



**UNIVERSIDAD DE GUAYAQUIL**

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

**EDUCATIONAL PROJECT**

**PREVIOUS TO OBTAINING THE LICENCIADO DEGREE IN ENGLISH  
LANGUAGE AND LINGUISTICS**

**TOPIC:**

**“IMPORTANCE OF USING LUDIC  
ACTIVITIES TO IMPROVE THE  
WRITTEN EXPRESSION”**

**PROPOSAL**

**DESIGN OF A BOOKLET WITH LUDIC  
ACTIVITIES TO IMPROVE THE  
WRITTEN EXPRESSION**

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**GUAYAQUIL – ECUADOR**

**2017**



## **UNIVERSIDAD DE GUAYAQUIL**

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LANGUAGE AND LINGUISTICS**

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## UNIVERSIDAD DE GUAYAQUIL

Guayaquil, agosto del 2017

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De nuestras consideraciones:

En virtud de la resolución del H. Consejo Directivo de la Facultad de fecha 24 de octubre del 2016, en la cual se me designo Consultor de Proyectos **Educativos de la Licenciatura en Ciencias de la Educación, Especialización Lenguas y Lingüística.**

Tengo a bien informar lo siguiente:

Que los egresados: **Verónica Mariana Castro Toala e Inés Zoila González Malavé**, diseñaron y ejecutaron el proyecto de investigación con el tema: **"IMPORTANCE OF USING LUDIC ACTIVITIES TO IMPROVE THE WRITTEN EXPRESSION"**, Propuesta: **"DESIGN OF A BOOKLET WITH LUDIC ACTIVITIES TO IMPROVE THE WRITTEN EXPRESSION"**, el mismo que cumplió con las directrices y recomendaciones dadas por el suscrito.

Los participantes han ejecutados satisfactoriamente las diferentes etapas constitutivas del proyecto: por lo expuesto se procede a la **APROBACIÓN** del proyecto, y pongo a vuestra consideración el informe de rigor para los efectos legales correspondientes.

  
ATENTAMENTE  
\_\_\_\_\_  
MSc. Rodrigo Guerrero Segura  
CONSULTOR

## **DEDICATION**

To God first for giving me the strength and wisdom every day to be able to successfully complete the present project and serve our society.

To my parents, Bartolome Castro and Mariana Toala, because. They were always by my side giving me their support and their advice throughout my life.

To my husband Gabriel Paredes and my daughters, who have been the impetus throughout my career, who with his firm support and unconditional love they have believed in my intelligence and ability during me study period and the development of this project.

To my sisters and more family in general for the support that. They always gave me day or day in the course of each year of my university career.

Verónica Mariana Castro Toala



## **DEDICATION**

To God for allowing me to go so far in my studies, to give me the strength, the hope and the patience to know that with effort and dedication everything can be achieved, teaching me to face adversities without ever losing dignity or failing in the attempt.

To my father Hilario González for giving me the necessary resources and being by my side always supporting and advising me.

To my mother Zoila Malavé for making of me, a better person through her advice, teaching, and love.

To my sisters Rosemary, Ingrid and Digna who with their words of encouragement did not let me decay so that I could go ahead and persevere and fulfill my ideals

To my nephews to be always present accompanying me.

To my friends and colleagues who in one way or another have helped me to achieve my goals.

Inés Zoila González Malavé

## **ACKNOWLEDGEMENT**

To God our faithful friend who filled us with wisdom, guiding and enlightening us in the best way to give us life, health and intelligence, to realize this project, as without his spiritual help we would not have reached the desired goal.

To our families, who for their love, kindness and unconditional support day by day, we achieve success.

To our academic consultant: MSc. Rodrigo Guerrero Segura, for being our guide and friend giving us all his confidence and experience, in the day to day during the development of our project.

Verónica Mariana Castro Toala

## **ACKNOWLEDGEMENT**

Thank God for allowing me to have my family by my side and count on your support. In difficult moments of my life that have believed in me always giving me an example of overcoming, humility and sacrifice.

To my sisters, nephews for the support they have always given me day by day in the course of my university career. I sincerely thank my tutor the MSc Rodrigo Guerrero for his dedication and commitment to guide us in every step of the project.

Thank you all because they have fostered in me the desire to overcome and triumph in life, and to all the people who in one way or another collaborated in the realization of this project.

Inés Zoila González Malavé

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA		
FICHA DE REGISTRO DE TESIS		
TÍTULO Y SUBTÍTULO TOPIC: "IMPORTANCE OF USING LUDIC ACTIVITIES TO IMPROVE THE WRITTEN EXPRESSION" PROPOSAL: DESIGN OF A BOOKLET WITH LUDIC ACTIVITIES TO IMPROVE THE WRITTEN EXPRESSION		
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INSTITUCIÓN: UNIVERSIDAD DE GUAYAQUIL	FACULTAD: FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN SISTEMA DE EDUCACIÓN SUPERIOR SEMIPRESENCIAL	
CARRERA : ESPECIALIZACIÓN EN LENGUAS Y LINGÜÍSTICA		
FECHA DE PUBLICACIÓN:	No. DE PÁGS: 108	
TÍTULO OBTENIDO: LICENCIADAS EN CIENCIAS DE LA EDUCACIÓN		
ÁREAS TEMÁTICAS: English, Written Expression.		
PALABRAS CLAVES: Written Expression, Students, Teachers, Ludic Activities		
<p>The present research aims to identify the influence of the use of play activities in the development of written expression. This work obeys the need to know how to improve the writing of the English language in the eighth-grade students of the Escuela Básica República de Chile. In the institution educative is observing that students do not play activities that motivate and arouse interest in learning a second language. Teachers must implement didactic strategies that encourage and develop written expression. Many educators are not updating with adequate methodology, where the students can realize didactic games that serve to develop abilities in the students. The ludic activities are a teaching method in the field of education because they motivate the student to volunteer participation, in addition, promotes interaction between them strengthening values such as cooperation and teamwork. Based on the educational needs, a booklet is design with play activities to improve the writing skills in the foreign language. The activities of the booklet are aiming to students and teachers because it contains games where they develop their personality, whether this individual or group. Taking into account that the written expression of the English language can be very entertaining for the students because they write words of their interest. The main objective of this project is to implement play activities as strategies where they can develop written activities through games to improve student learning in the English area.</p>		
No. DE REGISTRO (en base de datos):	No. DE CLASIFICACIÓN:	
DIRECCIÓN URL (tesis en la web):		
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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA		
FICHA DE REGISTRO DE TESIS		
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CARREER : ESPECIALIZACIÓN EN LENGUAS Y LINGÜÍSTICA		
DATE OF THE PUBLICATION:	No. OF PAGES: 108	
TITLE OBTAINED: LICENCIADAS EN CIENCIAS DE LA EDUCACIÓN		
THEMATIC AREA: Ingles, Expresión Escrita		
ENGLISH KEY WORDS: Expresión Escrita, Estudiantes, Profesores, Actividades Lúdicas.		
<p>La presente investigación tiene como objetivo identificar la influencia del uso de las actividades lúdicas en el desarrollo de la expresión escrita. Este trabajo obedece a la necesidad de saber cómo mejorar la redacción del idioma inglés en los alumnos de octavo grado de la Escuela Básica República de Chile. En la institución educativa se observa que los estudiantes no juegan actividades que motivan y despiertan interés en aprender una segunda lengua. Los docentes deben implementar estrategias didácticas que fomenten y desarrollen la expresión escrita. Muchos educadores no se están actualizando con metodología adecuada, donde los alumnos pueden realizar juegos didácticos que sirven para desarrollar habilidades en los alumnos. Las actividades lúdicas son un método de enseñanza en el campo de la educación porque motivan al estudiante a la participación voluntaria, además, promueve la interacción entre ellas fortaleciendo valores como la cooperación y el trabajo en equipo. Basado en las necesidades educativas, un folleto es el diseño con actividades de juego para mejorar las habilidades de escritura en el idioma extranjero. Las actividades del folleto están dirigidas a estudiantes y profesores porque contiene juegos donde desarrollan su personalidad, ya sea individual o grupal. Teniendo en cuenta que la expresión escrita de la lengua inglesa puede ser muy entretenida para los estudiantes porque escriben palabras de su interés. El objetivo principal de este proyecto es implementar actividades lúdicas como estrategias donde puedan desarrollar actividades escritas a través de juegos para mejorar el aprendizaje de los estudiantes en el área de inglés.</p>		
No. DE REGISTRO (en base de datos):	No. DE CLASIFICACIÓN:	
DIRECCIÓN URL (tesis en la web):		
ADJUNTO PDF:	<input type="checkbox"/> SI <input checked="" type="checkbox"/> X	<input type="checkbox"/> NO
CONTACTO CON AUTOR/ES	Teléfono: 0996137024 0989408577	E-mail: veronicas69@yahoo.com itagm_22@hotmail.com
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**UNIVERSIDAD DE GUAYAQUIL**  
**Facultad de Filosofía, Letras y Ciencias de la Educación**  
**Carrera de Lenguas y Lingüística**  
**Modalidad Semi – Presencial**

**TOPIC:** Importance of using ludic activities to improve the written expression.

**PROPOSAL:** Design of a Booklet with ludic activities to improve the written expression.

**AUTHORS:** Verónica Mariana Castro Toala; Inés Zoila González Malavé

**TUTOR:** Msc. RODRIGO GUERRERO SEGURA

**ABSTRACT**

The present research aims to identify the influence of the use of play activities in the development of written expression. This work obeys the need to know how to improve the writing of the English language in the eighth-grade students of the Escuela Básica República of Chile. In the institution educative is observing that students do not play activities that motivate and arouse interest in learning a second language. Teachers must implement didactic strategies that encourage and develop written expression. Many educators are not updating with adequate methodology, where the students can realize didactic games that serve to develop abilities in the students. The ludic activities are a teaching method in the field of education because they motivate the student to volunteer participation, in addition, promotes interaction between them strengthening values such as cooperation and teamwork. Based on the educational needs, a booklet is design with play activities to improve the writing skills in the foreign language. The activities of the booklet are aiming to students and teachers because it contains games where they develop their personality, whether this individual or group, taking into account that the written expression of the English language can be very entertaining for the students because, they write words of their interest. The main objective of this project is to implement play activities as strategies where they can develop written activities through games to improve student learning in the English area.

**KEY WORDS:** Written Expression, Students, Teachers, Ludic Activities.



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La presente investigación tiene como objetivo identificar la influencia del uso de las actividades lúdicas en el desarrollo de la expresión escrita. Este trabajo obedece a la necesidad de saber cómo mejorar la redacción del idioma inglés en los alumnos de octavo grado de la Escuela Básica República de Chile. En la institución educativa se observa que los estudiantes no juegan actividades que motivan y despiertan interés en aprender una segunda lengua. Los docentes deben implementar estrategias didácticas que fomenten y desarrollen la expresión escrita. Muchos educadores no se están actualizando con metodología adecuada, donde los alumnos pueden realizar juegos didácticos que sirven para desarrollar habilidades en los alumnos. Las actividades lúdicas son un método de enseñanza en el campo de la educación porque motivan al estudiante a la participación voluntaria, además, promueve la interacción entre ellas fortaleciendo valores como la cooperación y el trabajo en equipo. Basado en las necesidades educativas, un folleto es el diseño con actividades de juego para mejorar las habilidades de escritura en el idioma extranjero. Las actividades del folleto están dirigidas a estudiantes y profesores porque contiene juegos donde desarrollan su personalidad, ya sea individual o grupal. Teniendo en cuenta que la expresión escrita de la lengua inglesa puede ser muy entretenida para los estudiantes porque escriben palabras de su interés. El objetivo principal de este proyecto es implementar actividades lúdicas como estrategias donde puedan desarrollar actividades escritas a través de juegos para mejorar el aprendizaje de los estudiantes en el área de inglés.

**PALABRAS CLAVE:** Expresión escrita, estudiantes, profesores, actividades lúdicas.

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## INTRODUCTION

Educational policies in Ecuador have improved in order to assure Ecuadorian learners a high quality education. One of the government's main goals is to have bilingual students capable to communicate in an international language as English is. The state has invested on scholarships, international evaluations and specific training courses for instructors, but it is never enough. It has been years of abandonment of this field of the Ecuadorian education. In other words, there are many things to be done before reaching the status of bilingual citizens.

Nowadays, it is very common to see students communicating with each other in Spanish while attending an English class. Probably, they would like to use the target language to express themselves, but they do not have the tools to do it. Their learning experiences have not fulfilled the objectives planned. In addition, the English curriculum set for each level does not match with the real activities as ludic ones and knowledge students have. As a result, learners go from one course to another without acquiring the basic communicative skills, speaking, writing, listening, and reading.

This investigation focus on one of the productive skills: writing. Through academic writing, any scholar may succeed in their national and international studies. The correct word choice, grammar use, and suitable language may empower a student to go to the next level of learning. Nevertheless, the first step is to acquire the basic skills to start communicating by writing. This knowledge should be acquired during the first years of basic education that is why the importance of this research that seeks to provide with a useful tool to teachers and learners.

A resource that involves students' creativity, steps to follow and entertaining activities is presented as the final product of this study. This tool is oriented to the students of the eight grade of Escuela Básica República de Chile; however, it can be adjusted to any basic year of education. The main engine for this research to be held is to contribute to raise the level of students that deserve the best education possible. It does not only work on the structural part of the writing skill, but also with the emotional side in which students might feel identified with what is taught to them. Once learners have their knowledge' bases strengthened whatever that comes afterwards will be much easier.

The present academic project is of four chapters, disaggregated in the following way:

**CHAPTER I THE PROBLEM:** Context of the investigation, Conflict situation, Scientific Fact, Causes of the Problem, Problem Formulation, Objectives of the Investigation: Objectives General, Objectives Specific, Questions of the Investigation, Justification.

**CHAPTER II THEORETICAL FRAMEWORK:** Background, Theoretical Fundament, Ludic activities, Importance of the ludic, Types of ludic activities, Strategies to develop ludic activities, Written Expression, types of sentences, written genres, Parts of vocabulary, Epistemological Foundation, Pedagogical Foundation, Sociological Foundation, Psychological Foundation, Legal Foundation.

**CHAPTER III METHODOLOGY, ANALYSIS AND INTERPRETATION OF THE RESULTS:** According with the objectives, for its purpose, Methodology Design, Modality of the Investigation, Types of investigation,

Methods of Investigation, Population and Samples, Operationalization of Variables, Instruments and Techniques of the Investigation, Analysis and Interpretation of the Results, Conclusions and Recommendations.

**CHAPTER IV THE PROPOSAL:** Title, Justification, Objectives: General and Specific, Theoretical Aspects, Feasibility of its Application, Description of the Proposal, Conclusions, Bibliography and Reference.

**APPENDIX:** Appendix 1: Documents, Appendix 2: Survey and Interviews, Appendix 3: Photos, Appendix 4: The Proposal.



## **CHAPTER I**

### **THE PROBLEM**

#### **CONTEXT OF RESEARCH**

The teaching of a foreign language is essential for the educational area, therefore, it is necessary to be updated with new methodologies to improve the in all the aspects that it encompasses. Afterwards, a deep investigation in where play activities positively aid student learning. This game-based teaching method favors motor skills that are part of cognitive development. Games motivate persons to integrate into activities, the teacher has to be creative to give confidence and security, and thus obtain positive results to improve the teaching-learning process. Besides, it is important the motivation and the interest of wanting to learn and does not find it difficult when writing and for that is sought to encourage written expression.

The written expression is one of the four skills needed to learn the English language because it is used to express ideas or thoughts that favor communication. The written expression can be very difficult because the students do not have enough vocabulary to express themselves. It can also be entertaining because the students feel the interest to know the meaning of words either by games or songs. This part is where the teacher should focus so that students continue to develop this skill. Another important aspect of writing is related to reading. Because at the

time of reading they also learn to write, because when they practice reading they also learn how to read. They write the words. This reinforces learning and will help them when putting into practice the written skills these problems are given in most educational institutes.

The institution educative selected for this project is Escuela Fiscal Mixta No.21 Republica de Chile; it is located in Lorenzo de Garaycoa and Calicuchima streets. The school is located near the Polideportivo del Guayas. It is part of the district 3, Zone 8, Canton Guayaquil, Guayas Province. The current principal, who has allowed the authors of the project to work in it, is MSc. Liamela Chang. She has recognized the excellent work that students from the Universidad de Guayaquil have done in previous internships.

The school was founded in 1974 at that time had a staff of about 30 people, and then change its infrastructure and increased the number of students and teachers. Today increased the years of basic education, has about 700 students. This research is aimed at students the eighth year of basic education of the afternoon section where demotivation was observed in students with respect to the English language.

## **CONFLICT SITUATION**

The problem that could be observed is that the teacher has omitted the game when imparting his class. The game is a basic tool for the development of intelligence and socialization of the student methods and techniques of teaching have undergone great changes, over the years this has allowed education to modernize despite this cannot be seen A quality education where the student feels comfortable and ready to learn.

The monotony of the school in the learning process, reveal the problems assimilating the new knowledge around the English, this is origin according to the different methodologies used by educators during their pedagogical practice. One of the main causes is the demotivation of learners and the lack of practice of game activities aimed in the assimilation of new knowledge from the classroom, it is important to recognize, the problem is because the teacher has not received constant training on any aspect of the teaching-learning process to update their strategies.

At the time of the investigation it was observed that it was necessary the implementation of new, didactic strategies that help and facilitate the students, through different activities as the game that is based on the game, this is a way to teach and motivate to the student and in turn help to develop the written expression The objective of this project is to contribute to a pedagogical proposal, to help the teaching of English to the students of Eighth Basic Year.

## **SCIENTIFIC FACT**

For the realization of this project was based on the teaching of the English language and in turn the level that the students have, Taking into account that in Ecuador the learning of the foreign language is not sufficient in the schools for that reason the students have. That strengthen their learning in the academies that offer English classes, the low level also is given for reasons like the hour load is not enough in the classroom or by the lack of preparation of the teachers.

To understand the academic writing, in the first research of this work there are some pedagogical situations that it has to endure for

obtaining a top education as the government currently requests. Adding to it, the students have not learnt English from the first to the seventh grade, adding the poor teaching methods, including literacy support, material which does not give the opportunity to the pupils to learn the English language.

This analysis is published in the newspaper El Comercio 2016 about the level of English that students have. In each cycle they study between 5800 and 6200 students. Of these, 5% do not know that language completely, while 50% handles it in an intermediate or low way. Finally, 45% have high knowledge, since they are boys who come from schools in which that language is taught in depth or took classes in other centers.

For this reason it is important to improve the students' learning regarding the English language with teachers trained with current techniques according to the students' needs so that they can develop the written expression and that in the educational institutions improve and leave aside the traditionalist method. By means of formative contents to strengthen the communication between students and teacher.

## **CAUSES OF THE PROBLEM**

Limited use of recreates activities used by the teacher for students to work in the classroom does not help to develop their potential and their creative activity.

Low written production for the deficiency of activities in the texts, therefore students do not practice exercises more frequently in class.

Lack of didactic resources, because the Institution does not count with materials, for will better development of language. For this reason, the children do not strengthen their knowledge of the English language.

## **FORMULATION OF THE PROBLEM**

What is the influence of using ludic activities in the development of the written expression of the English language in the students of 8 year of the Escuela Fiscal Mixta No. 21 República de Chile, Zona 8, Distrito 3, Provincia Guayas, Canton Guayaquil, Parish Tarqui, school period 2016 - 2017?

## **OBJECTIVES OF THE INVESTIGATION**

### **Objective General**

To analyze the influence of ludic activities to improve the written expression by means of text reviews, statistical analysis and a research field in order to design of a booklet with ludic activities exercises.

### **Specifics Objectives**

- To identify ludic activities by reviewing texts, bibliographic study, statistical analysis and surveys to the students.
- To examine the written expression through the review of English text by statistical analysis and research field to create a booklet with ludic activities exercises.

- To improve and develop the written expression by constant practice.

## **QUESTIONS OF THE INVESTIGATION**

- How important is the playful activity for the learning process of students?
- What activities develop teachers for student learning through play?
- Does the teaching process in written expression positively oriented English language learning in education?
- How is writing a positive impact on student communication?
- How would students benefit from a booklet on recreational activities on the written expression?

## **JUSTIFICATION**

One of the most important didactic strategies that a teacher can implement in their classes are the ludic activities because is encouraging the development of their abilities and skills, for the students is very difficult learning the foreign language that is why they do not like and, they do not have to Interest in learning. But to be able to motivate them there is nothing better than the ludic activities because they provide joy, pleasure, and satisfaction, through the ludic activities learn to think, use creativity and to compete so it is important, that the teacher is trained and Updated according to the new of education and contribute to the improvement of the educational process. As a result, the teacher may be prepared to include with love and respect by ethnicity, language, traditions and other cultural aspects that would break certain paradigms.

