need to apply ludic activities for a better performance of students in class.
✓ Increasing students´ vocabulary they will improve the other skills.
✓ The uses of different didactic material will make the class interesting for students.
CHAPTER IV
THE PROPOSAL

DESIGN OF A DIDACTIC GUIDE WITH LUDIC ACTIVITIES
IN ORDER TO STRENGTHEN THE VOCABULARY
OF THE ENGLISH LANGUAGE

JUSTIFICATION

The methodology that has been chosen by the author of this project for collecting data such as methods, techniques, and instruments have contributed a lot with the development of it. The present project of investigation has the purpose of incentivize the teaching learning process both teachers and students by means of a didactic guide that has been designed according to the students’ needs and taking into account the curricular planning of tenth year elaborated by teachers.

Firstly, the elaboration of this additional didactic resource was made thinking in the relevance that the English language has not only for students but also for everyone who wants to learn one of the most spoken language around the world.

Secondly, this proposal is aimed not only for students but also teachers who will find an easy and useful way to reinforce both academic and professional performance in the field of study it means in the classroom and real life respectively. Besides, this investigation project has focused in making more entertained and dynamic the English class through the different activities and exercises that it contains which will help the participation of students since it will be an interactive one where all people involved will have the opportunity of giving and opinion by means of brainstorming or work grouping.
Finally, the support that this didactic material will give both teachers and students will contribute to increase the scholastic yield because they will enjoy learning the second language, getting a new chance of acquiring it correctly. In the same way, the researcher is sure that the impact it will generate will be very relevant for the whole educational community, especially parents who will see their teenagers with good scores at the end of the school year.

OBJECTIVES OF THE PROPOSAL

**General**

To design a didactic guide with ludic activities that will strengthen the basic vocabulary skill through useful activities and entertained games in students of tenth year of Basic Education at Unidad Educativa “José de la Cuadra”.

**Specifics**

- To show the correct use of the didactic guide putting in practice their activities.
- To establish how useful is the didactic guide with teachers and students.
- To evaluate the activities and exercises that the didactic guide contains in order to affirm the good results of it.

FEASIBILITY OF THE PROPOSAL

This proposal is feasible because the researcher got the support of authorities, teachers and students, there are also resources of students, who are interested in overcoming. Likewise, the author could find the collaboration of the English teachers, since they also were interested in
strengthening the new techniques for teaching this language and impart new vocabulary easier than before. In the same way, the collaboration of parents was unconditional because they were always willing to help during the whole process. Moreover, they thought that supporting this project their sons and daughters will improve considerably their academic level.

DESCRIPTION OF THE PROPOSAL

The current proposal consists of designing a didactic guide with ludic activities it means that it possesses entertained and interactive games that are going to motivate and awake the students’ interest for learning the English both cultural and as a subject. Furthermore, the academic content of this resource has been taking into account the topics and words that students study at this level in public high schools.

This proposal will help to the teacher apply into the classroom, so this method motivated to the teacher will practice or create new ludic activities although games using vocabulary. Nowadays, some scientific assure that enrich the vocabulary help to development the learning this language.

Thanks to the proposal the students will have more interesting in learn new word or phrases during the class or outside and the most important that learning will be more dynamic and enthusiastic.

PEDAGOGICAL ASPECT

The proposal looks for the successful of the teaching process in the interaction and communication of the students in order to achieve cognitive, ethic, and collective results, and also providing solutions to the real community problems, through the theoretical-practical interaction with
the mediator role of the teacher

**PSYCHOLOGICAL ASPECT**

The learning process is produced when the subject and the students, interacts with the object of knowledge. For that reason it is very important to offer a positive environment for the students.

**SOCIOLOGICAL ASPECT**

The educative community visualizes education as an active element in the social practice that influences society in different ways.

**LEGAL ASPECT**

One of the legal aspects to support this proposal is in the Art. 3 of the Regulation of the Law of the Education which indicates to develop the physical and intellectual capacity of the students, to respect the personal identity to contribute actively with the moral, political, social, cultural and economic transformation of the community. Finally, the directives will observe some positives changes in the educational process and the community will have a group of students with a better cultural level in the society.
BIBLIOGRAPHY


PROPOSAL
DIDACTIC GUIDE

“DESIGN OF DIDACTIC GUIDE WITH LUDIC ACTIVITIES IN ORDER TO STRENGTHEN THE VOCABULARY OF THE ENGLISH VOCABULARY”

AUTHOR: LISBETT PAGUAY

2019
Vocabulary Activities

Love It or Hate It

Students pair up and take turns picking a topic (a thing, an activity, a person, an animal etc...) Both students relate to the suggested topic.

