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ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANISTIC SCIENCES

SCIENCES OF EDUCATION CAREER WITH MAJOR IN THE ENGLISH
LANGUAGE

THEME:

**“ENGLISH LUDIC CORNER AS A TEACHING RESOURCE FOR
THE LEARNING PROCESS IN STUDENTS OF FIFTH YEAR“A” OF
BASIC EDUCATION AT “MARISCAL SUCRE SCHOOL”, DURING
THE ACADEMIC CYCLE 2012 – 2013”**

**Thesis presented previous obtaining the Sciences of Education Degree with
Major in the English Language**

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The criteria applied in this research work “ENGLISH LUDIC CORNER AS A TEACHING RESOURCE FOR THE LEARNING PROCESS IN STUDENTS OF FIFTH YEAR “A” OF BASIC EDUCATION AT “MARISCAL SUCRE SCHOOL”, DURING THE ACADEMIC CYCLE 2012 – 2013”, is exclusively responsibility for the author.

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THESIS DIRECTOR'S ENDORSEMENT

As thesis director of this research work about:

“ENGLISH LUDIC CORNER AS A TEACHING RESOURCE FOR THE LEARNING PROCESS IN STUDENTS OF FIFTH YEAR “A” OF BASIC EDUCATION AT “MARISCAL SUCRE SCHOOL”, DURING THE ACADEMIC CYCLE 2012– 2013”, whose authorship belongs to Guanochanga Cuchipe Carmen Beatriz, applicant of the English career. I consider this research work has all the elements, methodological requirement and scientific-technical contributions to be evaluated by the thesis validation court that Honorable Academic Board from Academic Unit of Administrative and Humanistic Sciences at Technical University of Cotopaxi designate for the corresponding study and qualification.

Latacunga, January 2014

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GRATITUDE

My sincere thanks to God because he guides my way and he is always with me. Why not to be grateful with my godmother, who with her great love, during my childhood took care and put effort to bring me up with values in order to be a good person. At the same time, my gratitude to my brother, Fabian who has taken care of me, has trusted and helped me all the time. At last, I am grateful with teachers, who with their patience and dedication have shared knowledge, experiences and advices for being a great professional.

Guanochanga Cuchipecarmen Beatriz

DEDICATION

This project, which has been done with great effort, I dedicate to my loyal God for giving me another opportunity to live and allow me to continue with my studies. In addition, I share it my mother because she has always been with me in each difficult and easy moments of my life and thanks that she has put all her trust on me. I am culminating one stage of my life. She has supported my life with love, affection and fondness for that reason she is the best mother for me.

Carmen

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RESUMEN

El aprendizaje del idioma Inglés es muy importante para los estudiantes de Quinto año “A” de Educación Básica de la escuela Mariscal Sucre en donde se realizó la presente investigación para conocer el problema que tienen los profesores y estudiantes. Los niños no pueden expresar sus ideas de una forma clara y concreta debido a que dominan poco vocabulario y no poseen los medios pedagógicos adecuados que motiven en ellos el desarrollo de sus habilidades de comunicación del inglés, tales como Listening, Speaking, Reading y Writing. En realidad, los maestros se limitan a utilizar recursos didácticos tradicionales como las fotocopias y los libros de texto, tornándose monótono el aprendizaje del idioma inglés para sus alumnos. Además, los docentes aplican las mismas estrategias y técnicas para todas las actividades en clase lo que no permite desarrollar el proceso enseñanza aprendizaje de una forma dinámica e interesante. De esta manera, el propósito de esta investigación fue el de diseñar los materiales lúdicos adecuados y necesarios, que sirvan de ayuda a los maestros para motivar a los alumnos en el aprendizaje de una lengua extranjera como es el idioma inglés. Estos recursos ayudan a los estudiantes y profesores a mantener un buen ambiente de trabajo en el aula y hacer más interesantes y significativas las clases; así los niños pueden mejorar su nivel académico e interactuar con sus compañeros de una forma divertida. La guía contiene una explicación detallada acerca de cada actividad lúdica como juegos dinámicos, rompe cabezas, la rayuela etc. Además se incluye la respectiva descripción y la instrucción de los materiales y actividades para facilitar su comprensión. Finalmente, la contribución de la presente investigación fue motivar a profesores y estudiantes a utilizar los materiales lúdicos en las clases de inglés. El método utilizado en el presente trabajo, fue el descriptivo con una población de 65 personas lo cual ayudó a obtener datos reales para realizar el análisis estadístico de cada una de las preguntas planteadas en la encuesta. La educación apoyada en recursos lúdicos, facilita una interacción entre profesor, estudiante y recursos didácticos.

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Lic. M.Sc. Mercedes Abata Checa
Directora de Tesis



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ABSTRACT

Learning English is very important for students of fifth year "A" of Basic Education at Mariscal Sucre School where this research was conducted to know the problem that teachers and students have. The children cannot express their ideas in a clear and concrete way because they don't manage enough vocabulary and don't have suitable teaching methods that encourage them to develop their English communication skills such as Listening, Speaking, Reading and Writing. In fact, teachers are limited to use traditional teaching resources such as photocopies and textbooks, becoming monotonous the English language learning for their students. In addition, teachers apply the same strategies and techniques for all class activities which don't permit to develop the teaching-learning process in a dynamic and interesting form. That's way the purpose of this research was to design the necessary and appropriate ludic materials, which help teachers motivate students in learning a foreign language such as English. These resources help students and teachers to maintain a good working environment in the classroom and make lessons interesting and meaningful, so children can improve their academic level and interact with their partners in a fun way. The guide contains a detailed explanation of each recreational activity like dynamic games, puzzles, hopscotch, etc. It also includes the respective description and instruction about materials and activities to facilitate the understanding. Finally, the contribution of this research was to motivate teachers and students to use ludic materials in English classes. The method used in this research work was the descriptive, and included a population of 65 people, which helped to obtain actual data for doing statistical analysis of each question of the survey. The education supported on ludic resources facilitates the interaction among teacher, student and didactic materials.



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AVAL DE TRADUCCIÓN

En calidad de Docente del Centro Cultural de Idiomas de la Universidad Técnica de Cotopaxi, yo Lic. M.Sc. Sonia Jimena Castro Bungacho con la C.I. 050197472-9, **CERTIFICO** que he realizado la respectiva revisión del Abstract; con el tema: **“ENGLISH LUDIC CORNER AS A TEACHING RESOURCE FOR THE LEARNING PROCESS IN STUDENTS OF FIFTH YEAR“A” OF BASIC EDUCATION AT “MARISCAL SUCRE SCHOOL”, DURING THE ACADEMIC CYCLE 2012 – 2013”**, cuya autora es la Señorita Carmen Beatriz Guanochanga Cuchiye, y la tutora de tesis es la Lic. M.Sc. Mercedes Abata Checa.

Latacunga, 29 de Octubre del 2013

Docente:

Lic. M.Sc. Sonia Jimena Castro Bungacho

C.I. 050197472-9

INTRODUCTION

The inclusion of ludic activities during the English classes is a difficult job because the teachers do not elaborate practical didactic resources and the students can lose the interest in the English language learning. Sometimes children are not concerned toward the teacher's classes because they are bored or simply the motivation for studying English is limited. In consequence, it is an important matter to design a guide with ludic resources and activities that contain clear instruction and description about how to make didactic materials or educative games with the participation of teacher and students inside or outside the classroom.

At "Mariscal Sucre" School, the students do not have an English ludic corner and it produces that the teachers use photocopies in each class or use a book where the children should complete just the activities and no more. They require new didactic resources which contain also popular games and creative activities which permit to create a good atmosphere of work in the classroom.

English teaching and learning is important in the children growing because it develops their intelligence and imagination, but the educational process is possible only when students have suitable ludic resources that they can see, touch and manipulate those resources so, the teachers can always motivate them to learn English. In addition, this research helps to do the activities funnier and easier to understand, using for example ludic resource as a strategy for improving teaching learning process.

An English Ludic corner guide is a useful resource which helps to elaborate resources with ludic view and make entertaining activities where the students have the opportunity to learn English with popular games and new resources in the classroom. The children also can improve their abilities such as listening, speaking reading and writing in a better way.

As a result, teachers have the accessibility to elaborate ludic resources using the guide. It permits to save money and take advantage of time because those resources can be elaborated with recycling materials in a short instance. Besides, they elaborate it only once a year because those resources can be reuse with the next grades in the following years. All designs of didactic resources are for using in the English ludic corner under the guidance of the teacher.

The method used for this research work was descriptive because it permitted to make an identification of the present situation related to the use of didactic resources and ludic activities to fortify the educative process. The technique used in this research is the survey applied to sixty five people at Mariscal Sucre School which helped get information about the problem.

The first chapter has the fundamental categories like: education, the importance, types of learning education, learning characteristics, methodology, methods, techniques, didactic resources, importance and classification of didactic resources, ludic corner, types and benefits of games; the importance of ludic corner and how to make a ludic corner.

The second chapter has the analysis and interpretation of the results with the survey applied to students of 5th “A” year of basic education at “Mariscal Sucre” school. Besides, the survey applied to the English teacher and director which were focused to know the students motivation during the teaching learning process the types of activities and didactic resources that the teacher uses to teach English and they agree with the design of a guide of English ludic corner. Finally it contains conclusions and recommendations.