For most people writing in Spanish is easy, but at the time of writing in English is totally difficult because it is another language and words do not have as much similarity as Spanish for students it is very important. It is important to mention that the development of this research project is justified, because it allows checking the application of an active teaching pedagogy, for a greater student participation in the construction of their knowledge, achieving a better quality of school life, too. Besides, they learn to write because it has become in a fundamental tool both for the educational and professional area for a good writing is necessary to know the grammar rules and have a broad vocabulary and thus be able to write of form clear and precise.

In order to teach a foreign language, it is necessary to have the necessary materials and tools, because they facilitate learning. Some specific methods that help students develop their skills and work necessary habits to function successfully in their studies are also highlighted. However, many of the teachers do not have the material. Therefore, it was designed a Booklet with ludic activities to developed the skills and abilities of the right way.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **BACKGROUND**

After checking some thesis project in the library of the faculty as consulting and guidance to elaborate ours, we have found similar topics but with a different focus from our own work. Developing writing skills is a broad topic; however, this project is oriented on how students can use ludic activities to reinforce this ability and their English communication as a result.

Any kind of action will help to obtain better results in class. This procedure needs to be applied by repeating, once for each horizontal line, teacher with students and learners among learners, but all of them must be connected with the text. . In fact, important information has been found for consulting and guidance to support this paper. It is worth mentioning that the focal points are different but variables can give and sustain this research with valuable information. To use a simple act will help to obtain an excellent class environment. Ludic activities can provide a significant resource of stimulation for phonological skills. This is important to consider for applying the different strategies to get better result in teaching and write, too.

The main engine for this research to be held is to contribute to raise the level of students that deserve the best education possible. It does not only work on the structural part of the writing skill, but also with the



emotional side in which students might feel identified with what is taught to the Once learners have their knowledge' bases strengthened whatever that comes afterwards will be much easier.

## **THEORETICAL FOUNDATIONS**

### **LUDIC ACTIVITIES**

Then it can be considered that the game provides in itself all triggers for student stimulation when performed in the classroom. With the implementation of the recreational activities it was possible to obtain physical, mental and emotional development through activities different from those practiced daily in the classroom.

The ludic activities fall within area the game. Of these are as nested within the others. The game is a travel that is a lot enjoyed. In most cases, this fun arises from doing everyday activities in a way different from how they are usually performed. Ludic is bound by a loose set of rules and structure (Rodgers, 2014, p. 400)

### **DEFINITION**

According to the investigation it is important to indicate as resume that the ludic activity is everything that refers to the game, these activities allow the students to learn in a different way, because they test their imagination and their physical state also helps the interaction between the teacher and the student. Within these activities a winner is not required but that is sought to learn in a fun and enjoyable way through the games and

these will strengthen the knowledge already acquired and be prepared to assimilate new learning as Marcus mentions in the following citation:

The word "Ludic" comes from the Latin "ludus", which means game, however, it has been shown that ludic is more than just a game. It is related to the commitment of body and mind, where ludic activity is something that can create a good feeling for a person. This is open in terms of values and techniques that can be developed in the workplace. This type of interaction is commonly known as "ludic engagement," a term that defines people as game creatures. Therefore, systems that promotes playfulness should not worry about achieving clear goals, nor be overly structured with defined tasks. In the context of this work, the playful commitment is related to the immersion offered by the system, which depends on the functionality and navigation possibilities of the system (Marcus, 2013, p. 505).

To conclude, the ludic activity plays and facilitate to the teacher and students relationship as they interact with different activities in each class, allowing them to develop their cognitive and logical side because it externalizes thoughts, impulses and emotions.

## **IMPORTANCE OF THE LUDIC ACTIVITIES**

Ludic activities are an important teaching method in the field of education, because it serves to develop skills through active and affective participation in students, so it gives meaning to creative learning, making it a fun experience. Ludic activities are important because they stimulate and motivate students in the educational process.

The diversity of games is designed by students, and they meet an important role in the education as well. A player –centric approach understands and design ludic activities from the point of view of the player. Play testing is something the designer performs throughout the entire design process to gain an insight into how players experience (Walz, 2010, p. 22)

They are oriented to entertainment, fun, and joy, characteristics that allow the strengthening of confidence, self-esteem, autonomy and the formation of the personality of each of the participants thus becoming one of the primary recreational activities and even as an educational tool.

## **TYPES OF LUDIC ADTIVITIES**

### **The reasoning game**

The reasoning games are keys in education because they stimulate thinking and the development of intelligence and the students have to work the mind. Consequently, Ensslin is indicating a n excellent meaning about this:

I will begin by discussing a ludic principle that permeates interactive art, including reasoning games, in particularly salient in cyber texts and ludic-mechanic hypermedia. I refer to it, applies to texts that have to be “learned “, as it were, to be read/ played meaningfully. This process is mostly characterized in terms of learning by doing, logical reasoning, and decoding the sings given by the interface. (Ensslin, 2014, p. 75).

## **Game to guess**

The game guess is an activity that develops the ability to think and interpret things, in eighth grade, students need to start writing with more and more vivid sentences, and this can seem very challenging at first. Here is a game designed to help your child focus on those details that bring an object alive in words. In either case, enjoy the chance to explore the power of words to convey a colorful, interesting world around us.

We remain with the game in which every player chooses a guess between 0 and 66, it is the case that two thirds of the average guess is lower than your guess, and therefore you will not win, and you will positively not win in any other occasion (in which some or all of the guesses are lower than 66). Hence, in the remaining game, these tactics are weakly dominated strategies (for example, by the strategy of guessing) and can be eliminated \_ both for you and for the other players. We therefore remain with the game in which every player makes her choice from the range of strategies between 0 and 44 (Heifetz, 2012, p. 56).

## **Discrimination game**

The discrimination games increase in students the interest of knowing about things that are hidden this will help students to guess what is in the boxes so that later they can write them and in turn, they can acquire new vocabulary. These games are also important to develop and stimulate their mind in all aspects, especially in their English language acquire of the beginners as Brannback mentions:

This distinguishing capability is an applied specialty; where expert information processing theory, which proposes how to discriminate experts from learners, explains how experts use specialized scripts to outperform novices, in domain specific tasks such as entrepreneurship. Beginners are expected to distinguish cues in script problem statement differentially from experts. To the extent that the occurrence of effective new gambles formation by individuals is associated with expertise, discrimination between experts and novices using writing elements (Brannback, 2017, p.163).

### **Memory games**

In the following quote, you can say that memory games are transcendental for humans and much more for students because thanks to memory they will learn to decipher and develop their intelligence. The games play a transcendental role in studying to the games arouses the interest to learn, so it is important what this author mentioning:

Memory games is a dynamic system that interprets and understands from memory. This author points out that the first database of the human being, constituted by the knowledge that has, to what we call the "memory". Access to it is direct, because to use this information no external support is needed. Thanks to the personal memory that knows how to decipher and understand that information. I have to keep in mind that important knowledge is precisely the knowledge of access. For this author, the creator is

someone who needs less information than the others to get to a good conclusion. (Ganeri, 2013, p.4)

## **STRATEGIES TO DEVELOP LUDIC ACTIVITIES**

### **Exercise games**

For the educational system, it is essential that exercise games are encouraged in schools; these games become activities that seek pleasure and entertainment. This creates a pleasant environment where students become the main axis and aim at fun as mentioned by Muschla.

In the sensorimotor period appear behaviors in which the child acts for the pure pleasure of carrying out the activity. The exercise game can be understood as a manifestation of sensory-motor activity. Where actions change their goal and instead of pursuing an objective they become activities, that are performed by themselves. The student uses a scheme, but once achieved his objective, the activity continues for the pure pleasure of executing it. From this point of view, in this type of play, the child simply loses interest in the object and is more concerned with his own activity, and expresses his playful attitude through the smile (Muschla, 2010, p.5).

### **Symbolic games**

Symbolic game is an important step in cognitive development. It is an important outlet in order to handle new impressions and to develop

thinking in new conceptual categories. It seems to be predominantly important for the development of the concept of personal representation.

Symbolic games also mean playful symbolism but consist of games of skill and creation in which it component of few elements consisting of making cars, aircraft, cranes, boats, buildings, people, which are made with materials to produce Various forms or even machines. Some are solitary games, as well as cooperative. There are many materials that can be used to make constructions. This classification of games stores some of the essential aspects of the changes that occur in play activity in students (Sanchez, 2010, page 5).

### **Board games**

Participation in games based on rules has a relevant role from the point of view of social development because in order to play children have to cooperate with each other and, in addition to complying with the rules, they try to avoid that others, or those of the another team, win. Not only is it to play the game in the best way possible, but to prevent others from winning, which forces you to put yourself in the other person's point of view, trying to anticipate their actions and prevent them from doing them.

From the age of six or seven, one begins to practice other types of games in which there are rules. These have their own structure of regulations, and their follow-up determines the game. the rules of play have a great complexity and this must be established not only with the actions allowed but also who is starts, who is finish and who is wins the game because in this type of game can win or lose in addition. It will be

able to solve the possible problems that could occur between the players. Participation in games of rules is of great importance.

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## **WRITING EXPRESSION**

Writing is a medium of human communication that creates language and through the inscription or recording of signs, symbols, characters and letters. Writing is not a language but a form of technology that developed as tools developed with human society. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems.

The written expression is valuable in academic, work and social, to have a good written expression involves the coordination of knowledge and skills, this has imposed a huge challenge in their teaching. On the one hand, grammar is taught and on the other Language conventions and, unfortunately, tends to set aside the more complex skills, which have the most weight in the writing is to



understand the context to identify who is written, why is written and determine what is the Writer's role (Zuñiga, 2008, p. 15)

## **DEFINITION**

Then it can be said that writing is a skill that mainly serves to be able to communicate, where it the ideas and thinks are write and this contributes to the recipients to understand what want to says. From this is important that the student have a good preparation or base of the written expression and they can write of form safe and accurate.

The written is necessary for daily life, but it is not easy to do. It requires work and methodology. It is a skill that must be learned through constant exercise; writing is a means of shared expression because it allows us to observe the vision we have of the world and ourselves and even gives us the possibility of constructing new and imaginary worlds. The exercise of writing helps to overcome the fear of blank paper and to express oneself with fluency and fluency. In addition, it is comforting to be able to manifest our ideas, thoughts and precepts in writing (Cervantes, 2004, p. 70).

## **TYPES OF SENTENCES**

### **Declarative sentences**

Von is excellent giving a closer meaning about descriptive because although students need to experience using the correct word to

qualifies the noun, genre and adjective or any other grammar rule for being descriptive. It is the mean which Springer indicates about, it must be used effectively to construct an excellent mind idea representation. This is because describing is an art that must be practiced using all possible strategies. However, this means: to facilitate the appropriate content that allow obtaining a good writing.

The declarative sentences only attend to the declarative meaning of the circumstances of its enunciation, and clearly in a way that is typical of the assertion. However, they are acts of speech that are not true or false, and their values of truth depend only on the declarative meaning and the circumstances of their pronouncement (Von, 2012, p. 137).

### **Interrogative sentences**

The interrogative sentences are simpler to formulate because it allows the speaker to be able to respond in a general and simple way. These are very punctual so that the speaker does not find any problem at the time of responder for, the students is made easier because it has the structure as a sentence in affirmative with the only difference that at the beginning going the Question-word.

When a sentences interrogative is used, the speaker aims to obtain information that he does not have. In the question refers to the place where the question goes, and indicates what information is missing and represents the question. In many languages, the question is typically limited to a special one that is always the initial position, pre-verbal or some other, the question word is usually sentence-initial. The question words are usually initial

sentences and the noun phrases containing a question word are usually discontinuous (Spevak, 2010, pág. 196).

### **Imperative sentences**

The Imperative sentences serve to emphasize the words that have the greatest voice accent and serve to give orders but are not to ask questions, students tend to confuse them with questions. The difference is that the imperatives always end with a dot while the questions end with a question mark. These help students to develop clear writing because they are short sentences that are easy to understand and learn.

Imperative sentences have suffixes. Words that are accentuated usually have a higher pitch, but different to the interrogatives that have strong accent. Some imperative sentences are short. Pronouns rarely occur in imperative sentences and it may be necessary to distinguish between mandates for a person or group of persons. First and third person subjects are made by personal prefixes to verbalize as with other finite verbs. Prefixes of second-person subjects develop with a few verbal stems. Some examples are given in individual action versus collective action is indicated by suffixes (Desmond, 2008, p. 62).

### **WRITTEN GENRES**

Educators need to guide their students to mark the differences between each written genres. Sometimes the pupils do not have clear the meanings and mix all as they are one. Users of this theme classified and let know teachers how to use them as Frances Christie does:

The primary basis to establish story as a typology is that all of the written genres a general social reason of entertainment. It is for the most part was achieved by giving the actions spoken or written about importance within their respective grounds in the course of the deployment of interpersonal linguistic resources. It is the interpersonal meanings which let know us that actions are exciting, funny, terrifying, scary, etc. (Christie, 2005, p. 231)

## **Descriptive**

Spencer and Springer are excellent giving a closer meaning about descriptive because although students need to experience using the correct word to qualifies the noun, genre and adjective or any other grammar rule for being descriptive. It is the mean, which Springer indicates about, it, must be used effectively to construct an excellent mind idea representation. This is because describing is an art that must be practiced using all possible strategies. However, this means to facilitate the appropriate content that allow obtaining a good writing until the development story.

Descriptive composition will create any discourse picture of any individuals, places/areas, or things could be singular or plural that will help people who read to consider what the essayist writes about in the paper. "In descriptive written work, in the meantime as is critical to share to the lectors the insights about the subject that is said, it is similarly having a vital accomplish for demonstrating to them what is event at the time" (Spencer, 2005, p. 16)

An adjective enriches the texts since they provide information that describes each situation, people, thing, locality, etc. To use them properly and in a varied form is a skill. In the event that any individual has the capacity to utilize an adequate graphic vocabulary, he or she can construct a striking representation of what is stating and will give added enthusiasm to the objective which is needed to accomplish. (Springer, 2005, p. 282).

Spencer and Springer are excellent giving a closer meaning about descriptive because although students need to experience using the correct word to qualifies the noun, genre and adjective or any other grammar rule for being descriptive.

## **Expository**

There is an important delineation which is simple to observe in the pedagogical students areas. It consists when the professor analyzes the normal speech of their students, they present information about events flowingly; it is surprising the easiness as they expose it. At least, it must be made with a basic oral vocabulary of the foreign language which will be captured on a sheet of paper by means of writing, as well.

The expository writing is similar to the narrative because it requires be reading and then writing, so that it can expose and the receptors can understand the message that you want to convey. It is important to recognize it when listening, speaking, reading, and writing. Therefore, if any teacher wants to obtain excellent results, the instructor

should never forget how important vocabulary is in all the four skills. Then, to reach greater heights in reading comprehension for understanding, and To be a good the expository writing you must have clear ideas and be sure of what you are going to write.

Written is an expository art form that aims to communicate information to readers. The art of writing expository and argumentative definitively differ from the art of writing narratives. Expository narrative writing requires certain skills and techniques that hope to effectively connect to schoolchildren. Expository similar to narrative writing, it is critical that you read, learn and commit to memory important phrases which are versatile and that can be replicated and used in answering various expository question. The more you come in contact with excellent pieces of expository writing, the more attuned you will be to the various styles and expressions of good writing by writers (Tham, 2013, p. 18).

## **Narrative**

The narrative writing is a genre that permits students to develop their imagination and skill, because these are recounts funny, nice and creative this should be narrated of form clear and precise for the students understand and they know what they are going to write. This genre helps to have correctly academic language.

Narrative writing tells a story by sharing the details of an experience. This strategy can be the story of children who love to hear, read, and enjoy. Thought many narratives are the accounts

or recounts of things we have done, the experiences also give ideas for original stories (Mora, 2008, p. 13).

There is a well comment about narrative as the one from Miller:

There is a way to help students maintain the stories short, besides limiting the quantity of pictures which would like them to use, it is to keep them thinking about what tutors in the classes have named “exploding narrative.” This essentially means taking a piece of a narrative and writing in detail about that small (but possible important) part, rather than telling the complete story from the beginning to the finishing with the total of details for every piece of story. (Miller, 2010, p. 46).

Miller emphasizes that narrative is a short story and it is the one that could be successful for students of eighth grade. They do not know a lot of English as private schools where are teaching either the foreign language. If there is presenting a user-friendly guide coupled to the basic knowledge of each students, it will be valuable for academic performance and strengthen students. Be aware, it is essential to considered: “when is attempting to write a long one as an essay they probably will not increase in the normal education process.

## **PARTS OF VOCABULARY**

### **Subject**

The purpose of this is socialized and involves the students with their real or imaginary characters who are selected for their writing story. After reflecting in the classroom through the interrogative sentences about the personage for knowing her/him/it or them, the tutor and the students of

eighth grade will describe their nouns environment easily. The concept that is affirmed by Bellarmine and Dorfman will help to demonstrate knowledge comprehension as well as Spanish and English at the same time in the subject process.

If the subject of the sentence is one person, animal, place or thing, it is named a singular subject; if the subject is more than one person, animal, place or thing, it is named plural subject. If the subject of the sentence is singular, the verb has to be singular, too. If the subject is plural, the verb has to be plural. It is named subject-verb agreement (Dorfman, 2014, p. 214).

Have the students creating their own story with their imaginary characters is to indicate the number of subjects in the story. If the character is only one, the verb will be singular or otherwise plural in the case of two or more. For these is taken the argument of Dorfman in the last quotation about this important part of the basic writing. Finally at the moment of teaching, until they find their subject fantasy personage, the environment classroom needs to be enjoying.

## **Verb**

The comments of Hirtle & Barker in their books are important because the teacher needs to guide the students in the action time: past, present or future. Cross-basic writing strategies for the second language is better to work in present because the primary goal to obtain needs to be a creative story, but simple one which they will not have any problem at the development moment of it.



A verb is a word, which is denominated action for Plato. Aristotle said it as a word that expresses moment or point in time and predication. Early grammarians – including someone, encouragement, besides bring out other characteristics and voice – but the most coherent defining attribute is the expression of time. (Hirtle, 2007, p. 9)

Word or group of words, which indicate action or a state of being is named verb. It says what someone or something is doing or being. Each Sentence contains a verb. (Barker, 2002, p. 95)

## **Object**

To understand the academic writing process in a complete idea is to summarize the assessment of Carson-Dellosa, that is below, about simple and deep meaning of the verb and through its action and linking function, and reveal the complement or predicate, which are used for working in the classroom of eighth grade at Escuela Fiscal República de Chile. It is important to mention that it clarify the idea, too.

The predicate or complement is an action verb or a linking verb that tells, demonstrate what the subject of the statement does, or is doing. (Carson, 2014, p. 56)

A sentence might in addition include a complement, which says somewhat about the subject, and frequently follows verbs such as “to be”, “to love”, “to eat”, etc. (Hammond, 2005, p. 300)

In classroom is important to center the student in all their capacities to determinate how the complement is going to be developed as

Hammond mentions. Working in this area after defines the subject and verb needs to be clear because there should not be misunderstanding as Hammond is trying to determine.

## **EPISTEMOLOGICAL FOUNDATION**

It is evident the present foundation in each chapter of this project and there is an important argument of the ones who work on it: "An investigator would not do anything without the epistemological application". Since the beginning, this work had been made by observation – theory – techniques - knowledge and others tool which are indispensable to develop the ludic activities to strengthen the basic writing skills. The idea behind have been designed because that person must develop the investigation with the knowledge of others to use their studies, observation, techniques. According to this view, the following comments help to solidify the research:

An epistemological foundation is a premise, idea for which the scholars offer no further premises or ideas; it is something felt and could safely get for granted. The correct epistemological foundations, if any, will come after this word "because." (Shenefelt, 2013, p. 146)

Epistemology identified as the research into the reasons and nature of knowledge and comprehension itself. It is significant because it is essential to how any person think. Without various means of understanding how we gain knowledge, and how we develop and expand meanings, describe, illustrate and explain in the various disciplines, we must have no coherent path for our thinking. (Runge, 2014, p. 704)

After analyzing the concept mentioned by Runge and Shenefelt, It is important to consider again that the epistemology foundation was applied in this project because the citations of different scholars of pedagogy with their different strategies, methods, systems, process and others will be the base for developing and encourage the process of the research. If there is used and applied the knowledge investigated correctly, the teacher and the students will obtained better English writing results.