A: "Boys"
A: "I like them. We can't live without boys, life wouldn't be the same".
B: "I can't stand boys. They are childish and need to grow up faster."
B: "Vacation"
B: "Best time of the year!"
A: "A necessity in our hard working lives!"

Spelling Ladder

Divide class into two teams. Divide the blackboard in two sections. Write the same word on both halves of the board and let the students take turns writing a word beginning with the last letter of the previous word. Set a time frame. Each letter written in correctly spelled words means one point.

America
Are
Elephant
Throw
Winter

Alphabet Race

Divide the blackboard into two sections and do the same with the students. Write the alphabet on both halves of the blackboard. Tell the kids to take turns going to the board to write a word starting with the next letter. (You can have different categories: nouns, verbs, adjectives, music instruments, sports etc.) Who is done first?

A
B
C
D
E
F
...

Grouping Race

Put some cards with words written on them (back up) on the desk. Divide students into groups of two or three. Divide the blackboard into two or three sections; each section has four headlines:

Nouns
Verbs
Adjectives
Adverbs

Each group send first student to the desk who draws a card, reads the word and write it below the right category. Next student can draw a new card when the first is done. Who gets to write most words on the blackboard?
The ABC in pictures

apple  boy  cat

dog  egg  fan

girl  hat  ice cream
It's Christmas!

Number the images according to the list:

1. bell
2. candy cane
3. card
4. carols
5. chimney
6. elf
7. gift
8. gingerbread
9. lights
10. Mass
11. Nativity scene
12. reindeer
13. Santa Claus
14. sleigh
15. snowman
16. stocking
17. tree
18. turkey
19. candle
20. wreath
### Scattergories

<table>
<thead>
<tr>
<th>Category</th>
<th>Letter 1</th>
<th>Letter 2</th>
<th>Letter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books /Movies</td>
<td></td>
<td></td>
<td></td>
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<td>Items of clothing</td>
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<td></td>
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<td>Furniture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Songs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Sports /Activities</td>
<td></td>
<td></td>
<td></td>
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<td>Emotions</td>
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<table>
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<th>Letter 3</th>
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</thead>
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<tr>
<td>Fruits</td>
<td></td>
<td></td>
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<tr>
<td>Famous landmarks</td>
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<td></td>
<td></td>
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<tr>
<td>Shops</td>
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<tr>
<td>Occupations</td>
<td></td>
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<tr>
<td>Modes of transport</td>
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<td></td>
<td></td>
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<tr>
<td>Types of weather</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinks</td>
<td></td>
<td></td>
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<td>Languages</td>
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</tr>
<tr>
<td>Country</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food or drink</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
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**Points**  

|            |            |            |            |            |            |

**Total**  

- 1 point per correct answer  
- 2 points per answer nobody else has found
<table>
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<tr>
<td>Wild animal</td>
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<td>Adjective</td>
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<td></td>
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<tr>
<td>Famous person</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Something found in the fridge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport or hobby</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Points  

|                         |        |        |        |        |        |

Total  

1 point per correct answer  
2 points per answer nobody else has found
GAME TO IMPROVE THE VOCABULARY. ONE STUDENT SAYS SYNONYMS FOR THE WORD IN BOLD WITHOUT SAYING THE REST OF THE WORDS IN THE CARD WHILE THE REST OF THE CLASS SHOULD GUESS THE WORD IN BOLD