The third chapter has the proposal design, which was designed specifically to contribute to the English teaching –learning process. This proposal contains the justification, objectives, proposal description and ludic activities such as dynamic games, flashcards, hopscotch, puzzles, puppets, charts and posters. Besides it has conclusions, recommendations, bibliography and annexes.

BACKGROUND

The teaching learning process of English language has suffered different changes through the years, so it's important to keep updated about new materials. The ludic corner resource is an option to develop student's communication in English language. It will permit to create a good atmosphere in the classroom and catch student's attention.

In Ecuador, the access to ludic resources has been improved in the last year and it has permitted to include other materials and activities in class which are different from the traditional learning.

These didactic materials help teachers give classes with playful activities, and make it more interesting and significant classes. But the ludic activities are not used in the best way in all institutions in Ecuador because they don't know the correct use of these materials; they are accustomed to use the government's books and therefore the classes are only theoretical and boring.

On the other hand, the students cannot participate in interactive conversations using English, so they cannot express their ideas and necessities in class.

In Cotopaxi province, the problems are not different because many institutions don't facilitate the ludic materials and don't have a specific corner for playing games and practicing other activities for teaching English language.

Moreover, the teachers are not updated in the new ludic strategies and techniques for improving their performance and interest in knowing English as a foreign language.

Nowadays at “Mariscal Sucre” School, the teachers don’t have materials for applying Ludic activities into the classroom so there are some students who don’t understand the English language in a good manner.

Another aspect that is necessary to show is that at “Mariscal Sucre” school teachers don’t elaborate materials with the students in class, and only use the English book “Enterprise for all activities, homework and learning process.

What’s more, in this institution there isn’t an English teacher and for that reason other teachers from different subjects give English to complete the hours or schedule that the government increased in education.

Consequently, the students don’t have a suitable formation in the four English skills because the teacher doesn’t manage the activities in the best way and only follows the activities in the book without making a reinforcement at determined topics.

The students have problems with reading and writing skills because they don’t know vocabulary, they use only basic words and they aren’t accustomed to read in class or in the house.

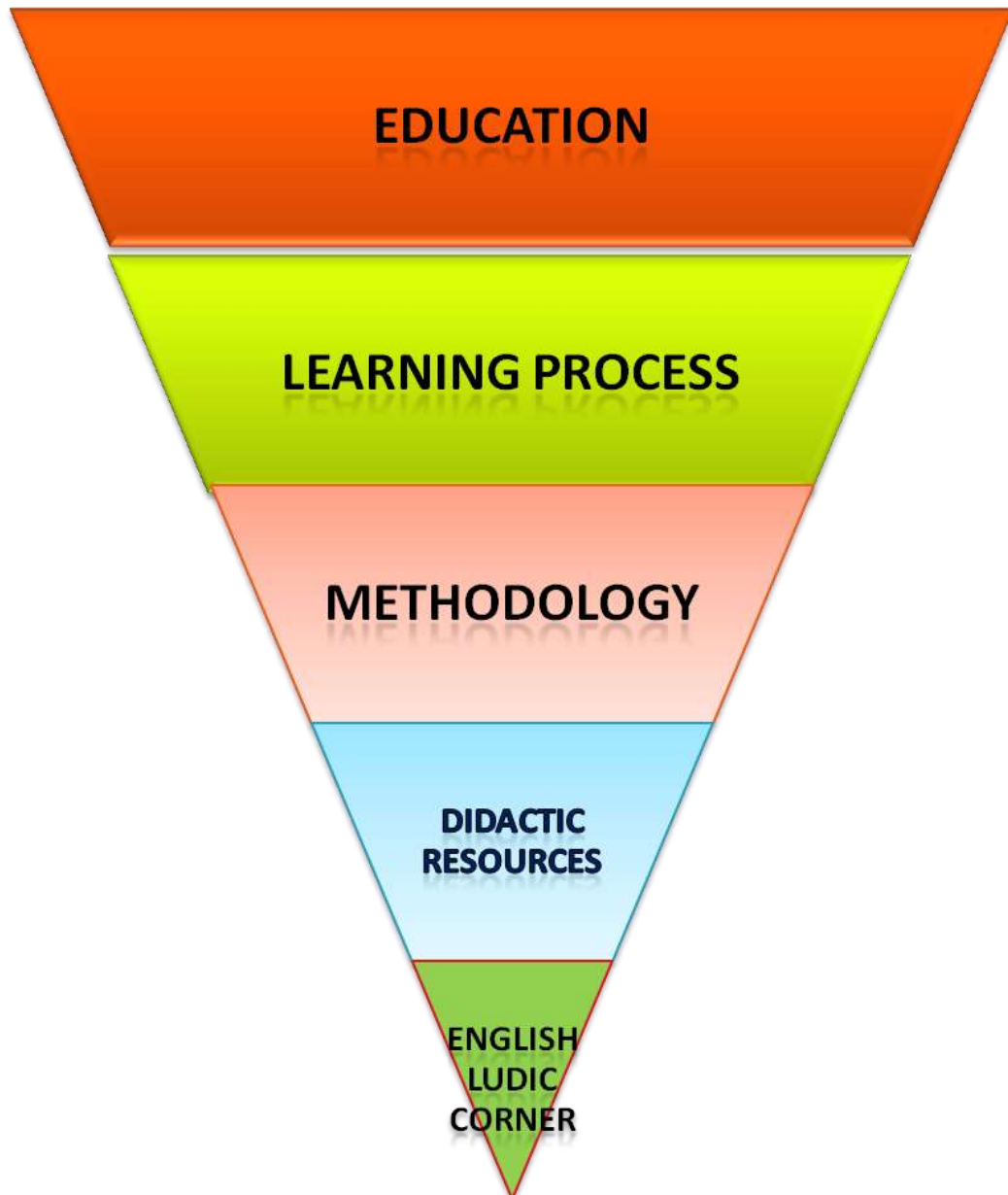
Furthermore, for developing listening and speaking skills the students don’t practice in laboratories because the institution doesn’t have English laboratories for that cause they cannot produce sounds neither practice conversations in class.

These problems are in “Mariscal Sucre” school and for that reason is necessary to include ludic activities for improving each skill. With this investigation the students can develop the four skills in a more effective way because ludic activities are dynamic resources and they permit to play with popular and new games.

Using these alternatives in class the students have the possibility to enjoy entertaining activities and have fun learning. Putting in practice ludic activities in the classroom the students will learn English very quickly and they will pay attention to teachers so they can complete the activities by themselves.

For these reasons, it is important to design an English ludic corner at “Mariscal Sucre” school in Saquisilí canton, because it will permit to improve the learning process in this institution by means of current materials like charts, posters, puppets, flashcards, etc.

MAIN CATEGORIES



CHAPTER I

THEORETICAL FRAMEWORK

1.1. Education

Education is very important because it has the power for changing people`s life and it contributes to develop Ecuadorian society making better citizens. It is necessary for the development of the personality and capacity of people at different ages, in different places and cultures, and it is the base for growing and the development of the country.

Taverns C. (2010) states “Education is any form of learning which shapes abilities, skills and attitudes by means of teaching, research or training given by a teacher, professor or tutors. It serves any individual to survive in the current society that has become part of an ever increasing globalization requiring individuals to be more competent”. (p. 21)

Smith L.(2009) comments “Education is the development of the abilities of the mind learning to know. It permit to transmit knowledge and how think about accomplishing that vital task, generally it equips students with all the necessary tools to play a specific role which benefits for the preservation and improvement of society” (p.34) .

Both authors agree that education is a form of transmitting knowledge from a person who has knowledge on something to a child with the purpose of acquiring abilities, skills, attitudes that make us competent in any field. In fact, education is a system that involves a process in which students and teachers play a specific role.

Education is an endeavor in which people can give or receive information that impregnates in the brain which becomes knowledge serving the individuals to improve as people and individuals making the society a better place to live. It is important to say that not all individuals can get education for different reasons such as lack of money, physical problems or prejudices.

1.2. Importance of Education

Education is important for several aspects. Education is essential as it constructs the road to success. It makes our minds clear and takes away all the wrong beliefs in our minds. It helps to create a clear picture of everything around.

Education helps us to solve problems and to find answers to everyday aspects. Education is about knowing that everything has an answer, it is about learning to make sense everything until every question reaches its answer. It can lead us to clarity. Education is constructed every day with confidence to take decisions, to face life and to accept successes and failures. It also creates a sense of pride about the knowledge that an individual has.

Education is considered as the fourth most basic human needs after food, health and shelter. It is necessary for the progress of a nation, society and the family. Without education, each individual person cannot survive in an ever growing competitive globalized world.

1.3. Types of Education

As education is a process that has a beginning and end, every individual has to follow a sequence; the educative system has stages to be fulfilled in order to get a degree. Every country shares the same system and it is divided this system into the following types.

1.3.1 Nursery Education

Nursery education is aimed at developing psycho- motor skills in the child, they learn socialization, inter-independency, individual participation and child-stimulation. It has become a necessary stage to prepare toddlers for the next years.

Moreover, nursery education is the first step towards gaining formal education. It includes nursery school and kindergarten. This stage marks the stepping of the child from the comforts of a home to the world outside. Nursery education is usually given to children between the age of 3 and 5 years.

1.3.2 Primary Education

This is the most basic stage in the educative process, it is also called basic education since it is considered as the most important since children learn to read and write, to interpret the world. Another good thing of primary education is that the students can develop their identity as humans with relation to nature; they learn to associate with peers who share the same values and characteristic.