From the perspective of humanism, this work supports students' needs. "Humanistic psychology contends that feelings and emotions are the keys to learning, communication, and understanding" (Bastable, 2011, p. 79). When students are interested on what they have to do in class, they are capable to acquire any knowledge easier and fast. Ludic activities by their own not only create bonds with their minds but also with their feelings. Once the writing skill is learned and applied by the students and the theme of teacher will obtain the final result.

## **PEDAGOGICAL FOUNDATION**

To implement all the possible strategies, but adequate and accurate to importance of activities ludic English is apriority for the researches, teacher and the students of the Eighth grade of Escuela Fiscal República de Chile. These processes have a framework because it needs to be based on pedagogy and applied in the importance ludic activities. It is easy to analyze the importance of this foundation: If you do not use pedagogy strategies according with all the environment of the class, you will not have any achievement. For this reason requires special attention in communication, values, expressions, performance, sources used and others as indicated in the following comments:

If the communication is given through pedagogical principal, values gradually building up as the kid grow, it will direct to superior maturity and real attitudinal development and advance. The message communication will must be drawn from genuine sources and interpreted in an unbiased technique, without any adverse remarks against any human community. This also requires a stylish theoretical exercise. (Srinibas, Foundations of Education, 1996, p. 96)

Koch gives below a clear, short, simple and effectively applies related to learning and teaching concept, too. Thus, it is important to contextualize for the present project:

Pedagogy began as the study of the kid, and the word morphed to mean the learning of teaching and learning. It is a talent and science of teaching; all that knows and believes about teaching. (Koch, 2007, p. 93)

Since constructivism “is based on the generalized belief that learners develop understanding when they are active and seek solutions for themselves” as Taylor mentions in Teaching Ludic activities outcomes-based Education (Roy, 2007, p.9), this project runs smoothly under this principle. Students by creating their activities actively in their learning process that guided by the teacher, and as a result, they have a better understanding on how to use English to write.

## **SOCIOLOGICAL FOUNDATION**

It is important to consider that sociology is important because it considers the environment in which both the student and the teacher develops. Then, in this project we can ask ourselves, at Escuela Fiscal

República de Chile all the persons speak the foreign language? The answer is visible because in Ecuador is not considered it as a native language. According with this, it is a big opportunity to the learners to build, develop, organize and provide another culture in their mind as an English basic vocabulary home. Finally is important to consider: A theme in Sociological Foundation provides a good educational environment to the students if the teacher is really ready to do it. Various teachers although are less effective with the theme referred so it is important to train them sometimes in a year. As this comment is important to consider the ones of Bhattacharya and Dhiman refers:

The Sociology Foundation is any activity which goes on in the social order, and its objectives, methods and strategies depend on the nature of the society in which it takes situate place. It is because teaching is a means of organizing the character self and the social self into a disciplined established and a meaningful unity and harmony. (Srinibas, 2006, p. 1)

Sociology is the study of educational phases of sociology that are connotation for educative processes, principally the study of those which point to important programmers of studying and its controls of learning process. It includes the relative of education to various community forces, predominantly culture, how society is handed on through agencies as any school, home, the religious group, the play teams etc. (Dhiman, 2008, p. 106)

## **PHYCOLOGICAL FOUNDATION**

Based on the information of expert and the experience of them added to it the behavior of some students towards learning English, the

writing teaching of the teacher should be specifically make in the storage language mind. At the same time, it is terrible that a teacher does not want to work with the psychological area of the pupils because they sometimes see this as an unmotivated enemy. Other important point is that the learners of eight grades have studied just one year the foreign language and they cannot be frustrated. For those reasons the teacher must know about the following Mathis and Bhattacharya input which help a lot:

Psychological Foundations of Education refers and suggests an alternate respond to any difficulty situation of the bifurcation of general and educational psychology in the curriculum of tutor groundwork. The solution is or could be provisional, but it could have understandable imperfections. There is someone offering it, however, in the fact that the person may stimulate discussion of the trouble and other an extraordinary solutions and/or explicit justifications for past perform. (Mathis, 2013, p. 16)

Kid psychology deals with the mind psychological structure and function of a child or children. Psychology gives the bricks and mortar for setting the foundation of education on a scientific logical basis. It has a great deal to offer for raising the rank of education as a social science. (Bhattacharya, 2006, p. 3)

## **LEGAL FOUNDATION**

No person in any country could live without the commandment as a regulation of the life of the population in all areas. It is important to mention that laws control and regulate the way of life from its origins so it is important to emphasize that they are indispensable to the school area as

they are chained with students forever. That is the reason why this is important in the present project to be implemented of the Eighth grade of the students of Escuela Basica República de Chile. Not only are these reasons, there are others as are mentioned in the follow development in specially the one of Recto:

The official legal innovation of education aims to deliberate the primary laws pertaining to this ground of concern as fraction of the learning process of an individual. The future of the learner will be secure if he undergoes schooling in a learning school, where process is legally mandated, certified and authorized. (Recto, 2005, p. 52)

Then, as Recto has referred the present project is based in his stage direction adding either the base on the Constitution of the Republic of Ecuador and on the General Law of Education and its regulation. Respective on this academic complex ruling area, no one could affirm that from birth the weight of the law has no relationship with her or himself.

When the children will meet approximately four years is the time to start school although some do it before and legal papers must be ready to enroll them. The notion of their stage makes the new enrollment pupils being at school including the entire national educational program as Intercultural Bilingual Education.

The linguistic Intercultural Bilingual Education Law is important to reflect about the objectives that help to develop, strengthen and enhance education quality criteria as is indicated in the second chapter article 81 and the third chapters, article 82, 88:

## **CAPÍTULO SEGUNDO**

### **DE LOS FUNDAMENTOS, OBJETIVOS Y FINES DEL SISTEMA DE EDUCACIÓN INTERCULTURAL BILINGÜE**

**Art. 81.- Objetivos.-** El Sistema de Educación Intercultural Bilingüe tiene los siguientes objetivos:

- a) Desarrollar, fortalecer y potenciar la educación intercultural bilingüe, con criterios de calidad, desde el nivel inicial hasta el bachillerato y educación superior esta última regulada por la legislación pertinente, conforme a la diversidad cultural, para el cuidado, preservación y convivencia armónica con la Pachamama, para el desarrollo integral de las personas, la familia y la comunidad;
- b) Garantizar que la educación intercultural bilingüe aplique un modelo de educación pertinente a la diversidad de los pueblos y nacionalidades; valore y utilice como idioma principal de educación el idioma de la nacionalidad respectiva y el castellano como idioma de relación intercultural; y,
- c) Potenciar desde el Sistema Educativo el uso de idiomas ancestrales, de ser posible, en todos los contextos sociales.

## **CAPÍTULO TERCERO**

### **DE LAS OBLIGACIONES DEL ESTADO Y LA AUTORIDAD EDUCATIVA NACIONAL CON LA EDUCACIÓN INTERCULTURAL BILINGÜE**

**Art. 82.- Obligaciones.** - Son obligaciones del Estado y de la Autoridad Educativa Nacional con la Educación Intercultural Bilingüe, las siguientes:



a) Garantizar una distribución equitativa en el Presupuesto General del Estado que asegure el funcionamiento del Sistema de Educación Intercultural Bilingüe, a fin de fortalecer la calidad de la educación;

e) Promover la formación de profesionales interculturales bilingües y plurilingües, en las especialidades requeridas por las comunas, comunidades, pueblos y nacionalidades del País; y, f) Cumplir los tratados e instrumentos internacionales para la ejecución de programas educativos interculturales bilingües.

**Art. 88.-** Subsecretaría de Educación Intercultural Bilingüe. - La Subsecretaría de Educación Intercultural Bilingüe, especializada en el desarrollo de los conocimientos, ciencias, saberes, tecnología, cultura, lenguas ancestrales y las lenguas de relación intercultural, es una entidad que se desconcentra administrativa, técnica y financieramente. Será responsable de la planificación, organización, innovación, dirección, control, coordinación de las instancias especializadas en los niveles zonal, distrital, y comunitario del Sistema Educativo Intercultural Bilingüe, para lo cual contará con todos los recursos necesarios. Garantizará la participación en todos los niveles e instancias de la administración educativa a los pueblos y nacionalidades en función de su representatividad.

La Subsecretaría se encargará de transversalizar la interculturalidad en el Sistema y asegurar la pertinencia cultural y lingüística de los servicios y de la oferta educativa en los ámbitos de su competencia. La estructura orgánica funcional de la Subsecretaría de Educación Intercultural Bilingüe responderá a las particularidades requeridas por el Sistema de Educación Intercultural Bilingüe.

The notion acquired about the linguistic process by the teacher is essential in all the school periods, but appears stronger at the decisive time when the scholars have being chosen their career. The Regulation of

Academic Board controls the titles and degrees, time duration, number of credits of each option and other aspects degrees and titles, seeking harmonization and promotion of student mobility, teachers or researchers. On the other hand, the government indicates that it will provide students all the facilities for helping them to study. Those conveniences are civil rights and socio-economic, cultural and ecological reality of the country: the mastery of a foreign language as the English one and effective management tools. This is why it has taken Chapter 2 of the first section of training and types of institutions:

## **CAPÍTULO 2**

### **DE LA TIPOLOGÍA DE INSTITUCIONES, Y RÉGIMEN ACADÉMICO**

#### **SECCIÓN PRIMERA**

##### **De la formación y tipos de Instituciones,**

##### **Sección Segunda Régimen Académico**

**Art. 123.-** Reglamento sobre el Régimen Académico.- El Consejo de Educación Superior aprobará el Reglamento de Régimen Académico que regule los títulos y grados académicos, el tiempo de duración, número de créditos de cada opción y demás aspectos relacionados con grados y títulos, buscando la armonización y la promoción de la movilidad estudiantil, de profesores o profesoras e investigadores o investigadoras.

**Art. 124.-** Formación en valores y derechos.- Es responsabilidad de las instituciones del Sistema de Educación Superior proporcionar a quienes egresen de cual quiera de las carreras o programas, el conocimiento efectivo de sus deberes y derechos ciudadanos y de la realidad socioeconómica, cultural y ecológica del país: el dominio de un idioma extranjero y el manejo efectivo de herramientas informáticas.

The law clearly states the facilities support offered by the teaching campus thus students should be considered that the foundations of English should try to be strong in all of their four areas: listening, reading, speaking and writing for the university in his or her time could easily cope. According with this commentary, the project must add what there is indicated in the following title based on: RESPONSIBLE FOR AUTONOMY AND UNIVERSITIES POLYTECHNICS.

## **TÍTULO II**

### **AUTONOMÍA RESPONSABLE DE LAS UNIVERSIDADES Y ESCUELAS POLITÉCNICAS**

#### **CAPÍTULO 1**

##### **Del ejercicio de la autonomía responsable**

**Art. 17.-** Reconocimiento de la autonomía responsable.- El Estado reconoce a las universidades y escuelas politécnicas autonomía académica, administrativa, financiera y orgánica, acorde con los principios establecidos en la Constitución de la República. En el ejercicio de autonomía responsable, las universidades y escuelas politécnicas mantendrán relaciones de reciprocidad y cooperación entre ellas y de estas con el Estado y la sociedad: además observarán los principios de justicia, equidad, solidaridad, participación ciudadana, responsabilidad social y rendición de cuentas.

Finally, there is important to understand better the law in all aspects about, it is important the educational knowledge which contributes in the character and personality of the students in all their fields for strengthening and enhancement of education, too.

## **CHAPTER III**

### **METHODOLOGY, ANALYSIS AND INTERPRETATION OF THE RESULTS**

#### **METHODOLOGICAL DESIGN**

The methodological design that will use in this work is through a bibliographical and documentary investigation, which consists of obtaining all kinds of information through documents such as books, magazines, monographs, newspapers, internet sites and all reference material that contributes to our investigation, the objective is to analyze the influence of the ludic activities to improve the written expression. Documentary research is the search for a specific response from the investigation of documents (Baena, 2012, p. 12)

Bibliographical and documentary research allows to collect, select and classify information to solve the problem based on the study of documentary sources consulted in this way is being collect relevant information that will then organize based on precise objectives and will serve support our research.

The next comment is important to apply in the methodological design of the present project: "The investigation documentary its objective is the development of reflexive and critical capacities through the analysis, interpretation and confrontation of the collected information.

The research must carry original and interesting results for the researcher's social group". (Calderon, 2010, p. 79) This study allows supporting the investigation with a more ample and ordered criterion, on knowledge already proven to show the reality that happens with the professors and students by means of the selected information so that it contributes the reality that happens in the educational institution.

## **MODALITY OF THE INVESTIGATION**

### **Qualitative Research**

Qualitative is a research method that studies the habits and behavior of people that recognized anything that needs to be done because it generates possible clues and it can being used to formulate a real and testable hypothesis. The qualitative method has a close relationship with the interview, surveys that serve to reinforce and evaluate the results in a broad way, what the qualitative research seeks to find is to find answers to what is observed in the reality as experienced by the participants. For this reason the next comment is important to mention:" The qualitative method is to talk about a style or mode of investigating social phenomena in the that certain objectives are pursued in order to give an adequate response to specific problems facing this same research" (Ruiz, 2012, p. 23).

The qualitative method is observe and discover the problems and causes that the students present with respect to the English language learning, if the teachers have didactic resources to teach their classes. They are updating with new methodologies, to carry out this study is use

the interview and survey both teachers and students to determine the problems that students have and contribute with a help for them.

## **Quantitative Research**

With the information obtained through quantitative research, it will be possible to measure the observed results, the problem that present the students of eight grade of Escuela Básica República de Chile with their English language learning through mathematical and statistical analysis that will show the real situation in an objective way.

Quantitative research is a way of collecting and analyzing data from different sources using mathematical tools, statistics, and computer science to obtain results. Its purpose is to quantify the problem and to understand how diverse the results that can be projected. Quantitative research measures the magnitude and the statistical results that are going to analyze; the results may vary according to the observations of the researcher as it studies the cause and effect of the problems and the factors that present the situation. Then, there is important and necessary to point out the research of Perez: The quantitative research subjects the reality to controls that allow carrying out a measurable and general study (Pérez, 2007, p. 273)

## **TYPES OF RESEARCH**

The types of the research need to be used on quantitative and qualitative models, for which reason it was treated some types of research among them of a field, explicative and descriptive. Field research that allowed observer the problem, explicative because Tries to answer the

questions of the problem that is being given and descriptive because of why a real fact will be discovered which is the importance of the use of play activities to improve written the expression.

Exploration is a scholarly action and in that, capacity the term ought to be utilized as a part of specialized sense (Kothari, 2004, p.1). The present real investigation project is involved in the specific educative sphere of English learning writing. At the same time, joining the perspective that is taken. However, given this need, the research has conducted the qualitative and quantitative paradigms, which are also known as interpretive paradigm.

## **Field Research**

Field research is given in the scene where the problem arises. Usually, the investigator observes and records the behavior of events in their natural environment, is physically located with the people, setting, or the site in order to observe the actual conditions where they have obtained the data. Consequently, it is necessary to mention that the research at Escuela Básica República de Chile is developed through the field of investigation as well. Therefore, researchers are trying to apply all the resources to make it work. That relation is made most of the time by now the organization process information, obtaining better results.

The process of scientific method allows obtaining information directly from reality or study the situation about the needs and problems in the application of knowledge. The field research "involves collecting data directly from reality where fact occurs, without manipulating or controlling any variable" (Pérez, 2007, p. 273)

## **Explicative research**

Explicative research has the purpose of finding relationships between variables, their interest is focused on explaining why a phenomenon occurs and under what conditions it occurs, goes beyond the description of concepts, its objective is to respond to the causes of events Physical or social. Borda, indicates about that the next comment:

They establish the interpretation of the researcher in relation to different events, of which one is considered as the origin of the other. That is to say, causally relate variables, one of which is considered a risk factor and the other as an effect or outcome.  
(Borda, 2013, p. 21)

As indicated by Borda, The explicative research seeks the reason for the facts through the establishment of cause-effect relationships through hypothesis testing. It attempts to account for facts or phenomena of reality, explaining how play activities favor student learning and under what conditions improves written expression in the classroom.

## **Descriptive Research**

The purpose of the research is to describe situations and events. That is to say how certain phenomenon manifests itself. Descriptive research seeks to know the activities, objects, processes, and people or any other phenomenon that is subjected to analysis. They also measure or evaluate various aspects or components of the phenomenon to be investigated. From the scientific point of view, to describe is to measure.



This type of research has not explicit hypotheses. It is the preparatory stage of the scientific work that allows ordering result of the observations of the conducts the characteristics, the factors, the procedures of other variables of phenomena and facts. (Calderon, 2010, p. 45)

Descriptive research seeks to obtain information on what happened in the reality, through methods such as information collection and observation, in order to relate existing conditions and connections, opinions of people, points of view. For later, to analyze the results in order to extract significant generalizations that contributes to the research.

## **METHODS OF INVESTIGATION**

### **Deductive Method**

The deductive method helps to understand the development and learning of English language learners in general and then analyze one by one and see with clearly the problems of this phenomenon to seek the truth of the information specified. “Consists in obtaining particular conclusions from a universal law, that is to say part always of general truths and progresses by reasoning” (Rodríguez, 2005, p. 30). As the below author indicates with the deductive method: it can obtain different conclusions from the premises, because it starts from a general case to the particular idea. It needs to find the truth and reach a conclusion through the observation of the phenomenon to study, in where it has created a hypothesis to explain this phenomenon, deducing the consequences, checking and verifying the truth of statements deducted.

Besides, the deductive method meaning, it is using in this investigation because it starts from the hypotheses raised and approaches the problem in where it is to check the results through research.

### **Inductive Methods**

The inductive method is that scientific method which allows reaching general conclusions from particular premises or hypotheses, this method is mixing with the observation and experimentation ones of the facts, to reach a resolution or general conclusion. According to writer is useful this method because he comments: The inductive method is a process in which, from the study of particular cases, conclusions or universal laws that explain or relate the phenomena that is studied is obtained. (Rodríguez, 2005, p. 29)

This inductive method is on the reasoning of particular cases that lead to general cases; it allows the formation of hypotheses and comes up with a possible solution to the problem. That is to say only possible if we know with accuracy number of elements that form the object of study that allows capture reality and build knowledge regarding it. This research is conducting using the inductive method since it split from the particular to the general, that is, of particular cases and the situation with students from eighth-grade Escuela Básica República de Chile in specific cases that are the development and implementation of recreational activities.

### **Analytical Method**

In this method is analyzed the features and elements of the methods discussed above through a study ordered of proceeding to reach a particular purpose; it is that to get to the truth. This method allows

knowing the object or phenomenon of study, with that is can be understood in a profound way each of its elements. It is important method and it is using in all the process of this project, since the beginning to the end. Hurtado mentions in his next research that analytical method is the decomposition of its parts: "The analytical method proceeds from the classification and decomposition of objects, phenomena or facts in all its parts or aspects components to study it and look for relationships between these parties (variables)" (Hurtado, 2007, p. 75)

The analysis method allows studying all elements related to students about using recreational activities, then analyzing them one by one, and finding a possible solution to the problem. Moreover, it is observe that there is a relationship between the deductive, inductive and analytical because the inductive be considered such as analysis and deductive as part of the synthesis and the analytical that is from the experimentation.

### **Heuristic Method**

The detected problem at Escuela Básica República de Chile should be explore consciously. However, the process can be do during a long period because it is an emerging need. Mister Martinez is clear on the concept of the heuristic method in the following comment. This approach helps in an extent that allows to reach the goals proposed in a correctly and orderly form, as well as in an optimal time so that students can get benefits with the basic writing skill guide. "The term "heuristic" refers to experience-based techniques for problem solving, learning and discovery. When an exhaustive search is impractical, heuristic methods are used to speed up the process of finding a satisfactory solution" (Martinez, 2016, p.423).

## **Scientific Method**

As Bauer explains wisely with the idea exposed below, the scientific method is critical and important as confirming all the hypotheses development. Therefore, effective results is obtain in the process of the research project at Escuela Básica República de Chile. The correct notion applying about useful strategies, mixing with others in the process is declare as the open door saying: keep working to obtain the goal.

“The scientific method is empirical. Scientific method theories result when observation confirms tentative hypotheses. When the evidence speaks against them, hypotheses are falsified and therefore discarded” (Bauer, 1994, p.20)

## **POPULATION AND SAMPLE**

### **Population**

It is a set of individuals who have the same characteristics and time, this are studied by statistics; the population is knows the number of elements that is motive of analysis. When carrying out an investigation, information is be obtained on all the selected elements to be able to study them separately. “The population is the set of all elements that fulfill certain characteristics and from whom we want to obtain information” (Tomás-Sábado, 2010, p. 21).