<table>
<thead>
<tr>
<th>Bedroom</th>
<th>T-shirt</th>
<th>Car</th>
<th>Radio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed</td>
<td>Clothes</td>
<td>Traffic Light</td>
<td>Tune</td>
</tr>
<tr>
<td>Cupboard</td>
<td>Trousers</td>
<td>Road</td>
<td>Music</td>
</tr>
<tr>
<td>Curtain</td>
<td>Summer</td>
<td>Seat</td>
<td>News</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dog</th>
<th>Window</th>
<th>Melon</th>
<th>Cake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cat</td>
<td>Glass</td>
<td>Sweet</td>
<td>Sweet Party</td>
</tr>
<tr>
<td>Animal</td>
<td>Translucent</td>
<td>Green</td>
<td>Birthday</td>
</tr>
<tr>
<td>Brown</td>
<td>Watch</td>
<td>Big</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boots</th>
<th>Mobile</th>
<th>Cat</th>
<th>Banana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoes</td>
<td>Keyboard</td>
<td>Meow</td>
<td>Fruit</td>
</tr>
<tr>
<td>Feet</td>
<td>Call</td>
<td>Whiskers</td>
<td>Yellow</td>
</tr>
<tr>
<td>Walk</td>
<td>Friend</td>
<td>Tail</td>
<td>Monkey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Book</th>
<th>Bicycle</th>
<th>Pencil</th>
<th>Monkey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pages</td>
<td>Ride</td>
<td>Pen</td>
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</tr>
<tr>
<td>School</td>
<td>Wheels</td>
<td>School</td>
<td>Tail</td>
</tr>
<tr>
<td>Read</td>
<td>Slow</td>
<td>Ruler</td>
<td>Long</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elephant</th>
<th>Compact Disc</th>
<th>Music</th>
<th>Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ears</td>
<td>Listen</td>
<td>Pop</td>
<td>Keyboard</td>
</tr>
<tr>
<td>Big</td>
<td>Music</td>
<td>Jazz</td>
<td>Type</td>
</tr>
<tr>
<td>Grey</td>
<td>Round</td>
<td>Listen</td>
<td>Send</td>
</tr>
</tbody>
</table>
Find the different answer

One answer is different each time. Which answer is it?

1. Which is **not** cold?
   a) ice-cream  b) snow  c) fire

2. Which is **not** wet?
   a) rain  b) a shelf  c) a bath

3. Which is **not** a woman?
   a) Sir  b) Mum  c) Madam

4. Which is **not** food?
   a) a butterfly  b) butter  c) bread

5. Which is **not** dangerous?
   a) a gun  b) a spoon  c) a knife

6. Which does **not** have two legs?
   a) a cook  b) a bird  c) a fish

7. Which is **not** big?
   a) a card  b) a country  c) a city

8. Which is **not** blue?
   a) the sea  b) the sky  c) the ground

9. Which is **not** red?
   a) a cherry  b) gooseberry  c) cranberry

10. Which can you **not** listen to?
   a) a song  b) a conversation  c) a photo
Puzzle Time: Play and Learn

Opposites
Which adjective goes with the picture?

<table>
<thead>
<tr>
<th>dirty / clean</th>
<th>stupid / clever</th>
<th>pretty / ugly</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong / weak</td>
<td>happy / sad</td>
<td>big / small</td>
</tr>
<tr>
<td>young / old</td>
<td>easy / difficult</td>
<td>dry / wet</td>
</tr>
<tr>
<td>kind / angry</td>
<td>thin / thick</td>
<td>heavy / light</td>
</tr>
</tbody>
</table>

1 + 1 = 2
2 + 2 = 4
Lost Vowels

In the words below all vowels are missing. Read the clues and insert the missing vowels.

1. DNTST looks after your teeth  
   dentist

2. PLT flies planes  

3. CMR you take photos with this  

4. CNM the place to see films  

5. SMMR the season to have fun  

6. PSPRT you need it to go abroad  

7. BCH you lie here after your swim  

8. DTCTV Sherlock Holmes was one  

9. LBRR the place for books  

10. SWMST You wear it in the water  

Puzzle Time: Play and Learn

Picture Puzzles
Write the words from the pictures in front of the letters at the bottom of the page and make new words

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Cat" /></td>
<td><img src="image2.png" alt="Number" /></td>
<td><img src="image3.png" alt="Cat" /></td>
</tr>
<tr>
<td><img src="image4.png" alt="Bat" /></td>
<td><img src="image5.png" alt="Yes" /></td>
<td><img src="image6.png" alt="Hand" /></td>
</tr>
<tr>
<td><img src="image7.png" alt="Bus" /></td>
<td><img src="image8.png" alt="Hat" /></td>
<td><img src="image9.png" alt="Pencil" /></td>
</tr>
</tbody>
</table>

1) ... cat ...... ch  
2) ............... fast  
3) ............... tery  
4) ............... nis  
5) ............... ly  
6) ............... guin  
7) ............... m  
8) ............... terday  
9) ............... ter  
10) ............ her  
11) ............ y  
12) ............ ital  

77
Where is my car, dude?
All the words on this page begin with “CAR”. Use the picture clues to find all “CARS”.
Puzzle Time: Play and Learn

Which picture goes with which verb?