For that reason it is very essential to point out that game is fundamental for the children where they can learn and establishes their foundation on various subjects, like mathematics, science, social sciences and language. Primary education starts from the age of 5 or 6 and continues on for the next 6 to 8 years. However, the age of primary education and the subjects taught differ from one country to another.

1.3.3 Secondary Education

The term secondary derives from the word second, which means that it is the second stage. Students are no longer children; they are called adolescent. It is considered as the hardest stage in the educative process because it is big transition from primary to secondary school, and the since they have become teens is hard age, in which they need to discover the world by the help of teachers. In this step, students experiment physiological and cognitive changes in their bodies.

Secondary education is the only stage that a teen undergoes in a school during his adolescence. The education format transforms from a comprehensive primary education to optional and specialized training subjects. Here, he receives detailed information and knowledge on his preferred subjects.

1.3.4 Higher Education

Superior or higher education is the final stage in which a degree is obtained at the end of the process; in this educative stage students learn specific skills and abilities in a certain area of specialization, which will be useful for his future economic support.

Higher education has become saturated with professionals who have a degree but find it difficult to find a good job. For that reason, students who finish high school have to take a career that will be in demand by the time they finish university or college.

Schooling gets over with secondary education and a student now enrolls himself in an undergraduate and post graduate college or university to receive the highest level of education in his subjects of specialization. Also known as tertiary education, higher education is a non-compulsory level of education.

1.4 Learning Process

The learning process is a very important condition that must exist into the classroom. This process permits the teachers to look for and find the best techniques and strategies in order to facilitate the knowledge. When the teacher is prepared for leading a class there is no problem with students and the development of learning process.

Mitchell F. (2011) establishes “Learning is a process that acquiring and modifying knowledge which is a natural tendency of living species for preserving life increasing resources, it is not compulsory; it is contextual. It does not happen all at once, but builds upon and is shaped by what we already know. (p.22).

Reagan G. (2009) says “Learning is the heart of education. On it depends the fulfillment of the aims & education. This is the most powerful instrument of education to bring about desired changes in the students. p. 23).

According to the authors the learning process is a valuable instrument of education because it produces changes in the students’ attitude about the importance of learning a foreign language.

However, the learning process is necessary for developing the learners’ qualities and abilities for making more interesting the knowledge of English as a foreign language.

In this context, learning process can be an effective tool to impart the class activities and others instructions. It depends of his application and it’s necessary to take into account the learners’ objectives in class. Besides, it is helpful to analyze the abilities of students in the classroom and it permits to improve the interest of students for learning English with mental process.

1.4.1 Characteristics of Learning

According to http://www.dynamicflight.com/avcfibook/learning_process/
Learning process has the following characteristics.

- Purposeful
- Result of Experience
- Multifaceted
- Active process

1.4.2 Learning is Purposeful

Each student sees a learning situation from a different viewpoint. Each student is a unique individual whose past experiences affect readiness to learn and to understand requirements involved. Most people have fairly definite ideas about what they want to do and achieve.

Their goals sometimes are short term, involving a matter of days or weeks. On the other hand, their goals may be carefully planned for a career or a lifetime. Each student has specific intentions and goals. Some may be shared by other students. Students learn from any activity that tends to further their goals. Their individual needs and attitudes may determine what they learn as much as what the teacher is trying to get them to learn. In the process of learning, the student's goals are of paramount significance.

1.4.3 Learning is a Result of Experience

Since learning is an individual process, the teacher cannot do it for the student. The student can learn only from personal experiences; therefore, learning and knowledge cannot exist apart from a person. A person's knowledge is a result of experience, and no two people have had identical experiences. Even when observing the same event, two people react differently; they learn different things

from it, according to the manner in which the situation affects their individual needs. Previous experience conditions a person to respond to some things and to ignore others.

All learning is by experience, but learning takes place in different forms and in varying degrees of richness and depth. For instance, some experiences involve the whole person while others may be based only on hearing and memory.

1.4.4 Learning is Multifaceted

If teachers see their objective as being only to train their students' memory they are underestimating the potential of the teaching learning. Students may learn much more than expected if they fully exercise their minds and feelings. The fact that these items were not included in the teacher's plan does not prevent them from influencing the learning process.

Psychologists sometimes classify learning by types, such as verbal, conceptual, perceptual, motor, problem solving, and emotional. Other classifications refer to intellectual skills, cognitive strategies, and attitudinal changes, along with descriptive terms like deep learning.

1.4.5 Learning is an Active Process

Students do not soak up knowledge like a sponge absorbs water. The teacher cannot assume that students remember something just because they were in the classroom, when the teacher presented the material.

Neither can the teacher assume that the students can apply what they know because they can quote the correct answer. For students to learn, they need to react and respond, perhaps outwardly, perhaps only inwardly, emotionally, or intellectually. But if learning is a process of changing behavior, clearly that process must be an active one.

1.5 Methodology

The methodology is the way that a teacher is going to manage the learning in the classrooms or outdoors. It depends on the characteristics of the subject, the motivation of students and the abilities of the teachers. Using the correct methodology the teacher can do many things in class with all educative community participation.

In accordance to Chemnitz (2012) "Methodology of Teaching English is concerned with the question of how to learn and teach English - English language and linguistics, English deals (s) and culture(s). It addresses everybody who aims at the teaching profession in foreign language education at schools or in the field of continuous education".(www.09107 chemnitz.com)

Erickson A. (2011) declares "Methodology is a set of techniques aimed at getting a specific outcome or goal. In the educative field, a wide range of methodologies have been used for specific subjects and purpose. There is not a infallible methodology since teaching involves constant research" (p37).

According to the authors, methodology is a group of methods and techniques which are used to reach specific tasks in the short, middle and long term. For the educative context, it helps recognize the forms of teaching with strategies and techniques which allow the teachers to apply correct teaching methods in the learning process.

Consequently, methodology helps to know how to teach and to learn in a good atmosphere in the classroom and to develop another method and curriculum to get educative objectives.

1.5.1 Suggestopedia Methods

According to <http://jufry2u.blogspot.com/2011/01/teaching-method-suggestopedia.html>. Suggestopedia is extremely esoteric, avant-garde method is subconsciously subliminal in texture. It is based on the pioneering efforts in 1967 of Bulgarian medical doctor, hypnotist, and psychology professor Georgi Lozanov and on his techniques into super learning.

Classes are small and intensive, with a low-stress focus. Material is presented in an especially melodic and artistic way. By activating the right "creative side" of the brain, a much larger portion of the intellectual potential can be tapped, thus drawing out long-term memory.

This innovative approach to language pedagogy maximizes the learners' natural holistic talents. Background classical or baroque chamber music, often times accompanied with soft lights, pillows on the floor for relaxation, accentuate active and passive meditations, séances, yoga, breathing exercises leading into the "alpha state", songs for memorization purposes, therapy sessions and stream-of-consciousness catharsis in the target language with little reliance on English.

1.5.1.1 The Principles of Suggestopedia

According to <http://jufry2u.blogspot.com/2011/01/teaching-method-suggestopedia.html>) Suggestopedia is:

1. The goals are to learn at accelerated pace, a foreign language for everyday communication by tapping mental powers, overcoming psychological barriers.
2. Teacher has authority, commands trust and respect of students. Teacher desuggests negative feelings and limits to learning.

3. Students learn in a relaxing environment. They choose a new identity in the target language and culture. They use texts of dialogues accompanied by translation and notes in their native language. Each dialogue is presented during two musical concerts, once with the teacher matching his voice to the rhythm and pitch of the music while students follow along.
4. At first, teacher initiates all interaction and students respond only nonverbally or with a few words in target language that they have practiced. Eventually, students initiate interaction.
5. Great importance is placed on students' feelings, in making them feel confident and relaxed, in desuggesting their psychological barriers.
6. Language is one plane; nonverbal parts of messages are another. Culture includes everyday life and fine arts.
7. Vocabulary is emphasized in some explicit grammar. Students focus on communicative use rather than form. Reading and writing also have place.
8. Translation clarifies dialogues' meaning. Teacher uses native language more at first than later when necessary.
9. Students' normal in class performance is evaluated. There are no tests, which would threaten relaxed environment.
10. Errors are not immediately corrected. Teacher models correct forms later during class.

1.5.1.2 The Teaching Techniques Used in Suggestopedia

According to <http://jufry2u.blogspot.com/2011/01/teaching-method-suggestopedia.html>) the teaching techniques are:

1. Classroom set-up, that is, the teacher provides as relaxed and comfortable an environment as possible. The classroom is provided with dim lights, soft music, cushioned armchairs, and walls decorated with scenes from a country where the target language is spoken.
2. Peripheral learning, that is, it is much more in the environment.
3. Positive suggestion, that is, the teacher has responsibility to orchestrate the suggestive factors in a learning situation, thereby helping students to break down the barriers in learning they bring with them.
4. Visualization, that is, students are asked to close their eyes and to concentrate on their breathing and the teacher speaks in a quiet voice, describing a scene or event. The description is detailed so students feel they are really there.
5. Choose a new identity, that is, the students choose a target language name and a new occupation.
6. Role-play, that is, students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person.
7. First concert, that is, the music is played while the teacher reads the dialogue and the students are asked to find out some grammatical points.
8. Second concert, that is, the students simply close their eyes and listen as the teacher 2 reads the dialogue at a normal rate of speed with musical accompaniment.
9. Primary activation, that is, students playfully reread the target language dialogue out loud as individuals or in groups. Each group reads the dialogue in particular manner.
10. Secondary activation, that is, students are engaged in various activities which include singing, dancing, dramatizations, and games.