Then, this investigation is take into account to the students of the afternoon shift, since eighth to the tenth grade of basic education this

research counted with the following people 1 Principal, 1 Administrative, 15 teachers and 315 students.

**CHART N° 1 POPULATION**

N°	Information	Population
1	Principal	1
2	Administrative	1
3	Teachers	15
4	Students	315
	Total	332

**Source:** Escuela Fiscal No. 21 República de Chile

**Researchers:** Verónica Castro – Inés González

## Sample

This project is selecting stratifying random sampling and it consists in classifying the population in subgroups or (strata) to each stratum and it corresponds the same amount of elements. They are part of the sample, this technique has high statistical precision “The sample is a part or a subset of the population in which the phenomenon to be studied is observed” (Tomás-Sábado, 2010, p. 22).

The sample that carried out was of great importance because it allowed surveying to the students of eighth to the tenth year at Escuela Fiscal Básica República de Chile, to gather information on the problems that are happening in the mentioned institution. In this population of 332

people, it would consist of 1 main, 1 Administrative, 1 Teacher and 315 Students that has defined as sample 36 people. Using the following formula:

FORMULA	RESULT
F= fraction	<b>Fraction sample</b>
n= sample size	0, 11 x 1 Principal = 0, 11
N= population	0, 11 x 1 Administrative = 0, 11
$F = \frac{36}{315} = 0.11$	0, 11 x 1 Teacher = 0, 11
	0, 11 x 315 Students = 36

#### Population 315 students

Course1: 36 students:	$\frac{36}{315} = \frac{X1}{36} = X1 = 4,1 = 4$	Course students 1
Course 2: 38 students:	$\frac{36}{315} = \frac{X2}{38} = X2 = 4,3 = 4$	Course students 2
Course 3: 35 students:	$\frac{36}{315} = \frac{X3}{35} = X3 = 4 = 4$	Course students 3
Course 4: 36 students:	$\frac{36}{315} = \frac{X4}{36} = X4 = 4,1 = 4$	Course students 4
Course 5: 32 students:	$\frac{36}{315} = \frac{X5}{32} = X5 = 3,6 = 4$	Course students 5
Course 6: 35 students:	$\frac{36}{315} = \frac{X6}{35} = X6 = 4 = 4$	Course students 6
Course 7: 35 students:	$\frac{36}{315} = \frac{X7}{35} = X7 = 4 = 4$	Course students 7
Course 8: 36 students:	$\frac{36}{315} = \frac{X8}{36} = X8 = 4,1 = 4$	Course students 8
Course 9: 32 students:	$\frac{36}{315} = \frac{X9}{32} = X9 = 3,6 = 4$	Course students 9

Total of the sample: 36 students

Then, there are 36 of students writers in the eighth grade of Escuela Básica República de Chile and they are implicit in this project. They respond.

## OPERACIONALIZATION OF VARIABLES

INDEPENDENT VARIABLE	DIMENSION	INDICATORS
LUDIC ACTIVITIES	LUDIC ACTIVITIES	Ludic activities refer to everything that is relate with the game that produces diversion pleasure and joy.
	IMPORTANCE OF THE LUDIC ACTIVITIES	Ludic activities are important because they stimulate and motivate students in the educational process.
	TYPES OF LUDIC ACTIVITIES	The reasoning game Game to guess Discrimination Game Memory games
	STRATEGIES TO DEVELOP LUDIC ACTIVITIES	Exercise games Symbolic games Board games
DEPENDENT VARIABLE	DIMENSION	INDICATORS
WRITTEN EXPRESSION	WRITTEN EXPRESSION	The written expression is a linguistic skill that uses images and symbols to express ideas.
	TYPES OF SENTENCES	Declarative sentences Interrogative sentence Imperative sentence
	WRITTEN GENRES	Descriptive Expository Narrative
	PARTS OF VOCABULARY	Subject Verb Object

Elaborated by: Verónica Castro – Inés González

## **INSTRUMENTS AND TECHNIQUES OF THE INVESTIGATION**

### **The Interview**

The interview is a technique that gathers information through a conversation where is obtained data on the investigation, it is done through questions and answers in order to discuss certain important issues with a particular purpose.

“The interview is a resource that the researcher has at its disposal to obtain information through questions posed in form directly, that is, personally and orally to each of the subjects of the sample” (Moreno, 2005, p. 41).

With the interview is realize an exchange of ideas and opinions through a conversation, where is dialogue the situation of the problem through the questions form that serve as a guide in order to obtain information on the phenomena posed. From an educational point of view, the results depend on good communication existed between the researcher and the interviewee.

### **Survey**

The survey is the acquisition of relevant information realized through a questionnaire properly developed, with which you can know the opinion or valuation of the selected persons. It allows us to obtain data from manner systematic that other procedures observation.



The survey can be define as a set of techniques intended to collect, systematically, data on the certain topic or topics relative to a population, through of direct or indirect contact with the individuals or group of individuals that make up the population studied. (Zapata, 2005, p. 189)

Surveys as a research tool help to obtain data on students' interest in learning the English language through a series of questions to show their views on their knowledge and in order to know the opinion, ideas, features or facts.

### **The Questionnaire**

To implement the survey it was necessary to have a questionnaire that used as a basic tool, where they formulated a series of questions are asking to measure one or more variables. In order to analyze the facts and it facilitates research through an evaluation of the consultation.

The questionnaire will allow us to know through questions formulated the form coherent and organized the problem situation, to guide our research, to then get the answers that will allow us to make conclusions about the topics discussed.



**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**  
**INTERVIEW WITH THE PRINCIPAL**

**OBJECTIVE:** To determine if the use of the current ludic activities used in the school are developing the written expression of the students of 8<sup>th</sup> grade at Escuela Básica República de Chile.

1. Do you consider important that teachers is updating in the use of recreational activities?
2. Do you think that teachers apply recreational games in English class?
3. Do you think that this school promotes the intellectual development of the students by using games?
4. Do you consider important that teachers use recreational games for a better education?
5. Do you think it is necessary to implement activities that help improve the written expression of the English language?
6. Are the current ludic techniques improving the written performance of the students?
7. Do you consider that students improve their academic performance if the teacher applies games and interactive exercises?
8. Do you think that the current teaching methods applied in the institution are improving the written expression of the students?
9. Do you think that the implementation of a booklet with recreational activities will improve the written expression of the students?
10. Do you think that the use of new didactic resources in class will improve the scholastic accomplishment of the students?

## **ANALYSIS AND INTERPRETATION OF THE RESULTS**

### **INTERVIEW WITH THE PRINCIPAL**

This descriptive analysis was conducted at Escuela Fiscal Básica República de Chile, to students 8 of grade education, through the method of observation. Where it was observed that the institution does not have teaching resources, the teacher does not use technology resources, for the few hours classes that have in the classroom and it seems to realize recreational activities will demand too much time and for that reason prefer to make classes in a traditional way. Another factor is the text because it lacks exercises and activities, for these reason students do not develop a good writing in the English language. To this, it was necessary to know what they thought local actors of the educational institution, therefore was developed an open-ended questionnaire with the director of the campus, Lcda. Chang Lámela the interview was related to using recreational activities to improve written expression activities, about the stated problems. The director felt interested in the interview because he wants to seek a solution to the problems of the institution to improve the teaching of English.



**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**  
**INTERVIEW WITH THE TEACHER**

**OBJECTIVE:** To know if the current ludic activities are developing the written expression of the students of 8<sup>th</sup> grade at Escuela Básica República de Chile.

1. What language skills often develop with the use of ludic activities?
2. What are the advantages of applying ludic activities in class?
3. Do you think that games encourage creative development of the students?
4. Do you think recreational activities stimulate the integral development of children?
5. What kind of techniques do you use for teaching writing?
6. Do you think that text and teaching resources are adequate to promote the writing production of the students?
7. What elements are needed to improve the written expression?
8. Do you use modern technology and materials to strengthen the written production of the students?
9. Do you consider important the use of a booklet with fun activities learn English?
10. What do you think about creating a booklet of recreational activities to strengthen the written production of the students?

## **ANALYSIS AND INTERPRETATION OF THE RESULTS**

### **INTERVIEW WITH THE TEACHER**

In this descriptive analysis, it was observed that during the class the teacher's English. She did not use ludic activities because the school does not have instructional resources for teaching a second language so that students feel unmotivated to learn, also texts do not have exercises to develop their writing skills thus have low learning. The interview was conducted to Leonor Bastidas master of at Escuela Fiscal Básica República de Chile. Resulted, was verified that the teacher did not used recreational activities because they occupy much of the time, students do not feel interested in learning due to lack of teaching resources and this makes classes are monotonous and boring. These factors influence motivation and interest in learning, the teacher thinks that although these are useful it promotes the development of writing skills and improves their learning. Through the interview that was conducted teacher felt a little dissatisfied with the didactic resources that have the school because does not meet the expectations of students so she should dictate classes in a traditional way with the texts they are using, so she believes should be increased teaching materials within the classroom to enhance language learning. Therefore it is important that student has teaching resources and teachers are also updated according to the new strategies such as recreational activities and texts with interactive exercises to develop their knowledge and improve write the English language.



**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**  
**SURVEY TO THE STUDENTS**

Statements	Totally disagree	Disagree	Indifferent	Agree	Totally Agree
Games are important to learn English					
Games in English class are fun					
Classroom activities and games serve to understand the contents					
Games help to learn and entertain in the class					
The current ludic activities used in class is promoting the development of the written expression					
Written words that have drawings are easy to understand					
Written new words increases the interest in learning English					
Dynamics and games help to improve the writing skill in class					
A new booklet with games will motivate the learning of English in class					
Innovative didactic resources will motivate you to write in English					

## RESULT OF THE SURVEY

#	Statements	Totally disagree	Disagree	Indifferent	Agree	Totally Agree
1	Games are important to learn English	0	0	0	0	36
2	Games in English class are fun	0	0	10	0	26
3	Classroom activities and games serve to understand the contents	0	0	0	12	24
4	Games help to learn and entertain in the class	0	0	0	0	36
5	The current ludic activities used in class is promoting the development of the written expression	0	0	10	10	26
6	Written words that have drawings are easy to understand	0	0	0	10	26
7	Written new words increases the interest in learning English	0	0	15	10	11
8	Dynamics and games help to improve the writing skill in class	0	10	12	0	14
9	A new booklet with games will motivate the learning of English in class	0	0	0	0	36
10	Innovative didactic resources will motivate you to write in English	0	0	0	20	16

## ANALYSIS AND INTERPRETACION OF THE RESULTS

### ANALYSIS OF RESULTS

Course: 8<sup>th</sup>

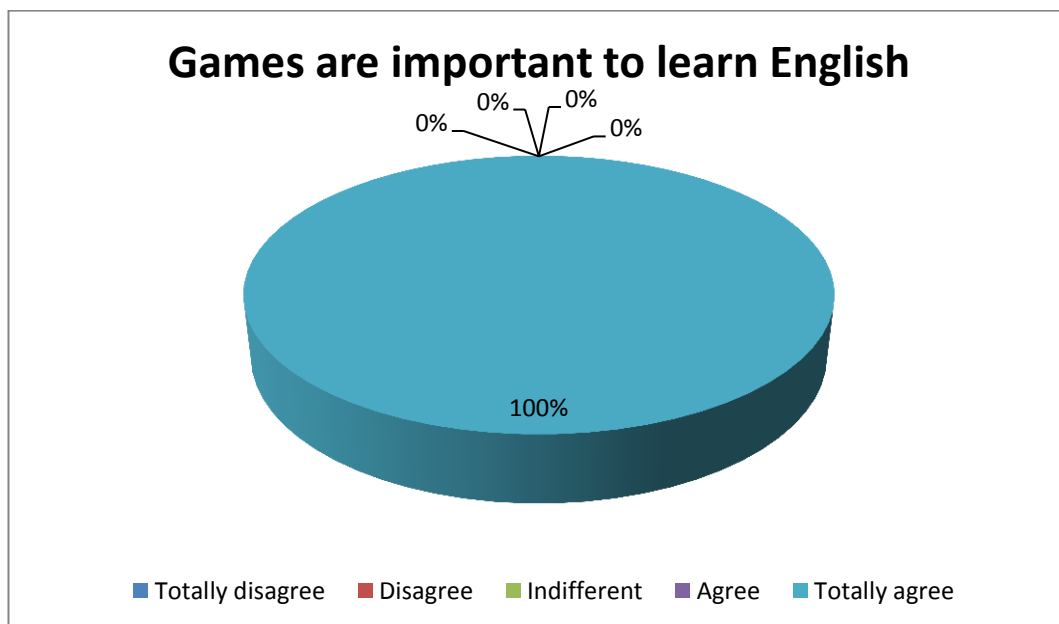
Sample: 36

1. - Games are important to learn English

CHART No. 2

Item	Frequency	Percentage
Totally disagree	0	0%
Disagree	0	0%
Indifferent	0	0%
Agree	0	0%
Totally Agree	36	100%
<b>Total</b>	<b>36</b>	<b>100%</b>

GRAPHIC No. 1



ELABORATED BY: Verónica Castro and Inés González

SOURCE: Escuela Fiscal No. 21 República de Chile

**Comment:** According to the results, 0% of the students were in totally disagree, 0% disagree, 0% indifferent, 0% agree but 100% of the students totally agreed because they think games are important to learn English.



## ANALYSIS OF RESULTS

Course: 8<sup>th</sup>

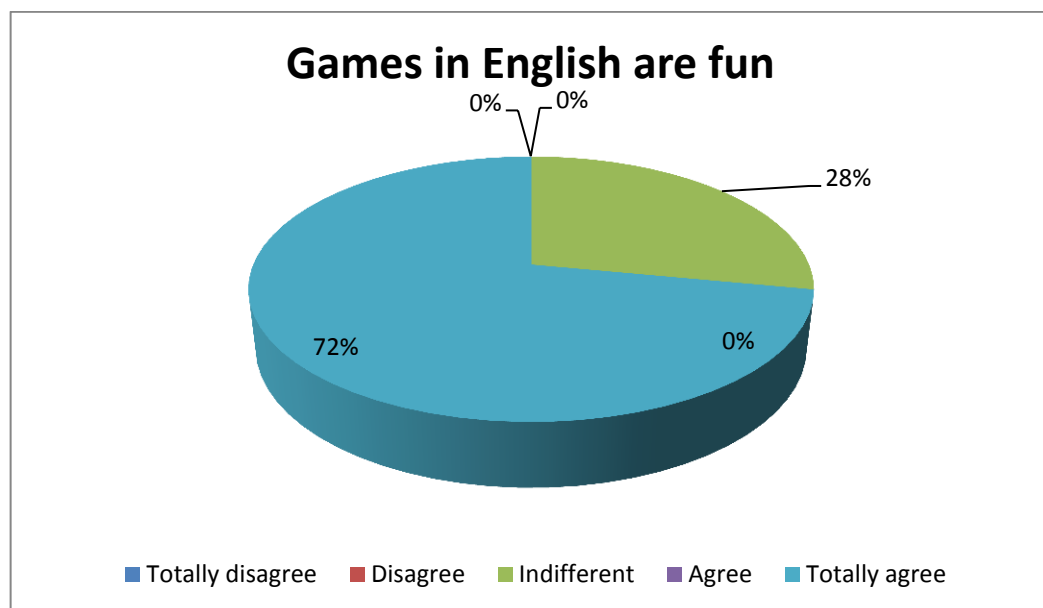
Sample: 36

2. - Games in English class are fun

CHART No.3

Item	Frequency	Percentage
Totally disagree	0	0%
Disagree	0	0%
Indifferent	10	28%
Agree	0	0%
Totally Agree	26	72%
<b>Total</b>	<b>36</b>	<b>100%</b>

GRAPHIC No. 2



ELABORATED BY: Verónica Castro and Inés González  
SOURCE: Escuela Fiscal No. 21 República de Chile

**Comment:** According to the results, 0% students were totally disagreed, 0% disagrees while 28% of the students were indifferent, 0% agrees but 72% totally agreed because they think that games make fun class and are not monotonous and boring.

## ANALYSIS OF RESULTS

Course: 8<sup>th</sup>

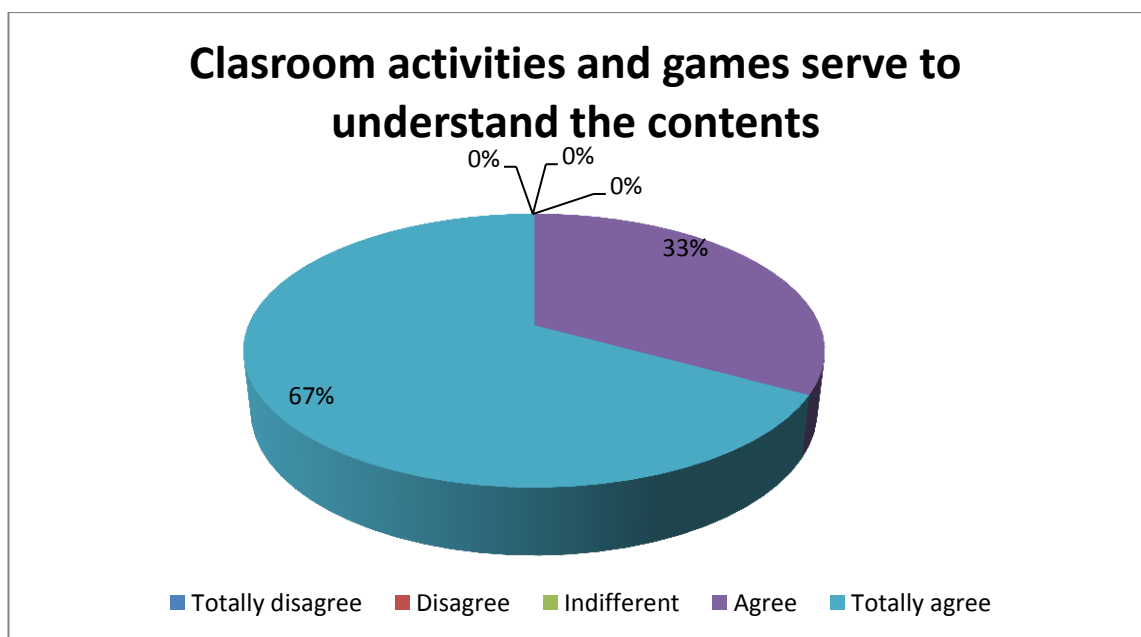
Sample: 36

3. - Classroom activities and games serve to understand the contents

CHART No. 4

Item	Frequency	Percentage
Totally disagree	0	0%
Disagree	0	0%
Indifferent	0	0%
Agree	12	33%
Totally Agree	24	67%
<b>Total</b>	<b>36</b>	<b>100%</b>

GRAPHIC NO. 3



ELABORATED BY: Verónica Castro and Inés González  
SOURCE: Escuela Fiscal No. 21 República de Chile

**Comment:** According to the results, 0% of the students were totally disagreed, 0% disagree, 0% seems indifferent while that 33% of the students agreed and 67% totally agreed that the activities and games they serve to understand the content. For this reason, it should include activities that arouse the interest in learning.

## ANALYSIS OF RESULTS

Course: 8<sup>th</sup>

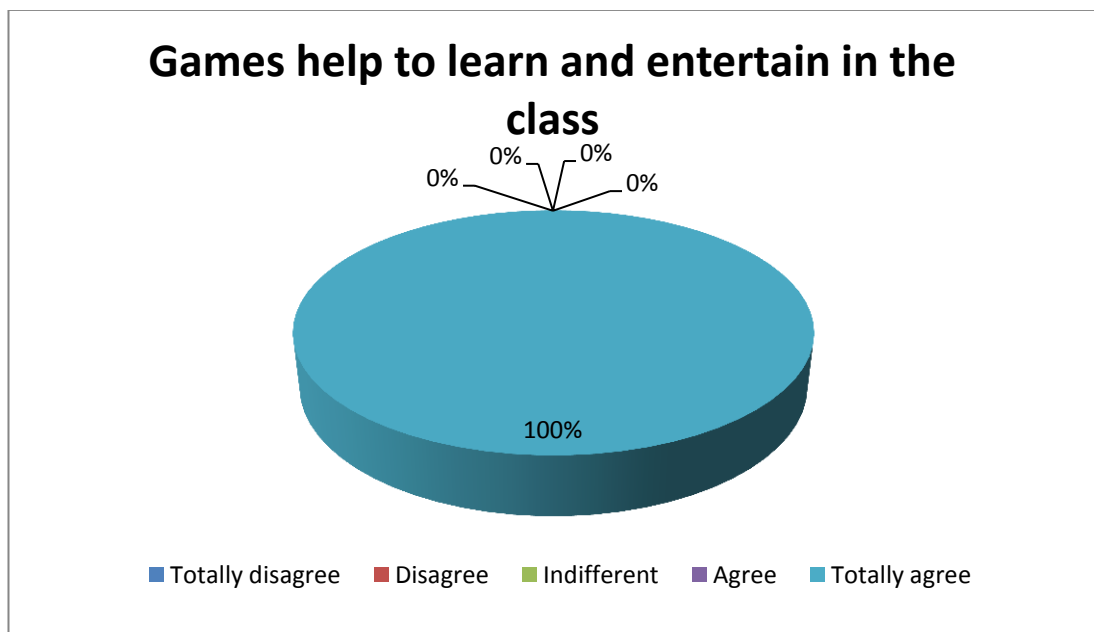
Sample: 36

4.-Games help to learn and entertain in the class.