1) [ ] boil some ... **water** ...  
2) [ ] ride a ............  
3) [ ] feed the ............  
4) [ ] pick some ............  
5) [ ] fail a(n) ............  
6) [ ] bake a ............  
7) [ ] kick a ............  
8) [ ] catch a ............  
9) [ ] rob a ............  
10) [ ] borrow ............

A  B  C  D  E  F  G  H  I  J
PYRAMID GAMES

IN SMALL GROUPS, ONE OF THE STUDENTS TAKES A CARD AND HAS TO SAY WORDS RELATED TO THE CATEGORY (FOR EXAMPLE, IF THE CARD SAYS "THINGS THAT ARE WHITE", THE STUDENT CAN SAY WORDS LIKE GHOST, MILK, SNOW, ETC). THE OTHER STUDENTS WILL HAVE TO FIND OUT THE CATEGORY. IT IS A GOOD AND FUNNY WAY TO REVISE VOCABULARY.
<table>
<thead>
<tr>
<th>Things with Wheels</th>
<th>Classroom Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rooms in a House</td>
<td>Fastfood restaurants</td>
</tr>
<tr>
<td>Parts of Human Body</td>
<td>Things made of metal</td>
</tr>
<tr>
<td>Things made of wood</td>
<td>Things found in the fridge</td>
</tr>
<tr>
<td>Words beginning with W-</td>
<td>Words with two syllables</td>
</tr>
<tr>
<td>Idioms in English</td>
<td>Phrasal verbs</td>
</tr>
<tr>
<td>Irregular Verbs</td>
<td>Words related to Christmas</td>
</tr>
<tr>
<td>Things children like</td>
<td>Words related to feminism</td>
</tr>
<tr>
<td>Writers</td>
<td>Clothes you wear in winter</td>
</tr>
<tr>
<td>Professions</td>
<td>Things that come in pairs</td>
</tr>
<tr>
<td>Activities for rainy days</td>
<td>Things you can ride</td>
</tr>
<tr>
<td>Things people have in their pockets</td>
<td>Food that taste sweet</td>
</tr>
<tr>
<td>Things made of paper</td>
<td>Fictional characters</td>
</tr>
<tr>
<td>Things which are blue</td>
<td>Things which are white</td>
</tr>
<tr>
<td>Things which are green</td>
<td>Things which are red</td>
</tr>
</tbody>
</table>
**Physical Description – learn your words**

1 – Unscramble the letters:

1) sone  
2) ares  
3) clury  
4) spilmed

5) gronts  
6) cafe  
7) pediton  
8) rasque

9) gitthars  
10) dronu  
11) tchik  
12) omel

2 – Find the word and spell it!

1) __ Y __ __  
2) __ R __ K __ __

3) __ S __ A __ __
4) __ T __ O __

5) __ B __ __ __
6) __ Y __ L __ __ H __ S

7) __ O __ __ H  
8) __ L ______ E S

**CLOTHES – learn your words**

Spell the clothes, put the circled letters in the right order
MYSTERY WORD?

Physical Description – learn your words

Answers

1 – Unscramble the letters:

1) nose 2) ears 3) curly 4) dimples
5) strong 6) face 7) pointed 8) square
9) straight 10) round 11) thick 12) mole

2 – Find the word and spell it!

1) EYES 2) FRECKLES
3) SCAR 4) TATTOO
5) B ALD 6) EYELASHES
7) MOUTH 8) GLASSES

CLOTHES – learn your words

Answers

Spell the clothes, put the circled letters in the right order and find the mystery word.
Games, Toys, and Hobbies Quiz

Write the word for each game, toy, or hobby. Use a word from the box below.