1.5.1.3 Stages of Suggestopedia

According to (<http://novaekasari09.wordpress.com/2011/06/12/ateachingmethod-suggestopedia/>) there are three stages in using Suggestopedia method. They are:

1. Presentation

Presentation is the basis of conducting Suggestopedia in class successfully. The main aim in this stage is to help students relaxed and move into a positive frame of mind, with the feeling that the learning is going to be easy and funny.

2. Concert

First Concert

This involves the active presentation of the material to be learnt. The original form of Suggestopedia presented by Lozanov consisted of the use of extended dialogues, often several pages in length, accompanied by vocabulary lists and observations on grammatical points. Typically these dialogues will be read aloud to students to the accompaniment of music.

Second Concert

The students are now guided to relax and listen to some Baroque music. The best choice is the music according to Lozanov, with the text being studied very quietly in the background. During both types of reading, the learners will sit in comfortable seats, armchairs rather than classroom chairs, in a comfortable environment.

After the readings of these long dialogues to the accompaniment of music, the teacher will then make use of the dialogues for more conventional language work.

The music brings the students into the optimum mental state for the effortless acquisition of the material. The students, then, make and practice dialogue after they memorize the content of the materials.

3. Practice

The use of a range of role-plays, games, puzzles, etc. to review and consolidate the learning.

1.5.1.4 Advantages of Suggestopedia

According to <http://novaekasari09.wordpress.com/2011/06/12/a-teaching-method-suggestopedia/>. There are some benefits in utilizing Suggestopedia a comprehensible input based on desuggestion and suggestion principle by using this Suggestopedia method, students can lower their affective filter.

Suggestopedia classes, in addition, are held in ordinary rooms with comfortable chairs, a practice that may also help them relaxed. Teacher can do numerous other things to lower the affective filter.

a) Authority concept

Students remember best and are most influenced by information coming from an authoritative source, teachers.

b) Double-planedness theory

It refers to the learning from two aspects. They are the conscious aspect and the subconscious one. Students can acquire the aim of teaching instruction from both direct instruction and environment in which the teaching takes place.

c) Peripheral learning

Suggestopedia encourages the students to apply language more independently, takes more personal responsibility for their own learning and get more confidence.

Peripheral information can also help encourage students to be more experimental, and look to sources other than the teacher for language input.

For example, the students can make some sentences using the grammatical structure placed on the classroom's wall; describe a particular place in an English speaking country by looking at the poster on the wall, etc. When the students are successful in doing such self-activities, they will be more confident.

1.5.1.5 Disadvantages of Suggestopedia

According to <http://novaekasari09.wordpress.com/2011/06/12/a-teaching-method-suggestopedia/> Suggestopedia has the following disadvantages Suggestopedia also has limitation since there is no single teaching method that is categorized as the best based on some consideration such as: the curriculum, student's motivation, financial limitation, number of students, etc.

The main disadvantages of Suggestopedia are as follow:

a) Environment limitation

Most schools in developing countries have large classes. Each class consists of 30 to 40 students. One of the problems faced in utilizing this method is the number of students in the class. There should be 12 students in the class (Adamson, 1997).

b) The use of hypnosis

Some people say that Suggestopedia uses hypnosis, so it has bad deep effects for human beings. Lazanov strongly denied about it.

c) Infantilization learning

Suggestopedia class is conditioned be child-like situation. There are some students who do not like to be treated like this as they think that they are mature.

1.5.2 Audio-lingual method

According Wilde Marlene the used audio-lingual method helps the learning of grammar rules had no place at all.

Although, the teaching of the grammar rulers are so necessary in the audio-lingual method give the teacher the possibility to teach through the conversation, where the learning of the pronunciation is more important that the grammar structure.

In this way, the students can establish start a relationship with other people who speak different language. But the learning of the vocabulary is essential in the use of this method, because of the goal of it is to express the new knowledge avoiding confusion in the words pronunciation.(<http://www.suite101.com/content/methods-teaching-efl-audiolingual-and-grammar-translation-a310435>).

1.5.3 A Mechanical Drill Technique

According to Richards A mechanical drill is one where there is complete control over the student's response, and where comprehension is not required in order to produce a correct response.

The teachers are able to use a techniques which produce a correct answer without errors, thus, the learners can understand what they are producing. This technique is mechanic because since, the students know what they need to answer so; the knowledge can be as a habit that they are acquiring.

(<http://www.auburn.edu/nunnath/eng16240/alm.html>)

1.5.4 Repeat and Re- phrase techniques

According to Lain The repeat and re- phrase technique is effective in classroom because a student may know various vocabulary words and now know the ones that the teacher is using.

Teachers of English should repeat everything at least three times. It is strongly recommended to change the wording of their remarks. A student may understand one set of vocabulary but do not understand another one even when the topic of discussion is the same.

After the first explanation of a word or word- combination, the student can be able to understand the new variation of a concept or its repetition. Such technique is quite effective, because it enlarges the student's vocabulary with new words and phrases.http://www.associatedcontent.com/article/50014/ideas_and_techniques_for_teaching_english.html).

1.5.5 Complete the Dialog Technique

According to Freeman, Larsen this method is referring to selected words are erased from a line in the dialog and students must find and insert.

The use of the Complete the Dialogue Techniques is very common for the teachers who use active methodological strategies because this technique allows students to think in a logical answer, thus the student show interest for knowing what the correct answer is. So, the technique can be used as a game by the teachers.<http://www.nuveforum.net/1448-ingilizce/105572-the-audiolingual-method/>

1.5.6 Transformation Drill Technique

According to Freeman, Larsen transformation drill refers that the teacher provides a sentence that must be turned into something else. To change a certain kind of sentence pattern to another form is soothing interesting that the students can do with this kind of technique, thus students are able to form many sentences in different tense, or they are able to know what is the specific tense that is correct in each sentence?.

(<http://www.nuveforum.net/1448-ingilizce/105572-audiolingual-method/>)

1.5.7 Total Physical Response Method

According to Asher, James the total physical it is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity, the more often or intensively a memory will be.

To teach English based in actives methodological strategies is vitally important use method that contain body movements, since, it helps to children to maintain the concentration and the motivation too, so the learner can lean playing ,however

this method is undemanding in terms of linguistic production but with the time and specifically with repetitions learners can produce in a speaking mode.(www.sil.org/lingualinks/languagelearning/waystoapproachlanguagelearnig/totalphysicalresponse.htm)

1.5.8 Visual Aids Technique

According to Lang horst, Erik it is necessary to use visual pictures, colors, and maps to organize information and communicate with others you can easily visualize objects, plants and outcomes in your mind`s eyes.

A simple picture can replace a long description and it is especially effective while teaching English. Visual aids are universal, because they are applied to teach everything beginning from vocabulary and ending prepositions.

Visual aids have instructional benefits, they make lessons interesting, besides teachers can apply this technique and add some movements according with the topic each time that picture appear; as a result they can maintain and activate the students` interest. It is recommended to apply an overhead or slide projector for the performance of effective presentations.

(<http://www.slideshare.net/elanghorst/visual-learnig-techniques-to-improve-learning-2528845>)

1.5.9 Non- verbal technique

According to Heath field, Susan It ranges from facial expression to body language. Gesture sings, hand gestures and other non-verbal cues to get rid of the language barrier and use of space are also important in non-verbal communication.http://humanresources.about.com/od/interpersonalcommunication/1/a/nonverval_com.htm).

1.5.10 Communicative Language Teaching Method

Wilde, Marlene to learn as much as possible in as real-life situations natural strategies for language acquisition, and this will allow them to learn to use the language.<http://www.suite101.com/content/english-teaching-method-communicative-approach-a310843>

1.5.11 Role Playing/Simulation Technique

Bartle, Phil it is a scenario where the participants are assigned different roles, where those roles identify with those in the real-situation where participants will find themselves when they undertake their work in the field.
<http://www.scn.org/cmp/modules/tm-rply.htm>

1.5.12 Divide Into Groups/Technique

Bartle, Phil says that this technique is scenario where the teacher develops the friendship and use students to develop the understanding that other students who has problems and the participants are assigned different roles in a group.

The teacher, who is always talking, does not give learners of English as a second language a possibility for practice and communication. Groups work is an effective way of starting practicing a foreign language.

The best number of participants in groups is from 2 to 5 people .if the number of participants is more, some learners will not have a chance of a foreign language practice. It is effective to make up groups of students who have various first languages. <http://www.scn.org/cmp/modules/tm-rply.htm>

1.6 Didactic Resources

The quality of education depends basically on the resources that teachers can use in the classrooms. The correct use of these materials helps improve the way of managing the learning process. There are many kinds of resources that teachers can make for different subjects and create good and new environment. With these aspects the students are motivated because they have more didactic resources and they can develop all their cognitive potential.

Gavilánez R. (2011) “That Didactic resources are any instruments that help to achieve any goal; that is, auxiliary material with which the students develop the learning process. (www.slideshare.net/naragm7)

Gómez Hernandez H. (2008) states “didactics may be defined in two ways, as the art of teaching or as the discipline about teaching. Then at first, being expected that didactics explains the process as the “practical cognitive quality, the inner skill to produce specific tasks. In the second sense, didactics as the science that refers to clear, ordered and supported concept in theory”. (P52).