CHART No 5

Item	Frequency	Percentage
Totally disagree	0	0%
Disagree	0	0%
Indifferent	0	0%
Agree	0	0%
Totally Agree	36	100%
<b>Total</b>	<b>36</b>	<b>100%</b>

GRAPHIC No. 4



ELABORATED BY: Verónica Castro and Inés González  
SOURCE: Escuela Fiscal No. 21 República de Chile

**Comment:** According to the results, 0% of the students were in totally disagree, 0% disagree, 0% indifferent, 0% agree but 100% students were totally agreed that games are fundamental part of the affective, cognitive and psychomotor developed classes should start applying integration dynamics which aims to motivate learners.

## ANALYSIS OF RESULTS

Course: 8<sup>th</sup>

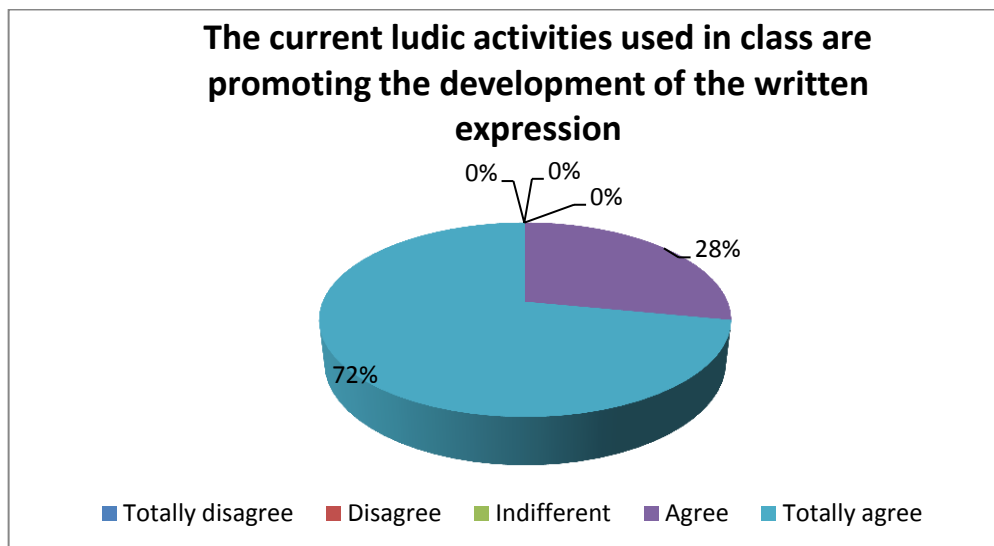
Sample: 36

5. - The current ludic activities used in class are promoting the development of the written expression.

CHART No.6

Item	Frequency	Percentage
Totally disagree	0	0%
Disagree	0	0%
Indifferent	0	0%
Agree	10	28%
Totally Agree	26	72%
<b>Total</b>	<b>36</b>	<b>100%</b>

GRAPHIC No. 5



ELABORATED BY: Verónica Castro and Inés González  
SOURCE: Escuela Fiscal No. 21 República de Chile

**Comment:** According to the results, 0% of the students were in totally disagreeing, 0% disagree 0% of the students it seems indifferent while 28% agree and 72% were totally agree. Because they say that the teacher should use updated material, have interactive elements for greater assimilation of knowledge, and reinforce learning activities that help strengthen writing.

## ANALYSIS OF RESULTS

Course: 8<sup>th</sup>

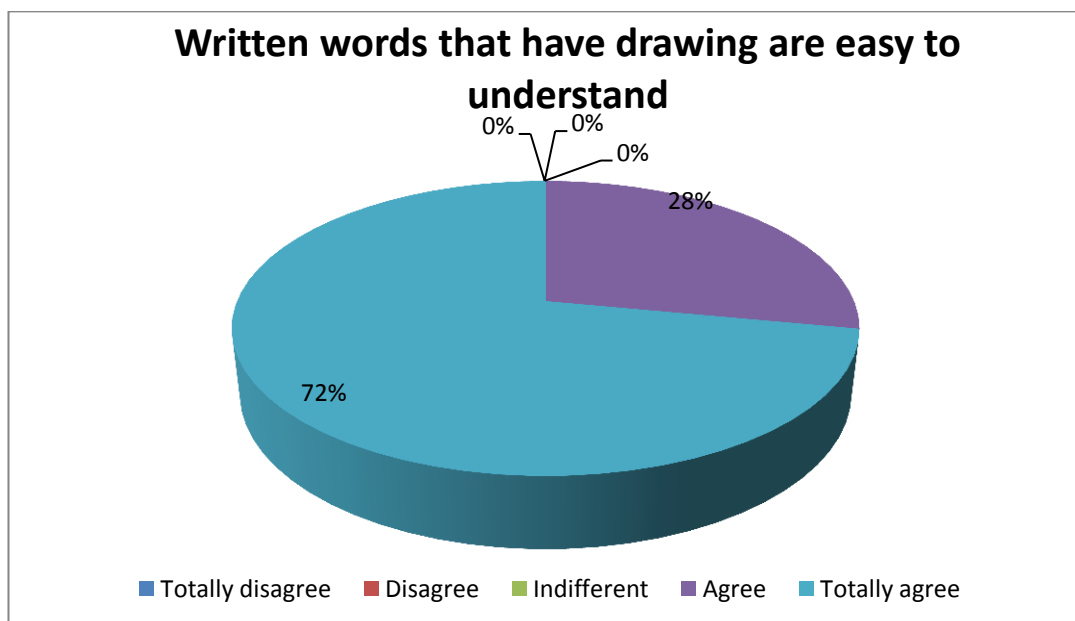
Sample: 36

6. - Written words that have drawings are easy to understand.

CHART No.7

Item	Frequency	Percentage
Totally disagree	0	0%
Disagree	0	0%
Indifferent	0	0%
Agree	10	28%
Totally Agree	26	72%
<b>Total</b>	<b>36</b>	<b>100%</b>

GRAPHIC N. 6



ELABORATED BY: Verónica Castro and Inés González  
SOURCE: Escuela Fiscal No. 21 República de Chile

**Comment:** According to the results, 0% of the students were in totally disagree, 0% disagree, 0 % of the students were indifferent while 28% said were agree and 72% totally agree, that written words that have drawings are easy to understand. This allows students to develop their tasks creativity in an easy way and stressing stimulating and reinforce their knowledge.

## ANALYSIS OF RESULTS

Course: 8<sup>th</sup>

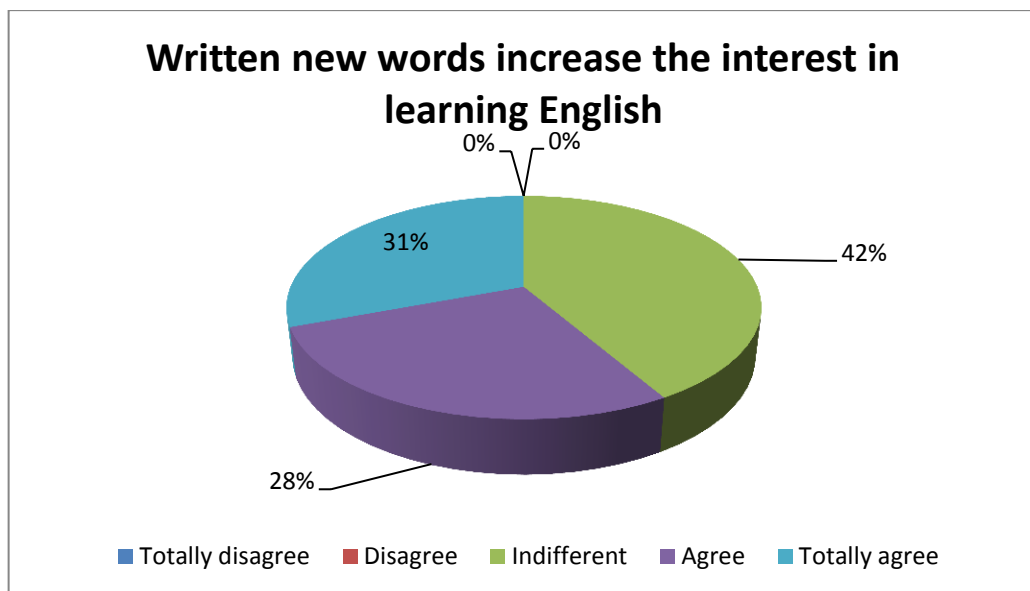
Sample: 36

7. - Written new words increase the interest in learning English

CHART No.8

Item	Frequency	Percentage
Totally disagree	0	0%
Disagree	0	0%
Indifferent	15	42%
Agree	10	28%
Totally Agree	11	31%
<b>Total</b>	<b>36</b>	<b>100%</b>

GRAPHIC No. 7



ELABORATED BY: Verónica Castro and Inés González  
SOURCE: Escuela Fiscal No. 21 República de Chile

**Comment:** According to the results, 0% of the students totally disagreed, 0% disagree, 42% of the students it seems indifferent while 28% agreed and 31% totally agree. They believe this helps increase their vocabulary while that to other them is indifferent because they believe it is not important neither necessary learn simply because they do not like the subject.

## ANALYSIS OF RESULTS

Course: 8<sup>th</sup>

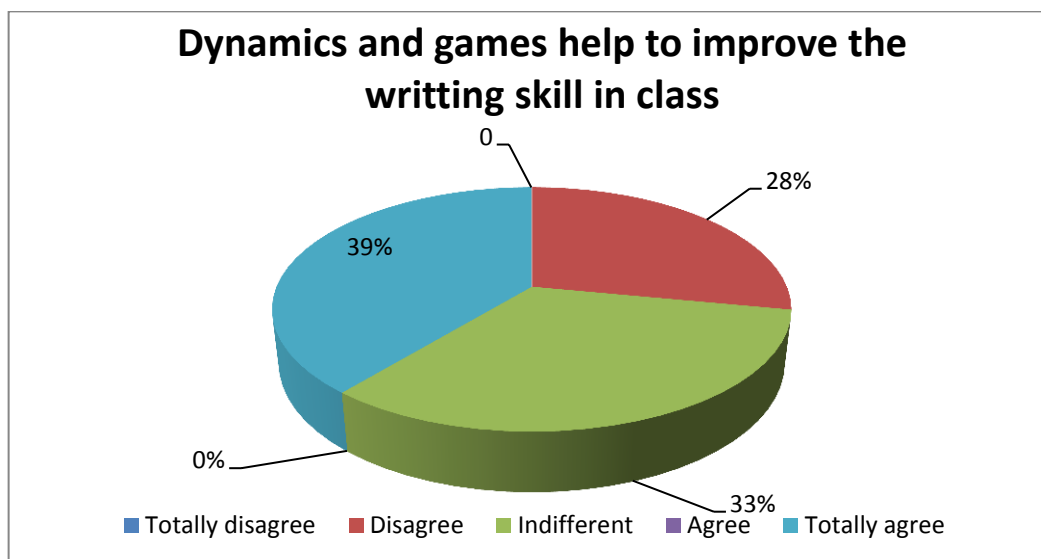
Sample: 36

8. - Dynamics and games help to improve the writing skill in class.

CHART No.9

Item	Frequency	Percentage
Totally disagree	0	0%
Disagree	10	28%
Indifferent	12	33%
Agree	0	0%
Totally Agree	14	39%
<b>Total</b>	<b>36</b>	<b>100%</b>

GRAPHIC No. 8



ELABORATED BY: Verónica Castro and Inés González  
SOURCE: Escuela Fiscal No. 21 República de Chile

**Comment:** According to the results 0% of the students were in totally disagree, but 28% said were disagree because them think that the games and dynamic are for children and not for teenagers while 33% indifferent because just have to study by duty and 39% were fully agreed because feel motivated and they like learn through games.

## ANALYSIS OF RESULTS

Course: 8<sup>th</sup>

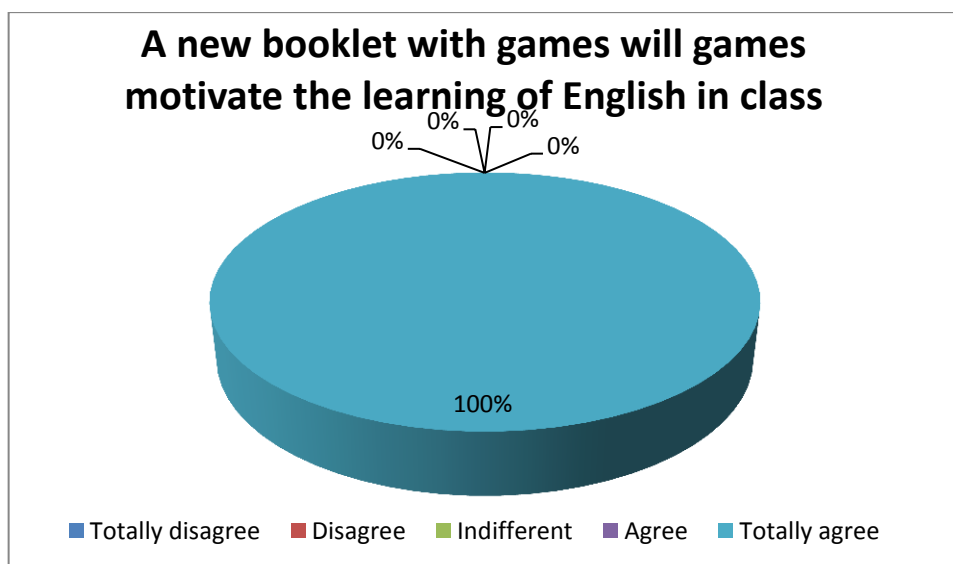
Sample: 36

9. - A new booklet with games will motivate the learning of English in class

CHART No.10

Item	Frequency	Percentage
Totally disagree	0	0%
Disagree	0	0%
Indifferent	0	0%
Agree	0	0%
Totally Agree	36	100%
<b>Total</b>	<b>36</b>	<b>100%</b>

GRAPHIC No. 9



ELABORATED BY: Verónica Castro and Inés González  
SOURCE: Escuela Fiscal No. 21 República de Chile

**Comment:** According to the results: 0% of the students were in totally disagree, 0% disagree, 0% indifferent, 0% agree 100% of the students 8<sup>th</sup> basic were totally agree with the creation of a booklet that serves as link to develop content and exercises that allow students do their tasks in an easy and effective way to improve their writing skills.



## ANALYSIS OF RESULTS

Course: 8<sup>th</sup>

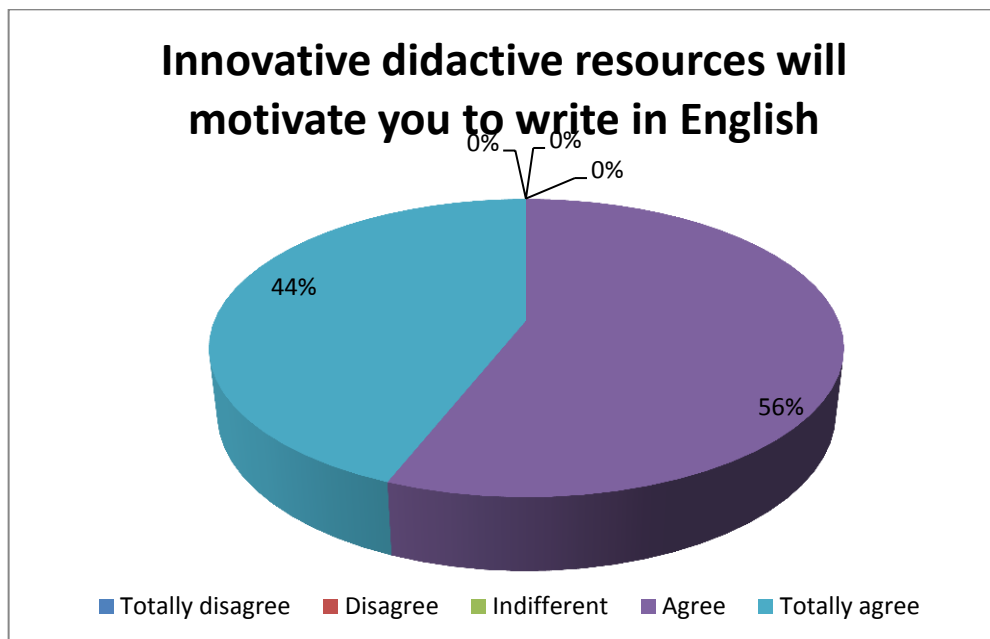
Sample: 36

10. - Innovative didactic resources will motivate you to write in English.

CHART No.11

Item	Frequency	Percentage
Totally disagree	0	0%
Disagree	0	0%
Indifferent	0	0%
Agree	20	56%
Totally Agree	16	44%
<b>Total</b>	<b>36</b>	<b>100%</b>

GRAPHIC No. 10



ELABORATED BY: Verónica Castro and Inés González  
SOURCE: Escuela Fiscal No. 21 República de Chile

**Comment:** According to the results, 0% of the students were in totally disagree, 0% disagree, 0% it seems indifferent, 56% of the students agreed while 44% totally agreed that teachers should use new educational materials with new resources and interactive activities for greater attention from students to enrich their knowledge.

## Chi Square Analysis

It has been applied the analysis of the Chi square on two of the statements from the survey to establish the relation between the variable dependent and the variable independent

**Variable independent:** Ludic activities (Game)

**Variable dependent:** Writing expressions. (Writing)

CROSSTABS

CROSSTABS

/TABLES= written BY activities  
/FORMAT=AVALUE TABLES PIVOT  
/STATISTICS=CHISQ  
/CELLS=COUNT ROW COLUMN TOTAL.

Resumen.

	Válido		Casos Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
written words that have drawings are easy to understand * games are important to learn english}	36	100,0%	0	0,0%	36	100,0%

written words that have drawings are easy to understand \* games are important to learn english} [recuento, fila %, columna %, total %].

written words that have drawings are easy to understand	games are important to learn english}					written words that have drawings are easy to understand	Total
	o	totally disagree	disagree	indefferent	agree		
o	20,00 100,00% 100,00% 55,56%	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	o	20,00 100,00% 55,56%
totally disagree	,00 ,00% ,00% ,00%	3,00 60,00% 60,00% 8,33%	2,00 40,00% 50,00% 5,56%	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	totally disagree	5,00 100,00% 13,89% 13,89%
disagree	,00 ,00% ,00% ,00%	1,00 20,00% 20,00% 2,78%	1,00 20,00% 25,00% 2,78%	2,00 40,00% 40,00% 5,56%	1,00 20,00% 50,00% 2,78%	disagree	5,00 100,00% 13,89% 13,89%
indefferent	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	1,00 25,00% 25,00% 2,78%	3,00 75,00% 60,00% 8,33%	,00 ,00% ,00% ,00%	indefferent	4,00 100,00% 11,11% 11,11%
agree	,00 ,00% ,00% ,00%	1,00 100,00% ,00% ,00%	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	agree	1,00 100,00% 2,78% 2,78%
written words that have drawings are easy to understand	games are important to learn english}					written words that have drawings are easy to understand	Total
	o	totally disagree	disagree	indefferent	agree		
o	,00% ,00% ,00%	20,00% 2,78% ,00%	,00% ,00% ,00%	,00% ,00% ,00%	,00% ,00% ,00%	o	1,00 100,00% 2,78%
totally agree	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	1,00 100,00% 50,00% 2,78%	totally agree	1,00 100,00% 2,78% 2,78%
Total	20,00 55,56% 100,00% 55,56%	5,00 13,89% 100,00% 13,89%	4,00 11,11% 100,00% 11,11%	5,00 13,89% 100,00% 13,89%	2,00 5,56% 100,00% 5,56%	Total	36,00 100,00% 100,00% 100,00%

Pruebas Chi-cuadrado.