<table>
<thead>
<tr>
<th>cards</th>
<th>doll</th>
<th>puzzle</th>
<th>dice</th>
<th>dominoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>crochet</td>
<td>hook</td>
<td>crayons</td>
<td>backgammon</td>
<td>yarn</td>
</tr>
</tbody>
</table>

1. ____________  
2. ____________  
3. ____________  
4. ____________  
5. ____________  
6. ____________  
7. ____________  
8. ____________  
9. ____________  
10. ____________
WRITE THE VOWEL LETTERS IN THE EMPTY SHAPES AND COLOR THE PICTURES:

1. block
2. blend
3. ring
4. yellow
5. green
6. red

WORDSEARCH

lear j rnuombmad
l s l e x f r h g c c i
h y b d g e a i y x b s
v l l f d y n i i y q l g
v x m q k e g h c w u t
l j d w q l e g r e e n
n s n t b l q d a j v n
f z i d f o r t s h i d
q j l x h w b l a c k z
p d v o g e b i y f u a
CLASS GAME

Everybody has a card with two pictures. Without showing you have to find the student with the same two pictures. They have to ask each other questions to find out.

Goals:
1. memorizing vocabulary
2. exercise for asking questions and giving answers. / content: 40 cards, game procedure, 2 posters.

Animals cards with 2 pictures

Find your card with the same 2 pictures.

content: (2x20) 40 cards.

vocabulary:
- dolphin
- horse
- mouse
- mountain
- waterfall
- tiger
- lion
- parrot
- lake
- cave
- guinea pig
- monkey
- snake
- jungle
- hill
- elephant
- rabbit
- spider
- ocean
- desert

Game Procedure:
- All the cards are in a pot/hat. Every student takes one card without showing to others.
- The students walk around and ask each other questions: (student A has a card with a lion and an ocean)

| A: Do you have a lion? / Have you got a lion? | B: No I don't have a lion. / No, I haven't got a lion. / No I haven't. |
|---|---|---|
| Go to another student. |

| C: Do you have a jungle? / Yes I have a lion / Yes, I have got a lion. / Yes, I have. |
|---|---|---|---|
| A: No I don't have a lion. / No, I haven't got a lion. / No I haven't. |
| Go to another student. |

| D: Do you have an ocean? / Yes, I have got an ocean. / Yes, I have. |
|---|---|---|
| A: Yes, I have an ocean. / Yes, I have got an ocean. / Yes, I have. |

- You found your card pair. Remember how many pairs you found.
- Put your card back in the hat/pot. And take another card. Start again.
- How many pairs did you have?
Animals cards with 2 pictures

Find your card with the same 2 pictures.
ANNEX I
LEGAL DOCUMENTS
Guayaquil, diciembre 13 de 2018

Master
Carlos Valle Navarro
DIRECTOR (E) CTFI CARRERA DE LENGUAS Y LINGÜÍSTICA
Ciudad

De mis consideraciones:

Reciba a nombre de la Escuela de Fiscal N°426 JOSÉ DE LA CUADRA Y VARGAS Bloque 3 de Bastión Popular, un cordial saludo, al mismo tiempo comunico a usted que autorizo a la estudiante Lisbett Shirley Paguay Yupanqui con C.I. 1716804487, Egresada de la carrera LENGUAS Y LINGÜÍSTICA, realice en la institución a mi cargo, el Proyecto de Investigación Educativa.

Investigación que estará basada en mejorar el desempeño académico de los estudiantes y docentes, en beneficio de la comunidad educativa son su tema y propuesta que se describe a continuación:

**TOPIC:** LUDIC ACTIVITIES TO STRENGTHEN THE LANGUAGE VOCABULARY

**PROPOSAL:** DESIGN OF A DIDACTIC GUIDE WITH LUDIC ACTIVITIES FOR THE STRENGTHENING OF VOCABULARY

Particular que comunico a usted, para los trámites legales pertinentes.

Atentamente,

Lcdo. Freddy Darwin Morales Benites
DIRECTOR
Licenciado
Freddy Morales Benítez
ESCUELA DE EDUCACIÓN BÁSICA No. 426
“José de la Cuadra y Vargas”
Ciudad:

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que el estudiante: PAGUAY YUPANQUI LISBET SHIRLEY, de la Carrera de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciadas en Ciencias de la Educación, sección Lengua Inglesa y Lingüística.