Alternatively, the couple of authors comments that resources help teachers to give a good class. What’s more, it permits to use the correct material for each new theme because every class is different and required new materials and strategies. Besides, the teachers can change and improve the learning instruments because each class is a different process and it needs variable tools. It depends of the creativity and the interest that teachers have for managing the class with authority and leadership.

Consequently, didactic resources contribute to keep class control and discipline of students. With the correct use of these ludic materials in class, the teacher can take control of the situation and guide the learning in a clear and simple manner.

The skills and abilities of students can be improved every day in every activity, but it's necessary to choose the correct resource and to use a new strategy for creating a good atmosphere into the classroom.

1.6.1 Importance of the Use of Didactic Materials

According to Raquel Gavilánez Didactic resources is important because the didactic materials permit to facilitate the acquisition and the setting of the learning. Furthermore, it increases to motivate the learning process and stimulate the imagination and the capacity of abstraction of the students. Beside, these resources permit to save time, both in the explanations and in their selection and manufacturing.

Moreover, the students will improve their vocabulary because they look a lot of materials in their classroom. This facilitates the education of the multiple intelligences, logical, systemic, lateral, creative and critical thinking to the acquisition of the knowledge. (<http://www.slideshare.net/naragm7/didactic-resources>)

1.6.2 Classification of Didactic Resources

According to Raquel Gavilánez the classification of Didactic resources are:

1. Permanent resources these are the materials that the teachers have in hand; and teachers can use them on a daily basis. Such as: a whiteboard, eraser, books, notebooks, pens, pencils, charts, flashcards, puppets, pointers and Markers.

2. The planning of the use of the board is important so that if a student was not in class, he or she can understand the content and development of the class. It is not advisable to erase the board during the class.

Write from up and down and from left to right. Use legible writing. Use especially black, blue, green and red board markers the whiteboard.

3. Audiovisual aids **Audio visual aids** can be any equipment that is used to engage the senses of sight and sound. Audio equipment may be used separately from visual equipment, but often they are used together.

Types: Computers, television, CD player, Tapes, DVDs, overhead projectors, posters, cartoon strips, costumes, regalia and field trips Overhead projector.-It's used for displaying results of group work, displaying transparencies. Flipchart It's a pad of large sheets of paper fixed to a stand, which teachers use for presenting information to the class.

4. Computing media the didactic media are computing software and interactive web pages, including text and audiovisual elements and are made specifically to facilitate certain learning. Types: Word processor, data base, electronics sheet, informatics educative programs, tutorials, simulators, educative games multimedia programs.

Educative games.- People don't like to play easy games, and games have figured out a way to encourage players to persist at solving challenging problems.

5. Information and communication technologies. (ICT)"ICT" are used as a general term for all kinds of technologies which enable users to create access and manipulate information. ICT is a combination of information technology and communications. Types: forums, emails, chats, videoconferences.

A videoconference it uses telecommunications of audio and video to bring people at different sites together for a meeting. This can be as simple as a conversation between two people in private offices.

1.7 Ludic Corner

A ludic corner is a place in the classroom which has specific material for children to interact, play and learn. It is not necessarily located in the corner of the classroom but it can be placed in any part of the room where children and teachers can have access to such stuff.

Peterson F. (2011) comments that a ludic corner is a special place in the classroom, it is used to keep didactic material with the purpose to use it regularly according to the topic or subject. Such material has to be varied and up-dated so as to meet academic needs. (p. 16).

Roosevelt R. (2009) says ludic corners are commonly called classroom spaces destined to organize different types of educative materials which are used regularly, thus entertaining students who learn at the same time. The teacher who uses must be well-trained so that the class does not turn to be tedious” p 22.

According to the authors, ludic corners are places which contain any teaching material so that the classes are dynamic and motivating. Both authors agree with the concept of ludic corners.

In fact, every classroom must destine a small space to build a ludic corner since all the teaching material must be in perfect order so teachers can use them according to the academic plan. Moreover, ludic corner will permit to include in class other strategies for learning English, in this way motivating students to produce their own knowledge in a dynamic and funny form.

A ludic corner has become an essential educative tool for the teaching-learning process; especially for children since their brains are naturally inclined to learn by playing as this activity involves the five senses, in this sense knowledge becomes impregnated in the subconscious mind.

1.7.1 Types of Games

According to (<http://www.growingtreetoys.com/types-of-play.html>) the types are:

a) Active, cooperative, creative, manipulative, quiet.

These types of game provide further information on what to expect from a particular toy and how a child will interact with the material. Knowing the types of game for a material is important to customers as they assess the environment in which the child is learning, the specific interests of the child, or the areas in which the child needs development.

Through our years in the business, we understand children, their play habits, and how they respond to the materials at our store, which has helped us create these playing classifications for our resources.

The feature colorful icons with every toy on the site that outline the Types of game for that product, which helps guide customers in their decision-making process when determining if a material will lead to countless hours of fun and learning for a child.

Searching for a material for a child online on our website will be so much fun; it will become your game time quiet and manipulative game time to be exact!

b) Active Game

Game that involves movement and physical activity. Active play is the perfect type of play to tucker any youngster out! Whether running around in the yard at a local playground,

active play is an essential part of a child's development. Some examples of active game are:

- Movements using parts of the body.
- Swinging at the game ground in class.

The materials will be the perfect outdoor companion, providing sporting fun and activity galore!

c) Cooperative Game

Play for your child and a group of friends. Cooperative play can take place almost anywhere — outside on the playground or downstairs in the basement.

In any environment, children learn from watching other children play and interacting with them socially.

Some fun cooperative play activities are:

- Interactive pretend game
- Board games

Game time, make believe time — it's all fun time when other children are around to take part in game!

d) Creative Game

Game that ignites a child's imagination and makes something out of nothing!

A box of crayons, construction paper, pipe cleaners, scissors and glue – they are all staples in the home, but when they come together in the hands of a child, they become magical works of art.

But, Creative Game extends beyond art, entering a world of music, dance, building — even dirt! Creative play includes such things as:

- Painting sculpting game dough
- Building or creating crafts
- Creating short stories

Providing a child a creative outlet will lead to many amazing things, and as you may know already, some not so amazing things if it involves drawing on furniture or a wall!

e) Dramatic Game

Game that involves pretend and make believe, or whatever the imagination dreams. Have you ever found a child in your clothes? Carrying your briefcase?

Wearing your old uniform? What seems commonplace to you opens a whole new world of possibilities to a child. Dramatic play can include:

- Simple role playing
- Using props to create a "new" environment
- Creating scenes or situations with dolls and puppets

Children love role-playing and exploring worlds outside of their everyday, creating new and fun situations with every costume and prop. Imagine what they think you do at work!.

f) Manipulative Game

Game that involves hand-eye coordination and motor skills. Children need the opportunity to work on finer skills that involve a little more control and direction. Manipulative play develops the sense of coordination, challenging their little fingers to follow the lines or use their tools properly. Some examples of manipulative play are:

- Coloring, especially in a defined area
- Paper crafts and art involving moving parts that need to be "put together"
- Using a safe and simple tool kit to help with tasks around the house

Cutting out sunshine for the window or painting within the lines - all these activities are the perfect exercise for this type of play.

g) Quiet Game

Game that keeps children's mouths shut but their minds open. Game time for children should have the opportunity to be quiet — the playtime for which adults are sometimes grateful! Children need quiet time to intently digest the items in their learning environment, like books and puzzles. Quiet game provides children an opportunity to think and reason and can include such activities as:

- Looking at the flashcards
- Working on puzzles
- Reading or looking at pictures
- Complete the crosswords

1.7.1.1 Benefits of Games

According to <http://www.learningchild.com.au/ccd/play> the benefits are:

1) Playing enables children to find out about themselves. It allows them to:

- a) Discover
- b) Experiment
- c) Create
- d) Concentrate
- e) Express ideas
- f) Develop speech
- g) Develop muscles
- h) Invent
- i) Learn new skills
- j) Learn how other people behave
- k) Role-play (pretend to be someone else)
- l) Share possessions
- m) Use the imagination
- n) Co-operate with others
- o) Show off (children like to let others know what they can do)
- p) Act protectively towards someone less powerful than themselves.

2) Playing helps towards happiness. A child who is absorbed in play is likely to be a happy child, as play produces feelings of satisfaction and achievement.

3) Playing helps prevent boredom. Preventing a child from being bored is very important, as boredom can quickly lead to bad temper, irritability and destructiveness.

4) Playing can help reduce stress. The acting out of stressful situations can help them to seem more familiar and therefore less frightening. For example, by playing 'schools' a child becomes familiar with the idea of going to school. This will help to reduce any nervousness about school which the child might have.

5) Playing can help divert aggressive instincts. Using a hammer to nail pieces of wood together to make a 'boat' is preferable to using the hammer to hurt someone or destroy property.

1.7.2 Importance of a ludic corner

As mentioned earlier, a ludic corner is indispensable for the teaching –learning process, especially for children since they love interactive and dynamic activities. The ludic corner offers several benefits. One of the most important benefits is that it is very useful to make the class an agreeable place.

Therefore, a ludic corner has to be a colorful place with posters that resemble happiness and harmony of well-being. Another benefit is that it makes learning easier and faster as well as fun.