Estadístico	Valor	df	Sig. Asint. (2-colas)
Chi-cuadrado de Pearson	76,41	20	,000
Razón de Semejanza	67,58	20	,000
Asociación Lineal-by-Lineal	24,94	1	,000
N de casos válidos	36		

Done by: Veronica Castro Toala and Ines Gonzalez Malave

Based on the results of 0,000 chi square, it is determined the relation between the two variables which support the development of this research

## **CONCLUSIONS AND RECOMMENDATIONS**

### **CONCLUSIONS**

It was concluded that the Escuela Fiscal Básica República de Chile, has a lot of students have writing problems in the English language therefore the authorities agreed with the implementation of this project, as a teaching resource to improve student learning.

Teachers and principals believe that games and activities are a fundamental part of teaching and a didactic resource because these favor the cognitive development of students. It is important to note that the games do not try to turn the classroom into a playroom but serve to guide based on their individual interests and needs.

Students consider that the implementation of games in the class not only motivate them and stimulate their creativity, they also see it as a way to learn in a fun way, enjoying the class and in turn promotes academic achievement.

In this educational institution, it was observed that teachers do not use of didactic resource and technological because lack these and the teacher is not updated according to new teaching practices and new ludic activities, in the moment to impart their class, for this reason, students do not have the interest in learning.

This method of teaching is a fundamental tool in the area of English because it motivates them to acquire new knowledge; this resource is

being implement in some educational institutions because these have favorable results in teaching and students are interested in learning and enrich their knowledge.

It is conclude that, in most cases, English teachers have a vague knowledge about the applicability of ludic activities and that according to the results obtained in the research carried out, the subject is not treat by teachers now.

The teacher still maintains the traditionalist approach to education, mainly in the playful area, which in turn generates a mismatch with the reality we are experiencing today since our society and the whole world is currently invade by the new technologies.

It is find that through play activities improves coexistence and behavior in students as they improved their behavior and relationships through acceptance among peers.

In addition, they strengthen and build ties of friendship, this way they are link to recreational activities since in the future it will be of benefit to them.

The development of this project allows teachers to make the English class in a more pleasant and dynamic way by running activities, through play as it is consider a more entertaining, healthy and fun way to learn to write in English.

## RECOMMENDATIONS

It is necessary that the educational institution updated its teaching with implement new teaching resources and the quality of education that benefits students and meet the needs of acquiring new knowledge about learning foreign language, in this case English.

It should incorporate the use of recreational activities because they allow the development of their creativity and improve their skills in producing, therefore is designed a booklet with activities and exercises of writing that encourage learning in students and improve their knowledge through written expression.

The games is important because, these favor the development compressive in the students, these allow gets interact among and gain experience in a pleasant and fun way, and so facilitate their intellectual, emotional and physical development, for this the teacher must guide and give ideas, in order to encourage the student, because they are the only beneficiaries of own learning.

It is essential that students interact in class because it allows students to express their ideas, and do so in writing through exercises and activities to be implement when teaching English. That is why teachers should be update with teaching resources for guidance when issuing their classes.

It should allow the application of ludic activities, because these are fundamental when teaching English, for this has designed a booklet with

exercises and activities to help students strengthen their knowledge and improve at the time of write in English.

Teachers are encouraged to update and specialize in techniques for play activities to improve the writing of the English language so that they succeed in the classroom, therefore they can attend workshops where they update and train the teachers.

It is important for English teachers to prioritize the planning, organization, and execution of activities that include play activities, which is one of the best tools for learning and teaching written expression with joy.

The purpose of this project is to provide knowledge to the teacher on how to work through various play activities adapted to the students, in order to promote a meaningful learning of basic knowledge through the execution of games.

The application of the proposal is design to be a flexible tool that helps according to the needs of the students.

It is important that the teacher improves the methodology of teaching learning that is constructivist, take into account the student's initiative and become an active constructor of their knowledge in a constant interaction through different activities that are developed in the classroom and This way the student feels committed to learning and appreciating their learning.

## **CHAPTER IV**

### **THE PROPOSAL**

#### **DESIGN A BOOKLET WITH LUDICS ACTIVITIES TO IMPROVE WRITTEN EXPRESSION**

##### **JUSTIFICATION**

Taking into account that recreational activities play a role of self-confidence of students that favors understanding and learning, teachers in Ecuador need training to be updated in the specific activities. These are important because they develop their full body, cognitive, social and affective potential. For this reason, the present proposal is to design with activities such as play, reasoning, memory, symbolic activities and others to strengthen and develop writing skills in students.

It is convenient because it is a tool that facilitates the teaching of teachers because to incorporate games in the daily dynamics of the classroom. The ludic activities improve the learning in the students as they develop their skills, creativity, and security, allowing them to communicate with each other and develop their understanding.

Finally, the present proposal is of great interest to help the student to self-educate with words y phrases in English, it allows the teacher has

an educational material that will not only serve to reinforce the knowledge imparted. Also, allow use activities motivating where the students build their own learning. This tool of teaching that benefit's to the educational institution to have a quality education.

## **OBJECTIVES**

### **General**

To implement ludic activities as strategies for develop writing activities through games to improve student learning in the area of English.

### **Specific**

- To develop game activities that is useful to the teacher in the application of the class.
- To employ games that motivates students to writing English.
- To have students understand words through games.

## **THEORICAL ASPECTS**

### **Legal**

The legal aspect about the law of the institution y obligation of the students is fundamental in the educational process respected their rights, participation, and autonomy as is indicating in the following research:

### **TITULO II: DE LOS DERECHOS Y OBLIGACIONES**



### **CAPITULO III: DE LOS DERECHO Y OBLIGACIONES DE LOS ESTUDIANTES**

**Art. 7.- Derechos. - Las y los estudiantes tienen los siguientes derechos:**

- a)** Ser actores fundamentales en el proceso educativo;
- b)** Recibir una formación integral y científica, que contribuya al pleno desarrollo de su personalidad, capacidades y potencialidades, respetando sus derechos, libertades fundamentales y promoviendo la igualdad de género, la no discriminación, la valoración de las diversidades, la participación, autonomía y cooperación;
- d)** Intervenir en el proceso de evaluación interna y externa como parte y finalidad de su proceso educativo, sin discriminación de ninguna naturaleza; (Representantes, 1983, p. 2)

The juridical point of view mentioned in La Ley Orgánica de Education Intercultural, the present proposal joining with the articles that are found in chapter III. Consequently, the authors of this Project can develop the booklet with different activities motivating where the students interact through the game for optimal English language learning.

#### **Pedagogical Aspect**

In the pedagogical aspect, the booklet is an important resource for students as a teaching method because it strengthens knowledge and experiences through writing activities where they develop their potential through participatory actions of teachers and students. The pedagogy produces positive effects in the protagonist worthy of taking into account. Among them, we highlight the repercussion on motivation, self-esteem,

and responsibility. (de la Cerda Toledo, 2013, p. 106) Therefore pedagogy is positive in the educational field because it highlights important values in students.

### **Sociological Aspect**

Currently learning a second language is important for the exchange of culture and interest in traveling to other countries. Also learning English opens the door to many possibilities both work and social. It understands by sociology that education is in all societies. (Doncel, 2012, p. 164)

This is why the booklet will contribute to the welfare and behavior of students and teachers through actions and processes of change creating an environment of participation.

### **Psychological Aspect**

The psychology contributes to the teacher in the construction of the necessary means for the process and development of the personality of the student its objective is to orient the formation of habits and abilities, the contribution of the psychology is to develop the confidence in oneself and to maintain a positive attitude in the learning. Psychology is the charge for studying the ability to feel and express emotions, relating to others and, in general, all aspects of the environment that stimulate the individual's social-emotional development. (Pérez, 2011, p. 14) For this reason, the teacher must act a little psychologist developing the abilities of students for extensive personal and collective training.

## **FEASIBILITY OF ITS APPLICATION**

In the educational institution, it is observed that the students do not carry out activities in the classroom in the matter of English, for this reason, it is necessary to carry out the proposal to increase their interest in learning the English language. With this brochure, it will serve to develop activities, motivate and improve writing through playful activities. It is necessary to undertake the proposal because it favors the teachers and students to learn to write in English we will do it through a booklet with exercises of activities to develop the writing.

Has the purpose to have fun to the students while they learn the English language. This contains be various activities that contribute to practice to better effective acquire the language. The students will benefit with this pedagogical resource because they will learn to share games, experiences with their teachers, and peers and their learning will be more significant.

The elaborating this work took a long time, human and economic. Because the time spent to share with our family was set aside, economically there have been expenses in transportation, copies, ink printer, sheets and the internet and other expenses, it is important to mention to all the people who intervened in this process the principal, teacher, students, project tutor, secretary, and friends.

## **DESCRIPTION OF THE PROPOSAL**

The booklet is oriented to the exercises development of ludic with activities to improve the writing of the English language, this will be

implemented in the Escuela Básica República de Chile, Is oriented to the teacher because is who have in charge of the 8th-grade basic course, that has 36 students in the afternoon section 2016 - 2017. The institution is located in the streets of Lorenzo de Garaicoa and Calicuchima. It is located in the city of Guayaquil. Province de Guayas. Therefore, a course is chose for the implementation of the proposal. It is important to indicate that the teacher works in a traditional way with the students, which demands time and resources for their class. For this reason, it is recommended to the teacher to work in equipment with activity that promotes their learning.

It is important for the teacher to know to his students about the previous knowledge that they have in the English language. Students should understand the contents of the activities of their book as this would allow them to become familiar with the exercises that have the booklet that has 20 lessons of easy comprehension and realization. The teacher should guide the students in accordance with their learning needs, which is why the booklet. The tutor has to establish a communication with their to increase the communication with the students in this way is strengthened a more autonomous learning.

It is essential to consider that writing is an ability to express ideas because it is linked to other activities such as reading, speak, listening. Then the booklet is design to increase writing skills by through playing games that must be perform according to the class taught at that time. The students will use materials as colored papers, tiger, rubber, markers, colored pencils, pencil, pens, and others, that the teacher must be request previously. In addition, the trainer should not ignore the need to motivate the student because this allows them to have the interest to learn by means of activities individual and group.

## **Language Art Applied**

**Lesson 1** Learn the primary and secondary Colors

**Lesson 2** Identify the Human Body

**Lesson 3** Playing with my face

**Lesson 4** My favorite sport

**Lesson 5** I like food

**Lesson 6** We eat vegetables

**Lesson 7** The seasons

**Lesson 8** I buy Clothes

**Lesson 9** This is my animal

**Lesson 10** I am twelve years old

## **CONCLUSION**

During all this time of research to carry out this project, is determined that the ludic activities promote the learning of the English language and this improves the written expression. Currently, the English teaching must be strengthened at the Ecuador. For this reason, it is necessary that teacher train in the area of English and can reach students with updated methods. This project is for developing one of the English language skills.

In conclusion, we will say that the students, teachers and directors have a useful tool to develop the classes in English. The learning of a second language is fundamental for the educational development of the students, and students learn to be more creative and develop their abilities within the grammatical context. Finally, the booklet is about teacher interacting with students to promote meaningful learning

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Writing Skills for Social Workers

# **ANNEXES**

# **ANNEXES 1**

# URKUND

## Urkund Analysis Result

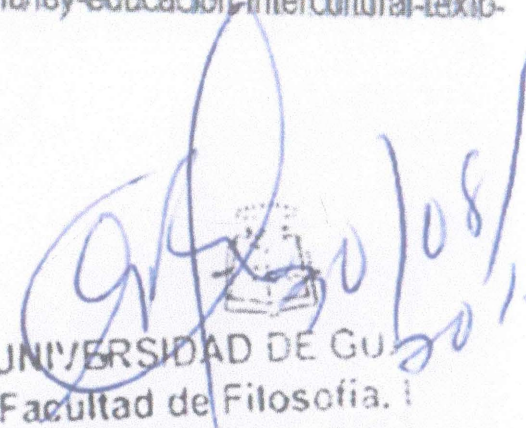
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Submitted By: itagn\_22@hotmail.com  
Significance: 2 %

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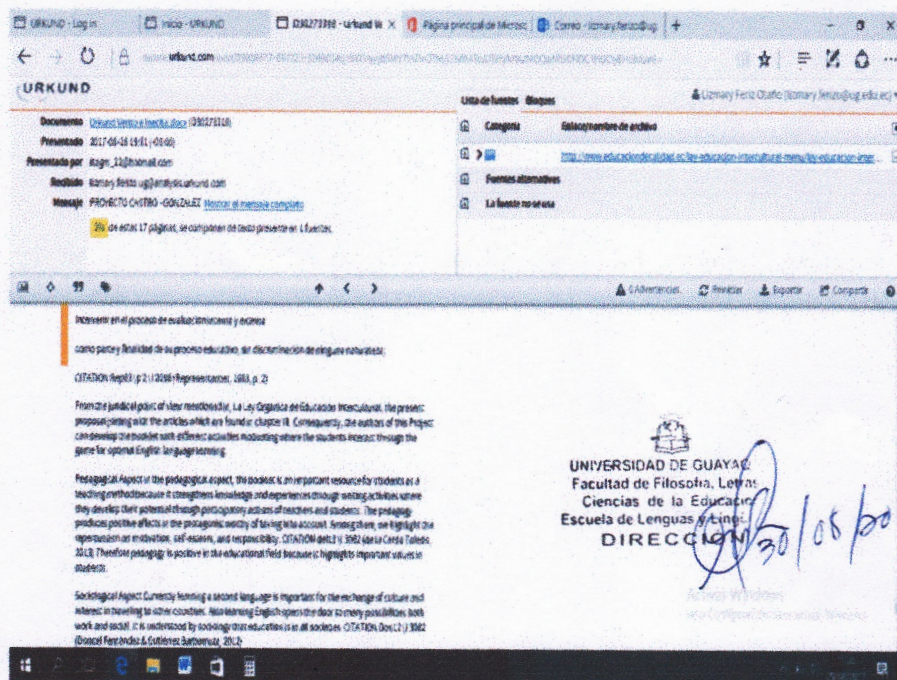


**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**CARRERA: LENGUAS Y LINGÜÍSTICA**

**CERTIFICADO PORCENTAGE DE SIMILITUD**

Habiendo sido nombrado **RODRIGO ANTONIO GUERRERO SEGURA**, tutor de trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por **VERONICA CASTRO TOALA** con C.C: 0925375735 e **INES GONZALEZ MALAVE** C.C: 0914997770 con mi respectiva supervisión como requerimiento parcial para la obtención del título **LICENCIADA EN CIENCIAS DE LA EDUCACION** en la carrera: **LENGUAS Y LINGÜÍSTICA**.

Se informa que el trabajo de titulación **IMPORTANCE OF USING OF LUDICS ACTIVITIES TO IMPROVE THE WRITTEN EXPRESSION, PROPUESTA: DESIGN OF A BOOKLET WITH LUDIC ACTIVITIES TO IMPROVE THE WRITTEN EXPRESSION**, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio **URKUND**, quedando el 2% coincidencia.



**RODRIGO GUERRERO SEGURA**  
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Guayaquil, Febrero 19 de 2016

Srtas.:

**Verónica Mariana Castro Tola**

**Inés Zoila Gonzáles Malavé**

Estudiantes de la Facultad de Filosofía  
Letras y Ciencias de la Educación  
Ciudad.

De mis consideraciones:

Con un saludo cordial y en colaboración con los futuros profesionales en Ciencias de la Educación mención Lenguas y Lingüística: autorizo realizar el Proyecto Educativo, en la Unidad Educativa "**República de Chile**", a las alumnas antes mencionadas.

Atentamente.

  
**Lcda. Llamela Chang Montenegro**  
Directora de la Escuela "República de Chile"







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MSc.

RODRIGO GUERRERO

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Ciudad

De mis consideraciones:

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

En dicha designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: **CASTRO TOALA VERONICA MARIANA Y GONZALEZ MALA VE INES ZOILA**

**TOPIC: "IMPORTANCE OF USING LUDIC ACTIVITIES TO IMPROVE THE WRITTEN EXPRESSION."**

**PROPOSAL: "DESIGN OF A BOOKLET WITH LUDIC ACTIVITIES TO IMPROVE THE WRITTEN EXPRESSION."**

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

Atentamente,

UNIVERSIDAD DE GUAYAQUIL  
Facultad de Filosofía, Letras y  
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Escuela de Lenguas y Lingüística

Lcdo. Alfonso Sánchez Ávila, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Lcdo. Fabricio Conforme Briones	DIGITADOR	
Aprobado por:	MSc. Alfonso Sánchez Ávila	DIRECTOR	

*nemos juntos a la ex*

# **ANNEXES 2**

## INTERVIEW AND SURVEY



### UNIVERSIDAD DE GUAYAQUIL

#### FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN LENGUAS Y LINGÜÍSTICA

#### INTERVIEW WITH THE TEACHER

**OBJECTIVE:** To know if the current ludic activities are developing the written expression of the students of 8<sup>th</sup> grade at Escuela Básica República de Chile.

1. What language skills are often developed with the use of ludic activities?

Teacher: The uses of ludc activities often develop the reading and writing skill because facilitates learning of the students through the performance of activities in class.

Interpretation: The teacher believes that ludic activities are helpful because they encourage the development of skills both written and verbal improving their education.

2. What are the advantages of applying recreational activities in class?

Teacher: Students learn through active participation in class, the advantages by gathering information and solving problems, each activity provides students with opportunities to activate their learning skill.

Interpretation: Recreational activities make students activate their motivation to learn and this will make them have a more efficient participation in class.

3. Do you think that games encourage creative development of the students?

Teacher: Yes, the creative games play a central role in the learning and development. You can encourage their creativity with free-flowing creative activities.

Interpretation: The recreational activities are strategies that facilitate student learning. Teachers should use these activities every day when impart their classes to capture the attention of students.

4. Do you think recreational activities stimulate the integral development of children?

Teacher: Yes, children learn about relationships with peers, because these promotes the mental, physical and motor development, also stimulates creativity, and provides the equal opportunities and conditions for students.

Interpretation: Recreational activity facilitates the relationship between students because they develop creativity, enhance their learning, and acquire skills that stimulate their intellectual development.

5. What kind of techniques do you use for teaching writing?

Teacher: Brainstorming is an activity with which most student work. The object of brainstorming is to obtain a large list of possible and potential examples for a given topic. This is a great activity to do in small groups or with the entire class.

Interpretation: Brainstorming is a technique to integrate students as they show their knowledge of English and, in turn, learn and reinforce their learning. It is an activity that works in group or individual and good results are obtained.

6. Do you think that text and teaching resources are adequate to promote the writing production of the students?

Teacher: No, I think that text and resources didactics do not are suitable for learning in the write because these brings fewer exercises for, that students to practice during class and at home.

Interpretation: For the teacher, the texts or resources are necessary teachings for students but, they should have more exercises of practice, to strengthen their knowledge and texts must be updated according to the need of the students.

7. What elements are needed to improve the written expression?

Teacher: 1. Writing Strategies, which involves teaching students strategies for planning, revising, and editing their compositions.

2. Summarization, which involves explicitly and systematically teaching students how to summarize texts

3. Specific Product Goals, which assigns students specific, reachable goals for the writing they are to complete

4. Sentence combining, this involves teaching students to construct more complex sentences.

5. Prewriting, which engages students in activities designed to help them generate or organize ideas for their composition.

Interpretation: The strategies chosen by the teacher are the most commonly used because it has given good results, students are motivated and interested in learning the subject.

8. Do you use modern technology and materials to strengthen the written production of the students?

Teacher: No, we do not use modern technology because the institution does not have these resources but we use traditional methods.

Interpretation: Technology is one of the most important tools that is revolutionizing the world of education so that schools need to be updated and start using modern materials for students feel motivated in learning a new language

9. Do you consider important the use of a booklet with fun activities learn English?

Teacher: Yes, because through recreational activities students will be motivated to perform exercises without fear to go wrong through writing.

Interpretation: A booklet with exercises and different types of activities facilitate learning in addition to increasing the development and the ability to learn a new language.

10. What do you think about creating a booklet of ludicas activities to strengthen the written production of the students?

Teacher: Yes, because this will help students feel motivated and interested in learning new things about the English language and the classes are not boring and monotonous.

Interpretation: This booklet will help students to express what they have learned through writing. They will learn to write in English, they will find new English exercises, various activities, vocabulary, and podcasts in English, English grammar, dictation, and other resources to learn and improve their knowledge.



## **UNIVERSIDAD DE GUAYAQUIL**

### **FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN LENGUAS Y LINGÜÍSTICA**

#### **INTERVIEW WITH THE TEACHER**

OBJETIVO: Saber si las actividades lúdicas actuales están desarrollando la expresión escrita de los estudiantes de 8vo grado en la Escuela Básica República de Chile.