TOPIC: LUDIC ACTIVITIES TO STRENGTHEN THE ENGLISH LANGUAGE VOCABULARY

PROPOSAL: DESIGN OF A DIDACTIC GUIDE WITH LUDIC ACTIVITIES FOR THE STRENGTHENING OF VOCABULARY.

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

Le antico mi reconocimiento.

Atentamente,

ING. Carlos Valle Navarro, MSc.
DIRECTOR (a) CIFI CARRERA DE LENGUAS Y LINGÜÍSTICA
ANNEX II
CERTIFICATES
| Nombre de la propuesta de trabajo de la titulación | Actividades Lúdicas para fortalecer el vocabulario del Idioma Inglés  
Diseño de una guía didáctica con actividades lúdicas para el fortalecimiento del vocabulario |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Nombre del estudiante (s)</td>
<td>Lisbett Shirley Paguaoy Yupanqui</td>
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<tr>
<td>Facultad</td>
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</tr>
<tr>
<td>Línea de Investigación</td>
<td>Metodología educativa para mejorar la enseñanza del idioma inglés</td>
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<td>Sub-línea de investigación</td>
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<td>Carrera</td>
<td>Curriculum inclusivo para integrar la sociedad</td>
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<td>Fecha de presentación de la propuesta de trabajo de titulación</td>
<td>18/05/2018</td>
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<td>Fecha de evaluación de la propuesta de trabajo de titulación</td>
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<th>CUMPLIMIENTO</th>
<th>OBSERVACIONES</th>
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<tr>
<td>Línea de Investigación / Sublínea de Investigación</td>
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<td>Planteamiento del Problema</td>
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<td>Justificación e importancia</td>
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<td>Objetivos de la Investigación</td>
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<tr>
<td>Metodología a emplearse</td>
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<tr>
<td>Cronograma de actividades</td>
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<td>Presupuesto y financiamiento</td>
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APROBADO
APROBADO CON OBSERVACIONES
NO APROBADO

Décete Revisor
Acuerdo del Plan de Tutoría

Nosotros, Msc. Larry Torres Vivar, docente tutor del trabajo de titulación y Lisbett Paguay Yupanqui, estudiante de la Carrera de Lengua Y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario nocturno, el día jueves a 19:00.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Realizar un mínimo de 4 tutorías mensuales.
- Elaborar los informes mensuales y el informe final detallando las actividades realizadas en la tutoría.
- Cumplir con el cronograma del proceso de titulación.

Agradeciendo la atención, quedamos de Ud.

Atentamente,

[Nombre del Estudiante (s)]

[Nombre del Docente Tutor]

CC: Unidad de Titulación
<table>
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<tr>
<th>No. DE SÉSION</th>
<th>FECHA TUTORÍA</th>
<th>ACTIVIDADES DE TUTORÍA</th>
<th>DURACIÓN</th>
<th>OBSERVACIONES Y TAREAS ASIGNADAS</th>
<th>FIRMA TUTOR</th>
<th>FIRMA ESTUDIANTE</th>
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<tr>
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<td>CHAPTER 1</td>
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<td>6</td>
<td>22/12/18</td>
<td>FINAL REvisión</td>
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Guayaquil, febrero 22 del 2019

Sr MSc. JACINTO CALDERON
DECANO DE LA FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION DE LA UNIVERSIDAD DE GUAYAQUIL
Ciudad:

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación de la estudiante LISBET SHIRLEY PAGUIY YUPANQUI, indicando ha cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, CERTIFICO, para los fines pertinentes, que la estudiante está apta para continuar con el proceso de revisión final.