1.7.3 How to make a ludic corner

The ludic corner should be a place that contains furniture that can be used to keep all the material to elaborate the different materials. The walls can have colorful posters pasted with glue. In this context, there will be occasions when the teacher has to occupy a lot of space since some activities will require elaborating big items, for that reason, it is important to acquire a big shelf

Since the term of ludic corner is something new in our midst, it is recommendable to place a visible sign that says “ludic corner”, so that students, teachers and parent will get familiarized with the term and its utility.

The material must be according to the age of the students and classified by type and purpose, and some schools recommend doing it according to the subject. It is also important to place a sign that says “sharp objects” in the place where scissors, nails, knives and razors are kept. This is done to avoid physical harm.

CHAPTER II

2. ANALYSIS AND INTERPRETATION OF THE RESULTS

2.1 Brief Characterization of the “Mariscal Sucre” School

Mariscal Sucre School is located in Saquisilí. This institution was created in October 1885, but its celebration is on May 24th because this school has actualized its documents in that date. This school is very important in Saquisilí because it receives many students from the city and from the countryside. This school gives the same opportunity for studying without any restriction for students who belong to different social classes, so teaching and learning takes place in a friendly environment.

“Mariscal Sucre School” offers a quality and permanent education based on cooperation, inclusion and investigation contributing to the creation of a homogenous education. Mariscal Sucre school vision is to be an educational institution where its students, teachers, parents and central committee will be creative, participative, solidarity and that they can solve daily life problems based on the principles human values with leadership that allow to develop its cognitive, psychomotor, affective and assessment capacities.

The mission of the institution is to develop an integral education with the practice of an active and participative methodology and optimize internal and external human capacities, techniques and resources in order to optimize the intellectual capacities, attitudes and values so that the children and girls become useful entities for their development and the society.

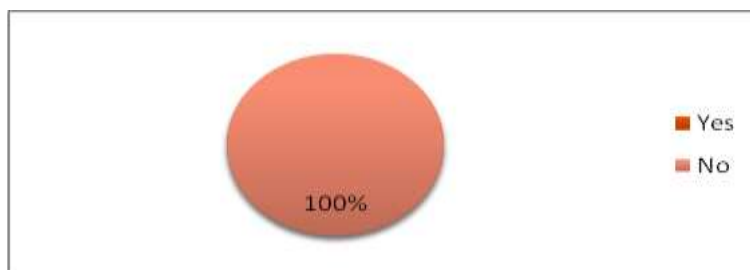
2.2. ANALYSIS OF THE SURVEY APPLIED TO DIRECTOR AT MARISCAL SUCRE SCHOOL

1) Do you think English is important to learn?

Chart 1

Question	#Director	%
Yes	1	100%
No	0	0%
Total	1	100%

Graphic 1



Source: Mariscal Sucre School
Elaborated by: Carmen Beatriz Guanochanga Cuchipe

In the first question the director considers that is important to learn English and it represent 100% of the result.

According to this information, English is vitally because day by day the students need to learn English for improving their skills. The importance of English includes the students' development which they are going to improve their skills in communication and the form of expressing their ideas about any topic. It refers to the possibility that students have to get better their confidence by themselves.

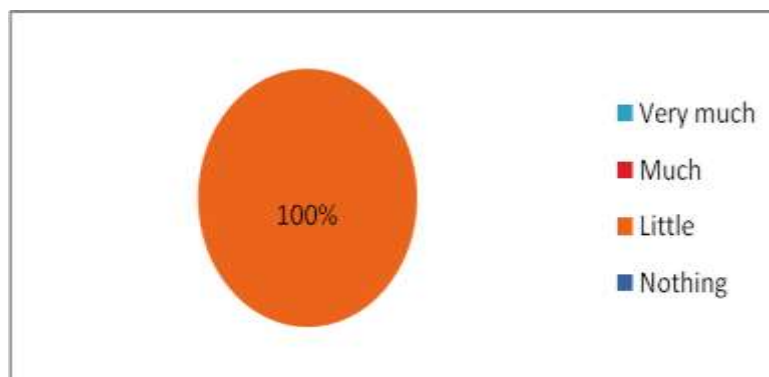
The teaching learning process must be dynamic and fun if the teacher uses more ludic resources according to the topic, thereby considering the age, abilities and the objectives of the students which they will learn of different manner for reaching their goals.

2) How much do you know about English Ludic Corner?

Chart 2

Question	#Director	%
Very much	0	0%
Much	0	0%
Little	1	100%
Nothing	0	0%
Total	1	100%

Graphic 2



Source: Mariscal Sucre School
Elaborated by: Carmen Beatriz Guanochanga Cuchiye

In the second question, the director expresses that he knows a little about English ludic corner so it is a new topic and it represents 100% of the result.

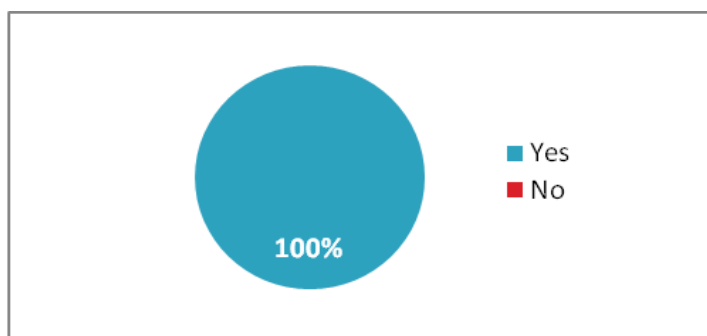
Then, it is necessary to implement this English ludic corner at Mariscal Sucre School so it will permit to have many materials to teach English in different manner like posters, Flashcards, ropes, puppets, puzzles, charts, Hopscotch, games and so on. These resources will help teach in a better way.

3) Do you consider that it is possible to design ludic materials with students?

Chart 3

Question	#Director	%
Yes	1	100%
No	0	0%
Total	1	100%

Graphic 3



Source: Mariscal Sucre School
Elaborated by: Carmen Beatriz Guanochanga Cuchiye

According to the director the students can design their own materials for learning English and it represents 100% of the result.

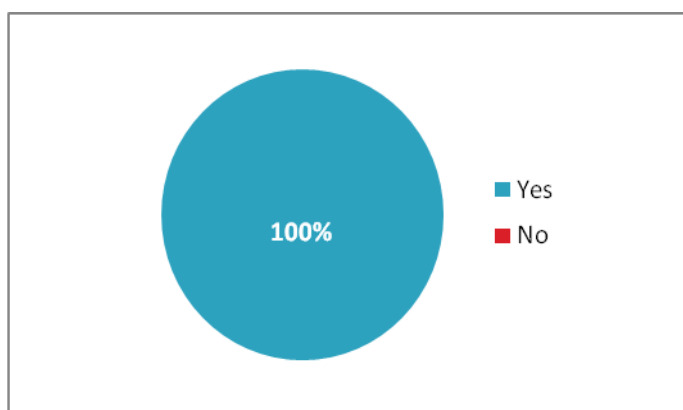
The design of ludic materials by teachers and students improve the interest in learning English as a foreign language as it allows for participating and contributing with new ideas and create different games or activities to learn English easier. Then, the students can have a good atmosphere where they can enjoy making and applying the materials and the learners can improve their skills such as listening, speaking, reading and writing.

4) Do you think ludic material is useful to learn English?

Chart 4

Question	#Director	%
Yes	1	100%
No	0	0%
Total	1	100%

Graphic 4



Source: Mariscal Sucre School
Elaborated by: Carmen Beatriz Guanochanga Cuchiye

In the fourth question, the Director statements that ludic material is useful to learn English since it provides a wide range of creative and widely used opportunities for both the teacher and the student and it represent 100% of the result.

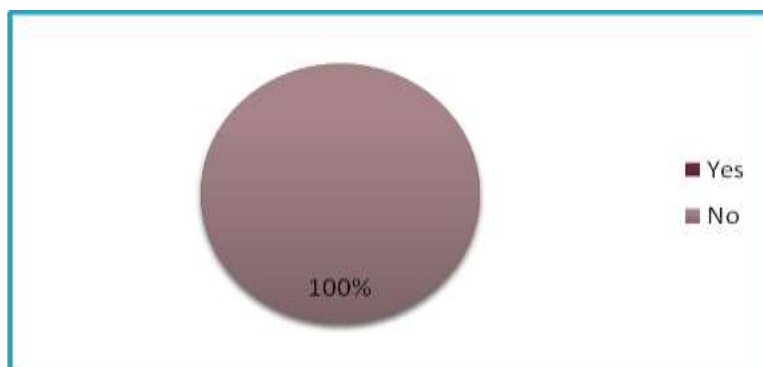
According to this information ludic materials are important and interesting because it permits to apply games and different resources outdoor and indoor. The students can use their imagination for solving the problems or completing the activities in group or individual form. Then, they can have a good environment for learning English.

5) Do you know the advantages of ludic corner?

Chart 5

Question	#Director	%
Yes	1	100%
No	0	0%
Total	1	100%

Graphic 5



Source: Mariscal Sucre School
Elaborated by: Carmen Beatriz Guanochanga Cuchipe

In the fifth question, the director says that the ludic corner has many advantages so it is necessary to implement it at the Mariscal Sucre school it represents 100% of the result.

The director of the school said that “the advantages of a ludic corner are very important for different factors such as it allows encouraging students to be constantly motivated since they learn by playing and creating the material by themselves”. Moreover, these materials will be useful for teaching and learning English into the classroom. The children can create the new knowledge because when they see the ludic resources they can imagine the topic which is going to study with the teacher.