1. ¿Qué habilidades lingüísticas a menudo se desarrollan con el uso de actividades recreativas?

Profesor. - Los usos de las actividades recreativas a menudo desarrollan la habilidad de lectura y escritura porque facilita el aprendizaje de los estudiantes a través de la realización de actividades en clase.

Interpretación. - El profesor cree que las actividades recreativas son útiles porque fomentan el desarrollo de habilidades tanto escritas como verbales mejorando su educación.

2. ¿Cuáles son las ventajas de aplicar actividades recreativas en clase?

Profesora. - Los estudiantes aprenden a través de la participación activa en clase, las ventajas de recopilar información y resolver problemas, cada actividad ofrece a los estudiantes con oportunidades para activar su habilidad de aprendizaje.

Interpretación. - Las actividades recreativas hacen que los estudiantes activen su motivación para aprender y esto les hará tener una participación más eficiente en clase.

3. ¿Crees que los juegos fomentan el desarrollo creativo de los estudiantes?

Profesora. - Sí, los juegos creativos juegan un papel central en el aprendizaje y el desarrollo. Usted puede fomentar su creatividad con actividades creativas que fluyen libremente.

Interpretación. - Las actividades recreativas son estrategias que facilitan el aprendizaje del estudiante. Los maestros deben usar estas actividades todos los días cuando imparten sus clases para captar la atención de los estudiantes.

4. ¿Crees que las actividades recreativas estimulan el desarrollo integral de los niños?

Profesora. - Sí, los niños aprenden acerca de las relaciones con sus compañeros, porque promueve el desarrollo mental, físico y motor, también estimula la creatividad y proporciona la igualdad de oportunidades y condiciones para los estudiantes.

Interpretación. - La actividad recreativa facilita la relación entre los estudiantes porque desarrollan creatividad, mejoran su aprendizaje y adquieren habilidades que estimulan su desarrollo intelectual.

5. ¿Qué tipo de técnicas se utilizan para la enseñanza de la escritura?

Profesora. - Brainstorming es una actividad con la que la mayoría de los estudiantes trabajan. El objeto de la lluvia de ideas es obtener una gran lista de ejemplos posibles y potenciales para un tema dado. Esta es una gran actividad para hacer en grupos pequeños o con toda la clase.

Interpretación. - La lluvia de ideas es una técnica para integrar a los estudiantes a medida que muestran su conocimiento del inglés y, a su vez, aprenden y refuerzan su aprendizaje. Es una actividad que trabaja en grupo o individual y se obtienen buenos resultados.

6. ¿Cree usted que el texto y los recursos didácticos son adecuados para promover la producción escrita de los estudiantes?

Profesor. - No, creo que la didáctica de textos y recursos no son aptos para aprender en la escritura porque estos traen menos ejercicios para que los alumnos practiquen durante la clase y en casa.

Interpretación. - Para el profesor, los textos o recursos son enseñanzas necesarias para los estudiantes pero, deben tener más ejercicios de práctica, para fortalecer su conocimiento y los textos deben ser actualizados de acuerdo a la necesidad de los estudiantes.

7. ¿Qué elementos se necesitan para mejorar la expresión escrita?

Profesor. - 1. Estrategias de escritura, que consiste en enseñar a los estudiantes estrategias para planificar, revisar y editar sus composiciones.

2. Resumen, que implica de forma explícita y sistemática enseñar a los estudiantes a resumir los textos

3. Objetivos específicos del producto, que asigna a los estudiantes objetivos específicos y alcanzables para la escritura que deben completar

4. Combinación de oraciones, esto implica enseñar a los estudiantes a construir oraciones más complejas.

5. Pre-escritura, que involucra a los estudiantes en actividades diseñadas para ayudarles a generar o organizar ideas para su composición.

Interpretación. - Las estrategias elegidas por el profesor son las más utilizadas porque han dado buenos resultados, los estudiantes están motivados e interesados en aprender el tema.

8. ¿Utiliza tecnología y materiales modernos para fortalecer la producción escrita de los estudiantes?

Profesora. - No, no usamos la tecnología moderna porque la institución no tiene estos recursos pero usamos métodos tradicionales.

Interpretación. - La tecnología es una de las herramientas más importantes que está revolucionando el mundo de la educación para que las escuelas necesitan ser actualizadas y empezar a utilizar materiales modernos para los estudiantes se sienten motivados en el aprendizaje de un nuevo idioma

9. ¿Considera importante el uso de un folleto con actividades divertidas para aprender inglés?

Profesor. - Sí, porque a través de actividades recreativas los estudiantes estarán motivados para realizar ejercicios sin temor a ir mal a través de la escritura.

Interpretación. - Un folleto con ejercicios y diferentes tipos de actividades facilitan el aprendizaje, además de aumentar el desarrollo y la capacidad de aprender un nuevo idioma.

10. ¿Qué piensas de crear un folleto de actividades recreativas para fortalecer la producción escrita de los estudiantes?

Profesor. - Sí, porque esto ayudará a los estudiantes a sentirse motivados e interesados en aprender cosas nuevas sobre el idioma inglés y las clases no son aburridas y monótonas.

Interpretación. - Este folleto ayudará a los estudiantes a expresar lo que han aprendido a través de la escritura. Aprenderán a escribir en inglés, encontrarán nuevos ejercicios de inglés, diversas actividades, vocabulario y podcasts en inglés, gramática inglesa, dictado y otros recursos para aprender y mejorar sus conocimientos.





## UNIVERSIDAD DE GUAYAQUIL

### FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN LENGUAS Y LINGÜÍSTICA

#### INTERVIEW WITH THE PRINCIPAL

**OBJECTIVE:** To determine if the use of the current ludic activities used in the school are developing the written expression of the students of 8<sup>th</sup> grade at Escuela Básica República de Chile.

1. Do you consider important that teachers be updated in the use of recreational activities?

Principal: Yes, the teacher should be updated to increment the students' interest in learning English.

Interpretation: The director affirms it is important that teachers be updated according to new recreational activities to promote the intellectual development and capacity that have of the students to learn.

2. Do you think that teachers apply recreational games in English class?

Principal: Yes, like other subjects, students need motivation.

Interpretation: The director believes that games create a pleasant environment and entertaining

3. Do you think that this school promotes the intellectual development of the students by using games?

Principal: Yes, this school promotes the intellectual development of the students in most of the subjects especially English using games and group work.

Interpretation: The principal notes that teachers promote the intellectual development through group activities that motivate the interest to learn English in an interactive way.

4. Do you consider important that teachers use recreational games for a better education?

Principal: Yes, they are important and essential because they motivate the students to learn.

Interpretation: The director thinks that recreational activities are necessary and essential to develop cognitive skills in students and to learn in an easy way.

5 Do you think it is necessary to implement activities that help improve the written expression of the English language?

Principal: Yes, they are necessary that the students to realize written activities and exercises to increment their knowledge.

Interpretation: The principal believes that writing is a skill; therefore it is necessary to create recreational activities that encourage students to develop their written expression.

6. Are the current ludic techniques improving the written performance of the students?

Principal: Yes, because, what it is learn by playing is never forgotten

Interpretation: The director says that through games, students acquire the necessary skills to develop activities and in turn strengthen previous knowledge already acquired.

7. Do you consider that students improve their academic performance if the teacher applies games and interactive exercises?

Principal: Yes, it would be ideal because, students learn through games and exercises of a way effective and that they feel motivated in acquire new knowledge, without forgetting what has been learned

Interpretation: The director thinks the game is considered essential in the process of teaching and learning. The game helps to learn, to have fun and discover. This is a way to learn different

8. Do you think that the current teaching methods applied in the institution are improving the written expression of the students?

Principal: No, because we use traditional methods and they do not help them develop the active skills of the language.

Interpretation: The principal thinks that traditional methods do not help students to develop their writing skills therefore it is necessary to implement new teaching resources to improve the academic performance.

9. Do you think that the implementation of a booklet with recreational activities will improve the written expression of the students?

Principal: Yes, because the students need extra exercises written activities, games words to increment the interest to learn English.

Interpretation: With the creation of a booklet, the students will improve their written expression. It is a simple didactic resource that integrates knowledge, skills, and strategies in a coherent way to support to educational practice.

10. Do you think that the use of new didactic resources in class will improve the scholastic accomplishment of the students?

Principal: Yes, I think it is convenient because with ludic activities the students will feel motivated and interested, in acquiring new knowledge.

Interpretation: The director affirms that it is convenient to implement new didactics resources and recreational activities to promote the interest of to learn a new language.



**UNIVERSIDAD DE GUAYAQUIL**  
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**LICENCIADA EN LENGUAS Y LINGÜÍSTICA**  
**INTERVIEW WITH THE PRINCIPAL**

**OBJETIVO:** Determinar si el uso de las actividades lúdicas actuales utilizadas en la escuela está desarrollando la expresión escrita de los estudiantes de octavo grado en la Escuela Básica República de Chile

1. ¿Considera importante que los maestros se actualicen en el uso actividades recreativas?

Sí, el maestro debe estar actualizado para incrementar el interés de los estudiantes en el aprendizaje de inglés

Interpretación. – La directora afirma que es importante que los profesores se actualicen de acuerdo a las nuevas actividades recreativas para promover el desarrollo intelectual y la capacidad que tienen de los estudiantes a aprender.

2. ¿Considera que los maestros apliquen juegos lúdicos en la clase de inglés?

Sí, al igual que las otras materias los estudiantes necesitan una motivación.

Interpretación. – La directora cree que los juegos crean un ambiente agradable y entretenido

3. ¿Cree usted que la institución educativa promueve el desarrollo intelectual de los estudiantes mediante el uso del juego?

Sí, esta escuela promueve el desarrollo intelectual de los estudiantes en la mayoría de las materias especialmente Inglés utilizando juegos y trabajo en grupo.

Interpretación. - La directora señala que los profesores promueven el desarrollo intelectual a través de actividades grupales que motivan el interés de aprender inglés de manera interactiva.

4. ¿Considera usted importante que los docentes usen juegos lúdicos para una mejor educación?

Sí, son importantes y esenciales porque motivan a los estudiantes a aprender con facilidad el idioma inglés.

Interpretación. - La directora piensa que las actividades lúdicas son necesarias y esenciales para desarrollar las habilidades cognitivas en los estudiantes y también para aprender de una manera fácil.

5. ¿Cree usted que es necesario implementar actividades que ayuden a mejorar la expresión escrita del idioma inglés?

Sí, es necesario que los estudiantes realicen actividades escritas y ejercicios para incrementar sus conocimientos.

Interpretación. – La directora cree que escribir es una habilidad; por lo tanto es necesario crear actividades recreativas que animen a los estudiantes a desarrollar su expresión escrita.

6. ¿Las técnicas lúdicas actuales mejoran el rendimiento escrito de los estudiantes?

Sí, porque facilita la comunicación y desarrolla su habilidad para mejorar su aprendizaje.

Interpretación. - La directora dice que a través de los juegos, los estudiantes adquieren las habilidades necesarias para desarrollar actividades y, a su vez, fortalecer los conocimientos previos ya adquiridos.

7. ¿Considera usted que los estudiantes mejorarían su desempeño académico si el docente aplica juegos y ejercicios interactivos?

Sería lo ideal ya que por medio de los juegos y ejercicios, ellos se sentirían motivados por aprender la materia.

Interpretación. – La directora cree que el juego se considera esencial en el proceso de enseñanza y aprendizaje. El juego ayuda a aprender, a divertirse ya descubrir. Esta es una manera de aprender diferente.

8. ¿Cree usted que los actuales métodos de enseñanza aplicados en la institución están mejorando la expresión escrita de los estudiantes?

No, porque utilizamos métodos tradicionales y esto no ayuda al desarrollo de las habilidades activas del lenguaje.

Interpretación. - La directora piensa que los métodos tradicionales no ayudan a los estudiantes a desarrollar sus habilidades de escritura, por lo tanto, es necesario implementar nuevos recursos de enseñanza para mejorar el rendimiento académico.

9. ¿Cree que la implementación de un folleto con actividades recreativas va a mejorar la expresión escrita de los estudiantes?

Sí, porque los estudiantes necesitan más ejercicios de actividades escritas, juegos de palabras para incrementar el interés de aprender Inglés.

Interpretación. - Con la creación de un folleto, los estudiantes mejorarán su expresión escrita. Es un recurso didáctico simple que integra conocimientos, habilidades y estrategias de manera coherente para apoyar la práctica educativa.

10. ¿Usted piensa que el uso de nuevos recursos didácticos en clase mejorara el logro académico de los estudiantes?

Sí, creo que es conveniente porque con actividades lúdicas los estudiantes se sentirán motivados e interesados en adquirir nuevos conocimientos.

Interpretación.- La directora firma que es conveniente implementar nuevos recursos didácticos y actividades recreativas para promover el interés de aprender un nuevo idioma.

# ANNEXES 3



**UNIVERSIDAD DE GUAYAQUIL**  
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**PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE**  
**LICENCIADA EN LENGUAS Y LINGÜÍSTICA**

**SHIELD OF THE INSTITUTION**



**THE TEACHER OF THE EIGHTH GRADE**



**FOTO N° 1: THE TEACHER IS ANSWERING THE**  
**INTERVIEW**



## STUDENTS OF EIGHTH GRADE



Source: Students of eight grades

Author: Veronica Castro and Ines Gonzalez

## FOTO N° 2: ANSWERING THE INTERVIEW



Source: Answering the Interview

Author: Veronica Castro and Ines Gonzalez

## FOTO N° 3: FOLLOWING INSTRUCTIONS TO RESPOND



## **FOTO N° 4      WORKING WITH THE PROJECT ADVISOR: MSC. RODRIGO GUERRERO**

Title: Working with the project



Source: Advisor Msc.Rodrigo Guerrero  
Author: Veronica Castro and Ines Gonzalez



*SUBJECT*

*VERB*

*COMPLEMENT*



DESIGN OF A BOOKLET WITH  
LUDIC  
ACTIVITIES TO IMPROVE THE  
WRITTEN EXPRESSION

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## DEAR TEACHER



There was made a widely and deep investigation to obtain the best for facility and assisting you in the English students writing process of your classroom. And there is a full security that this may not only apply on the students of ninth grade because others could be been benefit.

There is an especial desire, as a teacher is to use the present guide made about: Ludic activity to improve the Writing Skills. This point of departure has been revisited multiple times during the research process for getting best results with your students in English writing.

***Best regards,***

**Veronica Castro & Ines González**

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<b>Lesson 1</b>	Learn the primary and secondary Colors
<b>Lesson 2</b>	Identify the Human Body
<b>Lesson 3</b>	Playing with my face
<b>Lesson 4</b>	My favorite sport
<b>Lesson 5</b>	I like food
<b>Lesson 6</b>	We eat vegetables
<b>Lesson 7</b>	The seasons
<b>Lesson 8</b>	I buy Clothes
<b>Lesson 9</b>	This is my animal
<b>Lesson 10</b>	I am twelve years old



## **LUDIC ACTIVITIES**

Ludic, or spontaneous, activities are effective tools when teaching English. These activities encourage students to practice their language skills on the spot and without preparation. These exercises can help a teacher assess a current of the student writing level, and can help students practice their skills in situations that closely resemble everyday life.


Introduce the idea of impromptu speeches to your class. Write several speech topics on slips of paper. Have the first student draw a slip of paper, read the title and think for about one minute. The student then gives a four-to-five-minute speech to the class on his topic. The goal is to give the student an extended period of time to speak on one subject, therefore demonstrating his vocabulary and fluency without the aid of preparation. Students listen to each other and the use of varied and uninterrupted words. Finally they need to write on the sheet of paper following the instructions.

Plan a lesson on improvised skits for the class. Write down a number of skit outlines on slips of paper. Divide your class into groups of two or three students. Have each group draw a slip of paper and allow them three to four minutes to discuss their prompt and skit. Let each group perform their improvised skit for the class. By giving students only a few minutes to plan, you ensure that they have just enough time to plan the ideas of the skit, not the script. Students will have to improvise their lines, working with their group to create a cohesive storyline, and incorporating words they may not use in their average conversations until they write.

Divide the class into pairs and prepare a series of conversation topics. Write single words such as "seasons," "cats" or "tomatoes" onto slips of paper, and then have each student draw a slip of paper. Students will try to explain the word they have on their paper without actually saying the word to their partner. They will have to use a wide vocabulary and their descriptive skills to convey the meaning.

Arrange desks or chairs in a large circle and host a conversation class. Have students sit around the circle to encourage an atmosphere of discussion. Prepare a few broad questions, such as "Do people in your country live to work, or work to live?" Avoid boring and basic questions such as "What is your favorite color?" Present the question to the class and then simply monitor and encourage the discussion. Allow students to respond to one another and drive the conversation forward. When you hear the conversation or interest declining, present another question and continue the discussion.



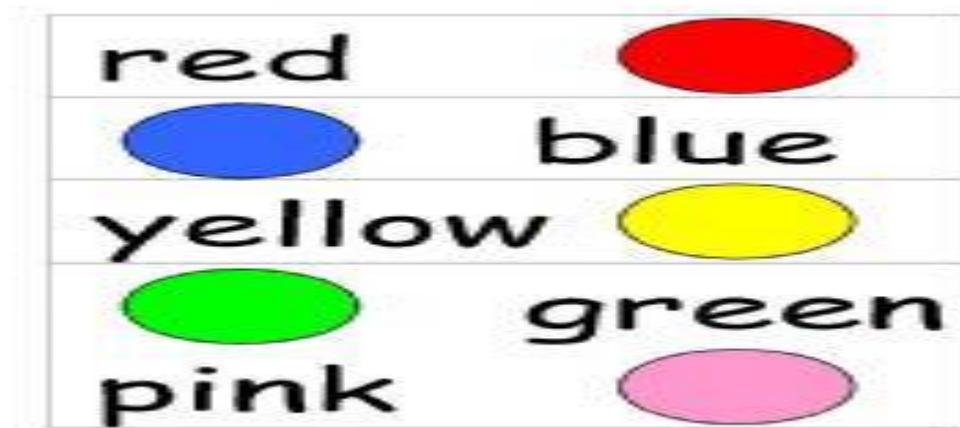
 <p><b>UNIVERSIDAD DE GUAYAQUIL</b></p> <p><b>Facultad de Filosofía, Letras y Ciencias de la Educación</b></p>		<p><b>School:</b> "Republica de Chile"</p> <p><b>PLANNING OF STUDY SESSIONS</b></p> <p><b>TITLE OF THE GUIDE: LUDICS ACTIVITIES TO IMPROVE WRITTEN EXPRESSION</b></p> <p><b>Name of the teachers:</b> Veronica Castro and Ines González</p> <p><b>Subject:</b> English    <b>Language work:</b> verb to be</p> <p><b>Language Art:</b> Learn the primary and secondary Colors <b>Day:</b> 1</p> <p><b>Lesson:</b> 1</p> <p><b>Group:</b> 8th grade    <b>N° of students:</b> 36</p> <p><b>Time:</b> 15 minutes</p>		
<b>Assessments</b>		The teacher needs to connect the colors them with the structures of the sentences: Subject, Verb, and Complement.		
<b>Language Art</b>		Types of sentences		
<b>Writing Stage</b>		Drafting		
<b>Skills</b>		Listening, speaking, reading and writing drafts		
<b>Transversal Axis:</b>		Know about primary and secondary colors		
<b>Abilities With performance criteria</b>	<b>Teacher Activity</b>	<b>Students Activity</b>	<b>Resources Evaluation Activity</b>	<b>Technique / Instrument</b>
<p><b>To develop</b> the writing clauses.</p> <p><b>To analyze</b> the sentences those are written with the respective basic vocabulary.</p>	<p><b>T</b> has students to identify the useful color organizing the structures of the sentences.</p> <p><b>T</b> asks students to translate the useful expressions into Spanish according to the context form their sentences structure.</p> <p><b>T</b> shows the differences between English and Spanish structures.</p>	<p><b>Ss</b> skim the useful expressions in the writing.</p> <p><b>Ss</b> work in group work to determine the meaning of the useful expressions based on their use in the writing.</p>	<p>Student Book</p> <p>Student Draft</p> <p>Flash Card about some colors activities</p> <p>Pencil</p> <p>Pictures about the color</p> <p>Markers</p>	<p><b>Technique:</b> Writing &amp; Oral Brainstorming Group work Guiding Questions Answers</p> <p><b>T &amp; Ss</b> Describe the structure sentence which will be written.</p> <p><b>Ss</b> guess meaning from context.</p>

## WORKSHEET: Lesson 1 Day 1

### LANGUAGE ART: LEARN THE PRIMARY AND SECONDARY COLORS

# Ludic Activities

Write the color in each rectangle and union with a line the respective one that is shown by the teacher.