Atentamente,

ASC. LARRY TORRES VIVAR
JUNTO DE TRABAJO DE TITULACIÓN
<table>
<thead>
<tr>
<th>ASPECTOS EVALUADOS</th>
<th>PUNTAJE MÁXIMO</th>
<th>CALF.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</strong></td>
<td></td>
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<tr>
<td>Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.</td>
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<tr>
<td>Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad / Carrera</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Responde como propuesta innovadora de investigación al desarrollo social o tecnológico</td>
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<td>0.4</td>
</tr>
<tr>
<td>Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>RIGOR CIENTÍFICO</strong></td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>El título identifica de forma correcta los objetivos de la investigación</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación</td>
<td>1</td>
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<tr>
<td>El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia</td>
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<tr>
<td>El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos</td>
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<tr>
<td>Actualización y correspondencia con el tema, de las citas y referencia bibliográfica</td>
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<tr>
<td><strong>PERTINENCIA E IMPACTO SOCIAL</strong></td>
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<td>Pertinencia de la investigación</td>
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<td>Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional</td>
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<tr>
<td><strong>CALIFICACIÓN TOTAL</strong></td>
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*El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.*

MARCÓ LARRY TORRES VIVAR

DOCENTE TUTOR DE TRABAJO DE TITULACIÓN

FECHA: 02/02/2019

iv
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICA
UNIDAD DE TITULACIÓN

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSC. LARRY TORRES VIVAR, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por LISBET PAGUAY YUPANQUI C.C.: 1716804487, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADA DE LENGUAS Y LINGUISTICA.

Se informa que el trabajo de titulación: ACTIVIDADES LÚDICAS PARA FORTALECER EL VOCABULARIO DE LA LENGUA INGLES A ha sido orientado durante todo el período de ejecución en el programa antiplagio (indicar el nombre del programa antiplagio empleado) quedando el 2% de coincidencia.

https://secure.urkund.com/view/16964445-251036-98649#DeoDgkDADBv6

MSC. LARRY TORRES VIVAR

DOCENTE TUTOR
C.I. 0913004347
Information is required to continue.

There are several ways to view a document in a window.

- Open the file in a window.
- Right-click the file and select "Open in Window."
De mis consideraciones:

Envío a Ud. el informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación, Título: LUDIC ACTIVITIES FOR STRENGTHENING THE VOCABULARY OF THE ENGLISH LANGUAGE. Propuesta: DESIGN OF A DIDACTIC GUIDE WITH LUDIC ACTIVITIES IN ORDER TO STRENGTHEN THE VOCABULARY OF THE ENGLISH LANGUAGE de la estudiante PAGUAY YUPANQUI LISBETT

Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:
- El título tiene un máximo de diez palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo _______ años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:
- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que la estudiante PAGUAY YUPANQUI LISBETT está apta para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

Rodrigo Guerrero Segura
DOCENTE REVISOR
Universidad de Guayaquil
Facultad de Filosofía, Letras, y Ciencias de la Educación
Carrera de Lenguas y Lenguística
Unidad de Titulación

RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

TÍTULO DEL TRABAJO: LUDIC ACTIVITIES FOR STRENGTHENING THE VOCABULARY OF THE ENGLISH LANGUAGE.

PROPISTA: DESIGN OF A DIDACTIC GUIDE WITH LUDIC ACTIVITIES IN ORDER TO STRENGTHEN THE VOCABULARY OF THE ENGLISH LANGUAGE

AUTOR: PAGUAY YUPANQUI LISBET

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<th>CALIF.</th>
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<td>Los objetivos específicos contribuyen al cumplimiento del objetivo general</td>
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<td>Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación</td>
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<td>Las conclusiones expresan el cumplimiento de los objetivos específicos</td>
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<td>PERTINENCIA E IMPACTO SOCIAL</td>
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<td>0.3</td>
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<tr>
<td>CALIFICACIÓN TOTAL*</td>
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</table>

* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.

Aceptamos,

Rodrigo Guerrero Segura
DOCENTE REVISOR

Guayaquil, Marzo 18, 2019
PHOTOGRAPHIC EVIDENCE
Tittle: At Jose de la Cuadra y Vargas High School

Source: Jose de la Cuadra y Vargas High School
Authors: Lisbett Paguay Yupanqui

Source: Jose de la Cuadra y Vargas High School
Authors: Lisbett Paguay Yupanqui
Tittle: Interviewing to the School’s Principal

Author: Lisbett Shirley Paguay Yupanqui
Diagnostic test

Source: evaluating students, Diagnostic test.
Elaborated by: Lisbett Shirley Paguay Yupanqui
Title: Receiving tutorials with our Academic Consultant Msc. Larry Torres Vivar

Source: School of Languages and Linguistics.
Author: Lisbett Shirley Paguay Yupanqui