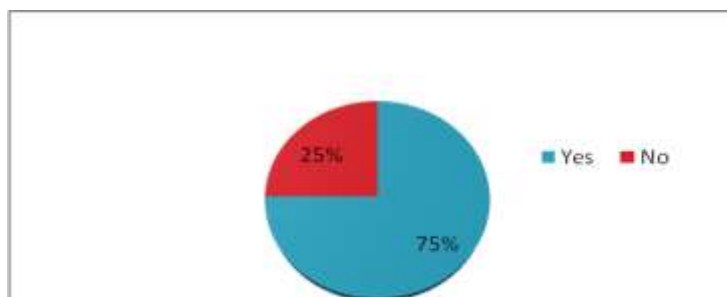
2.3 ANALYSIS OF THE SURVEY APPLIED TO TEACHERS AT MARISCAL SUCRE SCHOOL

1) Do children like English?

Chart 1

Question	Teachers	%
Yes	3	75%
No	1	25%
Total	4	100%

Graphic 1



Source: Mariscal Sucre School
Elaborated by: Carmen Beatriz Guanochanga Cuchiye

In the first question, three teachers that represent the 75% express that children like English and one teacher with the 25% consider that children don't like English.

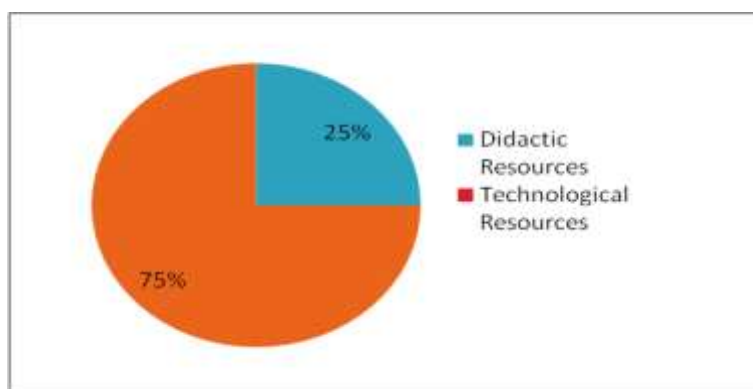
According to the survey done at Mariscal Sucre School; the majority of students really like English, but the teachers don't have didactic materials to motivate students learn English. If the teachers use new ludic resources and apply others strategies, the students will learn English in a dynamic form. That's why, this activity will give teachers the opportunity to teach in an interactive way. Then, the students will participate with enthusiasm and creativity in each class.

2) What kind of materials do you use in class?

Chart 2

Question	#Teachers	%
Didactic Resources	1	25%
Technological Resources	0	0%
Photocopies	3	75%
Total	4	100%

Graphic 2



Source: Mariscal Sucre School
Elaborated by: Carmen Beatriz Guanochanga Cuchipe

In agreement with this question, the 75% of teachers use photocopies for managing the class but only one teacher selects didactic resources and it represents 25%.

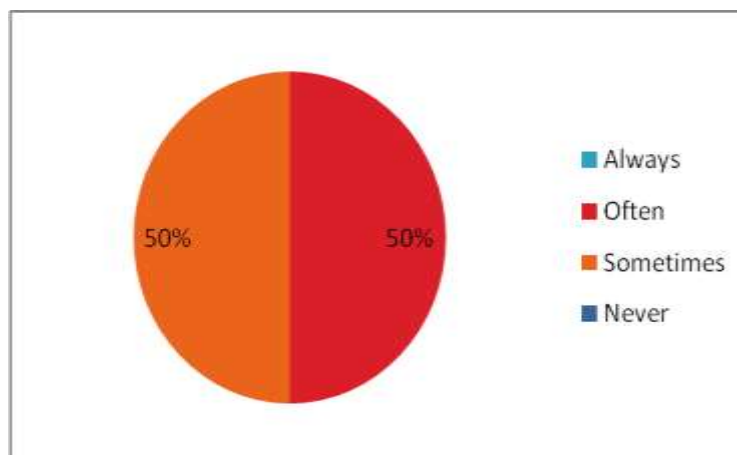
Then, it is necessary to motivate teachers to work with didactic resources for managing the class because it permits them to stimulate in learning English language. Teachers can use more interesting, dynamic, active and lively materials in each class according to the plan that they prepare and not only use photocopies. There are a lot of didactic resources such as flashcards, puzzles, posters, charts, crosswords, puppets, which permit that students learn the new language with more facility.

3) How often do you apply games in the classroom?

Chart 3

Question	#Teachers	%
Always	0	0%
Often	2	50%
Sometimes	2	50%
Never	0	0%
total	4	100%

Graphic 3



Source: Mariscal Sucre School
Elaborated by: Carmen Beatriz Guanochanga Cuchipe

This question shows that 50% of teachers often apply games in class, but the other half of teachers chose sometimes and it represents the 50%.

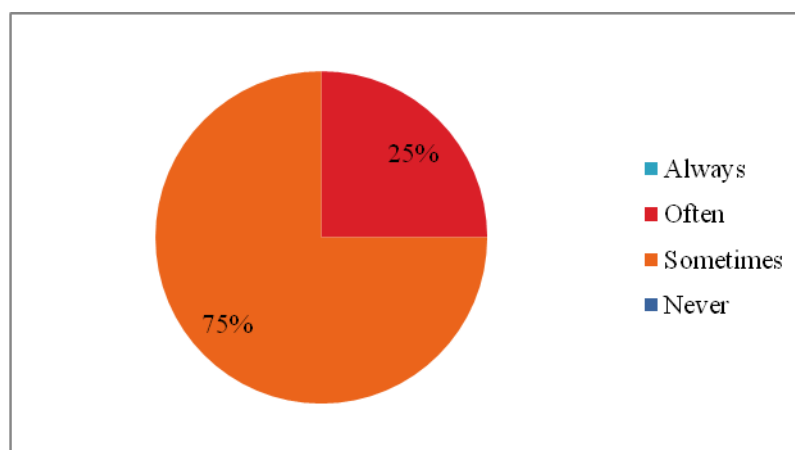
According to this, it's necessary to consider the use of games in the classroom because they permit to keep the students' interest to learn English. Thus, they can do some exercises and tasks according to their age and improve their skills. In addition, it is important to apply a game in each class games permit to learn it easily in young children.

4) How often do you encourage your students to learn English in class?

Chart 4

Questions	Teachers	%
Always	0	0%
Often	1	25%
Sometimes	3	75%
Never	0	0%
Total	4	100%

Graphic 4



Source: Mariscal Sucre School
Elaborated by: Carmen Beatriz Guanochanga Cuchiye

In the fourth question, the 75% of teachers sometimes encourages their students in class. The 25% of teacher often encourage their students.

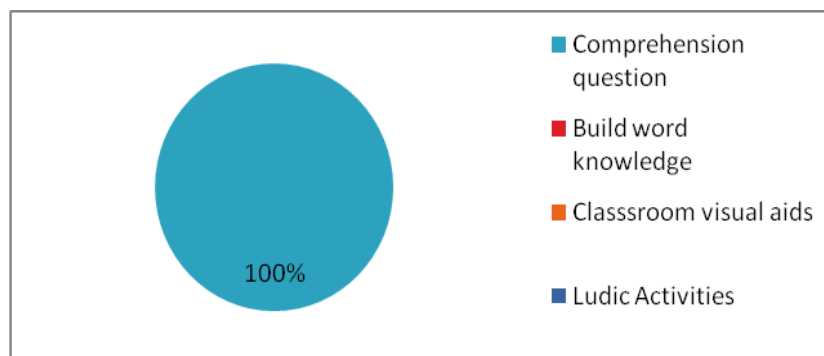
The teacher has to apply ludic material in order to get the attention of all the learners and in this way they are going to participate with more interest in the class activities. Teachers must always encourage their students to learn English with different activities and didactic resources. It permits to improve and develop students` skills without fears or threats. So, the teacher will motivate students in class through the participation in the different activities prepared for the learning process.

5) What kind of strategies do you use in the teaching – learning process?

Chart 5

Question	#Teachers	%
Comprehension question	4	100%
Build word knowledge	0	0%
Classroom visual aids	0	0%
Ludic Activities	0	0%
Total	4	100%

Graphic 5



Source: Mariscal Sucre School
 Elaborated by: Carmen Beatriz Guanochanga Cuchipec

In agreement with this question, four teachers use comprehension question as a strategy in the educative process and it represents 100%.

According to this information, Comprehension question is the most useful strategy for teaching learning process at Mariscal Sucre School, but the teachers need to use new techniques and the strategies inside the classroom, to avoid traditional and monotonous classes.

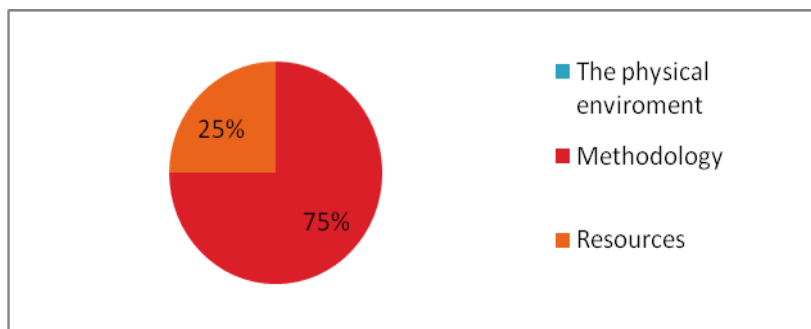
Then, it is necessary that the teachers use ludic materials with their children so they can learn by themselves if they can look, touch or play with them in each theme. In this form, the students can understand English in a better way. Moreover, the resources help students not to be bored in class.