Identify the colors about the pairs of vocabulary

Subject	verb	Complement
I	eat	vegetable

Carlos		a new car
	run	in the park
Rosa	buy	

Objective: Students have to identify the useful color organizing the structures of the sentences.

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<b>Assessments</b>		They simultaneously must write and identify the pictures the human body that will be glued.		
<b>Language Art</b>		Types of sentences		
<b>Writing Stage</b>		Drafting		
<b>Skills</b>		Listening, speaking, reading and writing drafts		
<b>Transversal Axis:</b>		The importance knows about the parts human body.		
<b>Abilities With performance criteria</b>	<b>Teacher Activity</b>	<b>Students Activity</b>	<b>Resources Evaluation Activity</b>	<b>Technique / Instrument</b>
<p><b>To scan and feedback</b> the draft work made.</p> <p><b>To link</b> together the writing draft with the pictures that will be glued.</p> <p><b>To select</b> the materials.</p>	<p><b>T</b> sets groups and assigns them an expression to work with in a dialogue.</p> <p><b>T</b> monitors the work of the students and helps them to work in a simple way.</p>	<p><b>Ss</b> listen to the instruction and conversation of the teacher.</p> <p><b>Ss</b> observe the picture from their family and start to relate them with their writing.</p> <p><b>Ss</b> listen to the teacher in the monitoring process.</p> <p><b>Ss</b> read the draft carefully.</p>	<p>Student Draft</p> <p>Pictures about the parts of human body</p> <p>Pencil</p> <p>Sheet of papers</p> <p>Markers</p>	<p><b>Technique:</b> Writing &amp; Oral Brainstorming Group work Guiding Questions Answers</p> <p><b>Ss</b> write sentences using and.</p> <p><b>Ss</b> perform a dialogue created</p>

**WORKSHEET: Lesson 2 Day 2**  
**LANGUAGE ART: IDENTIFY THE HUMAN BODY**

# Ludic Activities

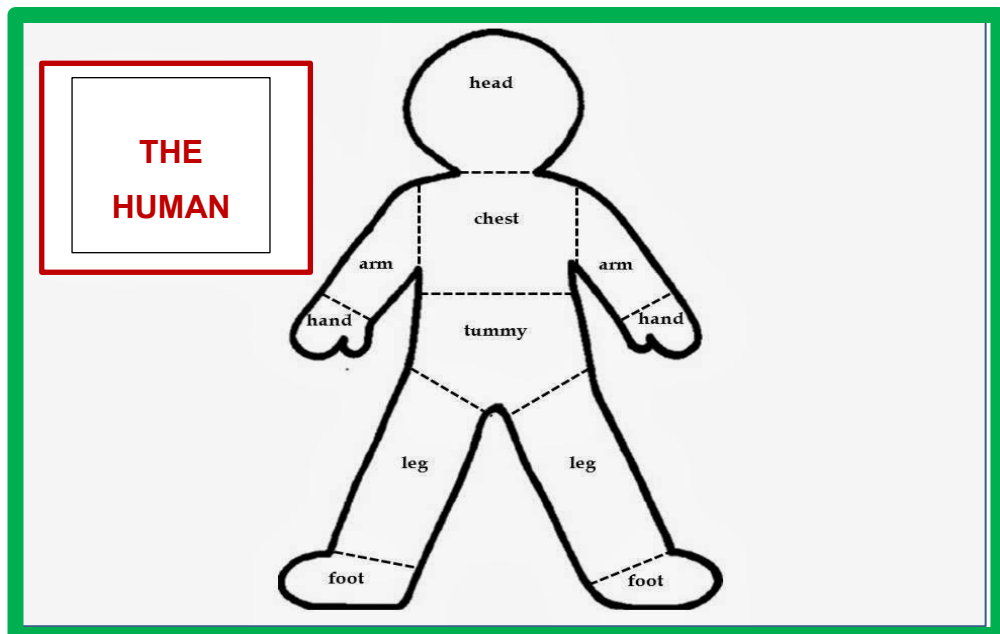
Body part puzzle

Directions:


Cut out the body and then cut the pieces. Provide a piece of paper and glue for the student to put the puzzle back together again.

Objective: To identify the body parts.

- To reinforce parts of vocabulary.



Subject	verb	Complement
I	have	two hands
Maria		leg
	has	

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<b>Assessments</b>		The teacher has to organize a crossword playing with my friends.		
<b>Language Art</b>		Parts of vocabulary		
<b>Writing Stage</b>		Drafting		
<b>Skills</b>		Listening, speaking, reading and writing drafts		
<b>Transversal Axis:</b>		the importance of the game with of the classmate.		
<b>Abilities With performance criteria</b>	<b>Teacher Activity</b>	<b>Students Activity</b>	<b>Resources Evaluation Activity</b>	<b>Technique / Instrument</b>
<p><b>To explain</b> clearly the writing activity to join the draft sentences.</p> <p><b>To define</b> playing with my with friends their respective basic vocabulary.</p>	<p><b>T</b> indicates introduction and conclusion in any writing.</p> <p><b>T</b> explains how to organize the sentences for a doing paragraph.</p>	<p><b>Ss</b> listen to the guide of the teacher.</p> <p><b>Ss</b> follow and analyze the instruction of the teacher writing.</p> <p><b>Ss</b> observe their picture and relate with the writing.</p> <p><b>Ss</b> share their ideas after writing.</p>	<p>Student Draft</p> <p>Pictures about of my face</p> <p>Pencil</p> <p>Sheet of papers</p> <p>Markers</p> <p>Board</p>	<p><b>Technique:</b> Writing &amp; Oral Brainstorming Group work Guiding Questions Answers</p> <p>Ready to write the result of the prewriting on your paper.</p> <p><b>Ss</b> guess meaning from context.</p>


WORKSHEET: Lesson 3 Day 3  
LANGUAGE ART: PLAYING WITH MY FRIENDS

# Ludic Activities

Objective: To classify the activities that you like to do with your friends  
- To reinforce the previous vocabulary



Subject	Basic word	verb	Complement
I	need	to run	in the park
	want		
	have		
	wish		

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<b>Assessments</b>		Let's correct the draft writing about the favorite sport.		
<b>Language Art</b>		. Write sentences with basic word want, have, need, wish		
<b>Writing Stage</b>		Drafting		
<b>Skills</b>		Listening, speaking, reading and writing drafts		
<b>Transversal Axis:</b>		the importance to practice sports.		
<b>Abilities With performance criteria</b>	<b>Teacher Activity</b>	<b>Students Activity</b>	<b>Resources Evaluation Activity</b>	<b>Technique / Instrument</b>
<p><b>To correct</b> the joining sentences.</p> <p><b>To give</b> correcting the paragraph about the favorite sport.</p>	<p><b>T</b> has students focus on the writing correction.</p> <p><b>T</b> keeps helping the students group.</p> <p><b>T</b> keeps monitoring the pictures which will be glue and are relationed with the narrative basic writing story.</p>	<p><b>Ss</b> focus and listen on the directions of the teacher.</p> <p><b>Ss</b> observe the relation between the writing with the pictures that will be glue.</p> <p><b>Ss</b> read carefully the sentences and the paragraph which are written.</p>	<p>Student Draft</p> <p>Pictures about the family members</p> <p>Pencil</p> <p>Sheet of papers</p> <p>Markers</p> <p>Board</p>	<p><b>Technique:</b> Writing &amp; Oral</p> <p>Group work Guiding Questions &amp; Answers Scanning</p> <p>Write each thought without missing one of them. Organize the ideas (sentences).</p>

**WORKSHEET: Lesson 4 Day 4**  
**LANGUAGE ART: MY FAVORITE SPORTS**

# Ludic Activities


- To know name of the sports or types of exercises
- To learn grammatical structures correctly about the basis word

Write the words of the drawings in the Crossword.

Helpbox:  
 baseball - basketball - biathlon - boxing -  
 cricket - croquet - cycling - fishing -  
 football - golf - gymnastics - handball -  
 hockey - karate - lacrosse - pool -  
 running - soccer - skiing - squash -  
 surfing - tennis -

Subject	Basic word	verb	Complement
You	wish	to play	soccer
I			basketball
	want		
			karate



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<b>Assessments</b>		Let's organize and glue I like food on the sheet of papers.		
<b>Language Art</b>		Write sentences with basic word like		
<b>Writing Stage</b>		Revising		
<b>Skills</b>		Listening, speaking, reading and writing drafts		
<b>Transversal Axis:</b>		Know about of the like food.		
<b>Abilities With performance criteria</b>	<b>Teacher Activity</b>	<b>Students Activity</b>	<b>Resources Evaluation Activity</b>	<b>Technique / Instrument</b>
<p><b>To revise</b> the draft according with the plot.</p> <p><b>To keep</b> the writing parallelism with the plot that was made.</p>	<p><b>T</b> has students focus on the comparison of the plot with the developing writing,</p> <p><b>T</b> asks about the comparison what the result is.</p> <p><b>T</b> helps the pupils in the process of the comparison.</p>	<p><b>Ss</b> are cautious in the comparison.</p> <p><b>Ss</b> listen to the direction of the teacher.</p> <p><b>Ss</b> work with the group mates.</p>	<p>Students Plot</p> <p>Students Draft</p> <p>Pencil</p> <p>Sheet of papers</p> <p>Markers</p>	<p><b>Technique:</b> Write, Relate &amp; Oral</p> <p>Group work</p> <p>Scanning</p> <p>Questions &amp; Answers</p> <p>Scanning, checking and organize the writing ideas of the drafting; compare with the plot.</p>

WORKSHEET: Lesson 5 Day 5    WRITING STAGE:

LANGUAGE ART: I LIKE FOOD

# Ludic Activities

Objective: To identify the types of food.  
- To reinforce previous grammatical structures

What food do you like?

apple	<input type="checkbox"/>
banana	<input type="checkbox"/>
cake	<input checked="" type="checkbox"/>
cheese	<input type="checkbox"/>
chocolate	<input type="checkbox"/>
hamburger	<input type="checkbox"/>
ice-cream	<input type="checkbox"/>
orange	<input type="checkbox"/>
pizza	<input type="checkbox"/>
potatoes	<input type="checkbox"/>
tea	<input type="checkbox"/>
tomato	<input type="checkbox"/>

1

2

3

4

5

6

7

8

9

10


11

12

**Write the words**

1. Something yellow : \_\_\_\_\_
2. Something brown : \_\_\_\_\_
3. Something red or green : \_\_\_\_\_
4. Something very cold : \_\_\_\_\_

Subject	Basic word	Complement
She	like	ice cream

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<b>Assessments</b>	Let's organize and glue we eat vegetable sheet of papers.
<b>Language Art</b>	Write sentences with basic word can
<b>Writing Stage</b>	Editing
<b>Skills</b>	Listening, speaking, reading and writing drafts
<b>Transversal Axis:</b>	Know about the vegetables.

<b>Abilities With performance criteria</b>	<b>Teacher Activity</b>	<b>Students Activity</b>	<b>Resources Evaluation Activity</b>	<b>Technique / Instrument</b>
<p><b>To set</b> each sentence on the corresponding sheet of paper.</p> <p><b>To check</b> the grammar.</p> <p><b>To start</b> organizing the pictures that has relation with each sentence.</p>	<p><b>T</b> instructs the students to change their draft between partners to correct the grammar.</p> <p><b>T</b> has students organizing the number of pages that will be use.</p> <p><b>T</b> instructs how the students can locate each sentence in the story.</p> <p><b>T</b> lets the pupils work by themselves in the work group.</p>	<p><b>Ss</b> listen to the instruction of the teacher.</p> <p><b>Ss</b> Carefully review grammar.</p> <p><b>Ss</b> organize the pages and the sentences in each sheet of paper.</p>	<p>Students Draft</p> <p>Pencil</p> <p>New sheet of papers</p> <p>Pictures about the family</p> <p>Markers</p>	<p><b>Technique:</b> Writing, Editing &amp; Oral</p> <p>Group work Scanning</p> <p>Spelling and correct grammar.</p>

# WORKSHEET: Lesson 6 Day 6









## LANGUAGE ART: WE EAT VEGETABLE








# Ludic Activities

Objectives: To know the new vocabulary of vegetables.  
To learn grammatical structures correctly about the basis word


We eat vegetables. What do you eat?

onions peas radishes peppers cucumbers lettuce  
 carrots corn tomato broccoli eggplant cabbage  
 potatoes pumpkin mushrooms

 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_  
 6. \_\_\_\_\_  
 7. \_\_\_\_\_  
 8. \_\_\_\_\_

 9. \_\_\_\_\_  
 10. \_\_\_\_\_  
 11. \_\_\_\_\_  
 12. \_\_\_\_\_  
 13. \_\_\_\_\_  
 14. \_\_\_\_\_  
 15. \_\_\_\_\_

Subject	Basic word	verb	Complement
You	can	cook	potatoes
I			
		prepare	
			lettuce

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<b>Assessments</b>		Let's organize and glue the seasons on the sheet of papers.		
<b>Language Art</b>		Parts of vocabulary		
<b>Writing Stage</b>		Editing		
<b>Skills</b>		Listening, speaking, reading and writing drafts		
<b>Transversal Axis:</b>		The importance of the seasons.		
<b>Abilities With performance criteria</b>	<b>Teacher Activity</b>	<b>Students Activity</b>	<b>Resources Evaluation Activity</b>	<b>Technique / Instrument</b>
<p><b>To Identify</b> the characteristic of the writing story.</p> <p><b>To identify</b> the correct capitalization &amp; punctuation.</p> <p><b>To interpret</b> the pictures with the writing.</p>	<p><b>T</b> needs to help the students with the development abilities.</p> <p><b>T</b> needs to give instructions about the process of interrogatives sentences about the writing.</p> <p><b>T</b> creates a brainstorming environment with the interrogative sentences do by students.</p>	<p><b>Ss</b> correct the capitalization &amp; punctuation until the teacher gives instructions.</p> <p><b>Ss</b> develop their abilities.</p> <p><b>Ss</b> make interrogative sentences until other group mate responds.</p>	<p>Pencil</p> <p>Red Pencil</p> <p>Eraser</p> <p>Markers</p> <p>Sheet of papers</p> <p>Draft</p>	<p><b>Technique: Oral Test</b></p> <p><b>Technique:</b> Writing, Editing &amp; Oral</p> <p>Group work</p> <p>Scanning</p> <p>Questions &amp; Answers</p> <p>Correct capitalization &amp; appropriate punctuation</p>


WORKSHEET: Lesson 7 Day 7

LANGUAGE ART: THE SEASONS


# Ludic Activities

Objectives: To identify the seasons  
To reinforce previous grammatical structures

What are the seasons of the year? Describe them.





## Seasons




In Indonesia we have wet season and dry season. In other parts of the world there are four seasons.

Wet Season


Dry Season









Season	_____
Summer	_____
Autumn	_____
Winter	_____
Spring	_____

Hot	_____
Cold	_____
Warm	_____
Cool	_____






In \_\_\_\_\_ we go to the beach. In \_\_\_\_\_ the leaves fall from the trees. The weather is \_\_\_\_\_.



In \_\_\_\_\_ it snows. In \_\_\_\_\_ the flowers grow. The weather is \_\_\_\_\_.

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<b>Assessments</b>		The clothes		
<b>Language Art</b>		Parts of vocabulary		
<b>Writing Stage</b>		Evaluating		
<b>Skills</b>		Listening, speaking, reading and writing drafts		
<b>Transversal Axis:</b>		we go to shopping		
<b>Abilities With performance criteria</b>	<b>Teacher Activity</b>	<b>Students Activity</b>	<b>Resources Evaluation Activity</b>	<b>Technique / Instrument</b>
<b>To demonstrate</b> their writing abilities and the comprehension until the story is presented to the teacher,	<b>T</b> corrects their story.  <b>T</b> asks about their story.	<b>Ss</b> present the story to the teacher.  <b>Ss</b> respond the questions.	The story which was made.	<b>Technique: Oral Test</b>  Questionnaire Brainstorming  Interrogative sentences with:  Wh questions and close ones (yes or no respond)

WORKSHEET: Lesson 8 Day 8  
LANGUAGE ART: I BUY CLOTHES

# Ludic Activities


Objectives: To know the new vocabulary of vegetables.  
To learn grammatical structures correctly about the basis word

Organize each Word identifying the respective clothes

ATCOSWATI	<i>waistcoat</i>	K		
1 CRFSA				
2 ESRKNSEA				
3 ASWRETE				
4 EIT				
5 KTRSI				
6 HRITS				
7 THA				
8 OSBTO				
9 FPILFLSPO				
10 SKSOC				
11 SESOH				
12 CTOA				
13 TJAECK				
14 SRDSE				
15 STVE				
16 HTIRST				
17 SHRTOS				
18 RTURSESO				

Subject	Basic word	verb	Complement
She	wants	to buy	a blouse



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<b>Assessments</b>		Let's talk about the animals.		
<b>Language Art</b>		.types of vocabulary		
<b>Writing Stage</b>		Publishing		
<b>Skills</b>		Listening, speaking, reading and writing drafts		
<b>Transversal Axis:</b>		Know about the animals		
<b>Abilities With performance criteria</b>	<b>Teacher Activity</b>	<b>Students Activity</b>	<b>Resources Evaluation Activity</b>	<b>Technique / Instrument</b>
<b>To encourage</b> The students to develop themselves by expositions for giving security in the language that is being learned.	<b>T</b> let the students to present the story. The presentation could be in group.	<b>Ss</b> present the story to the class.	The story	<b>Technique: Oral Evaluation</b>  Share the students finish writing.

**WORKSHEET: Lesson 9 Day 9**  
**LANGUAGE ART: THIS IS MY ANIMAL**

# Ludic Activities

Objectives: To know the new vocabulary of animals.  
 To learn grammatical structures correctly about the basis word

Imitate the sound of each animal and identify them in the picture and write their nouns in each rectangle.

**Do You Know My Name?**












































Bird  
 Cat  
 Cow  
 Lizard  
 Elephant  
 Owl  
 Kangaroo  
 Snake  
 Turtle  
 Tiger  
 Lion  
 Ant  
 Bee  
 Giraffe  
 Bear  
 Camel

Buffalo  
 Chicken  
 Dog  
 Duck  
 Goose  
 Penguin  
 Sheep  
 Fish  
 Jelly fish  
 Horse  
 Pig  
 Octopus  
 Frog  
 Monkey  
 Zebra  
 Panda  
 Rabbit

Subject	Basic word	verb	Complement
She	needs	to buy	a dog

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<b>Assessments</b>		Let's write about the birthday invitation card.		
<b>Language Art</b>		Ready to present the chart story.		
<b>Writing Stage</b>		Publishing		
<b>Skills</b>		Listening, speaking, reading and writing drafts		
<b>Transversal Axis:</b>		How made an invitation card.		
<b>Abilities With performance criteria</b>	<b>Teacher Activity</b>	<b>Students Activity</b>	<b>Resources Evaluation Activity</b>	<b>Technique / Instrument</b>
<b>To encourage</b> The students to develop themselves by expositions for giving security in the language that is being learned.	<b>T</b> let the students to present the story. The presentation could be in group.	<b>Ss</b> present the story to the class.	The story	<b>Technique: Oral Evaluation</b>  Share the students finish writing.

WOKSHEET: Lesson 10 Day

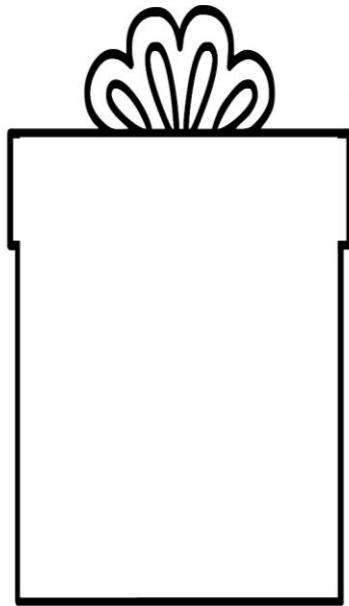
LANGUAGE ART: I AM TWELVE YEARS OLD

# Ludic Activities

Objectives: To learn the grammatical structures and vocabulary.

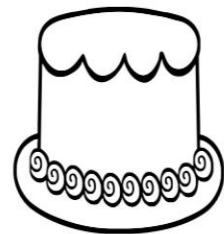
Make a birthday party invitations because today is your birthday and you are 12 years old.

My birthday is on...



This is the best  
present I ever got!

I am  years old.



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