6) Which of these class conditions influence effectively on students the teaching learning process?

Chart 6

Question	#Teachers	%
The physical environment	0	0%
Methodology	3	75%
Resources	1	25%
Intrinsic Motivation	0	0%
Extrinsic Motivation	0	0%
total	4	100%

Graphic 6



Source: Mariscal Sucre School
Elaborated by: Carmen Beatriz Guanochanga Cuchiye

Here, the 75% of teachers consider that methodology is a condition which influences in the teaching learning process, but one teacher chose the resources that represent the 25% of the result.

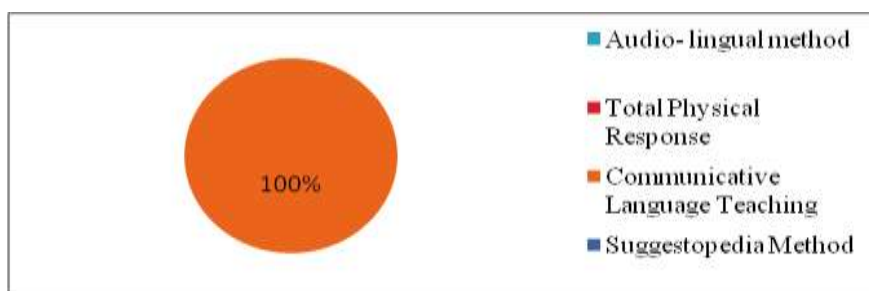
According to this question, the result claims that methodology influence on the educational process because through this aspect the teachers can vary the procedures with students according to the objectives or necessities of learning. Therefore, the teachers have to focus on didactic resources and methodology because they are useful together for improving English teaching, which permit them to give effective conditions of learning English.

7) Which of these methods do you apply for improving the teaching learning process?

Chart 7

Question	#Teachers	%
Audio- lingual method	0	0%
Total Physical Response	0	0%
Communicative Language Teaching	4	100%
Suggestopedia Method	0	0%
Total	4	100%

Graphic 7



Source: Mariscal Sucre School
 Elaborated by: Carmen Beatriz Guanochanga Cuchipe

The result shows that the 100% of teachers apply communicative language teaching method.

The application of this method in the educative activities is good because the communication among teachers and students always is vital important in the teaching learning process. But, it is necessary that the teachers need to use all the methods for improving English. Thus, they can change the strategies for teaching and apply different activities in each class.

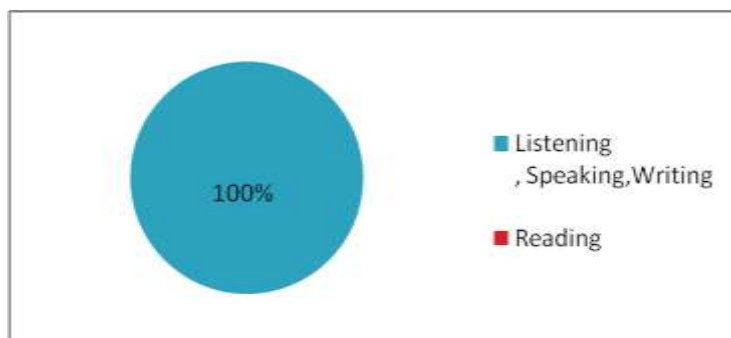
Moreover, with the application of these methods it's necessary to consider that teachers have the opportunity to use didactic materials according to the necessities of the children. They permit to do the teaching more entertaining and dynamic. Therefore, the students can express their ideas and thoughts about some topics without fear.

8) What skill do you develop the most in the classroom?

Chart 8

Question	#Teachers	%
Listening Speaking, Writing	4	100%
Reading	0	0%
Total	4	100%

Graphic 8



Source: Mariscal Sucre School

Elaborated by: Carmen Beatriz Guanochanga Cuchiye

In this question 100% of teachers select listening, speaking and writing which are the skills that are developed into the classroom at Mariscal Sucre School. And nobody develops reading skill.

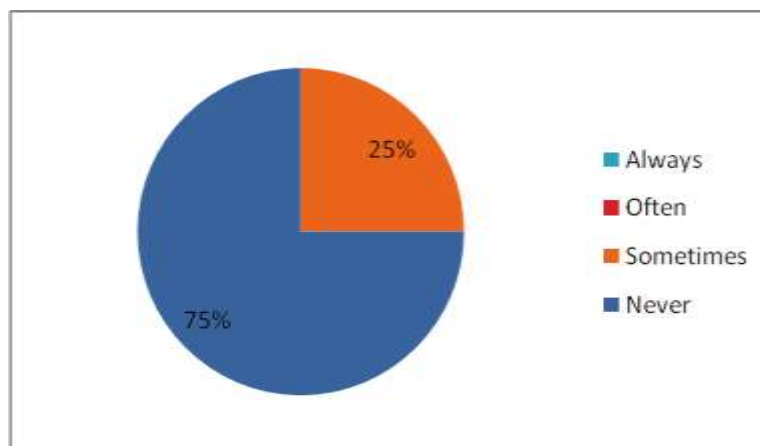
The teachers need to teach the four language skills to the students so that students can acquire the language easily. On the other hand, if children do not use all skills, they will not be able to learn the language fluently and naturally. In this case, teachers will have to make their English classes more dynamic with the ludic corner applying many ludic activities and a lot of materials to teach each skill in class, which is necessary to improve English. These skills can permit to know more vocabulary, correct spelling, and practice pronunciation for improving learning English.

9) Have you used English ludic corner resources in the classroom?

Chart 9

Question	#Teachers	%
Always	0	0%
Often	0	0%
Sometimes	1	25%
Never	3	75%
Total	4	100%

Graphic 9



Source: Mariscal Sucre School
Elaborated by: Carmen Beatriz Guanochanga Cuchiye

This question shows that three teachers have never used an English ludic corner and it represents the 75%. On the other hand, one teacher uses ludic resources which constitute the 25% of the total result.

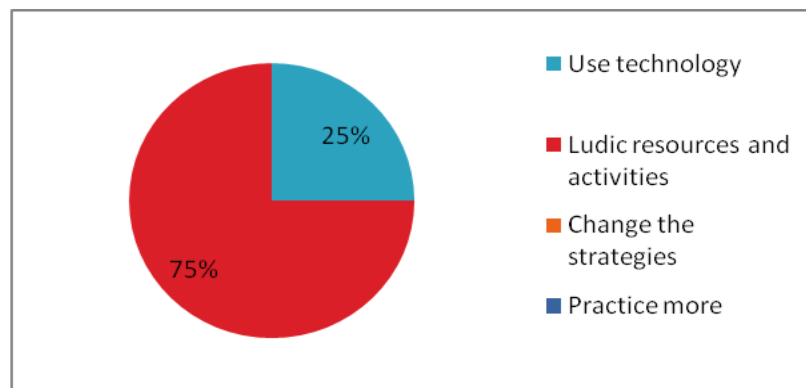
According to this, it is important that teachers use a ludic corner in the classroom and apply it with the students for motivating the participation in the educational process. The ludic will help students to practice English so it's a way to make them think and express their ideas without any problem.

10) What are the academic actions for learning English in the classroom?

Chart 10

Question	#Teachers	%
Use technology	1	25%
Ludic resources and activities	3	75%
Change the strategies	0	0%
Practice more	0	0%
Total	4	100%

Graphic 10



Source: Mariscal Sucre School
Elaborated by: Carmen Beatriz Guanochanga Cuchipe

In agreement with this question three teachers say the ludic resources are the academic actions for learning English which represents the 75%, while one teacher selects technology representing the 25% of the results.

Then, it is important to emphasize that a good number of teachers prefer ludic resources because they can know and can encourage their students in the English learning by means of new and practical materials which has a ludic corner.

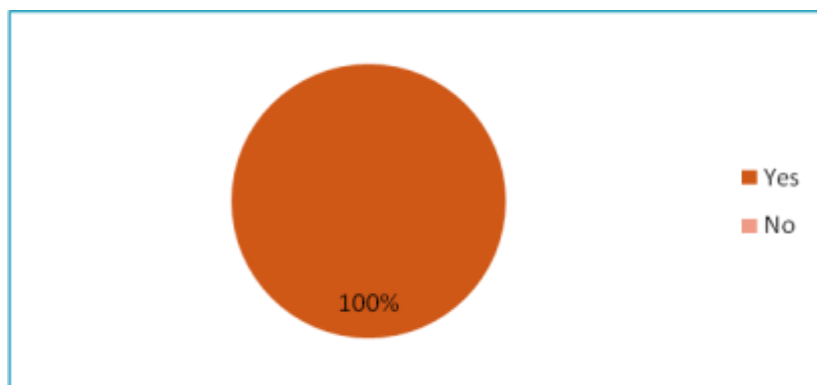
2.4 ANALYSIS OF THE SURVEY APPLIED TO STUDENTS AT MARISCAL SUCRE SCHOOL

1) Do you consider important to learn English?

Chart 1

Question	#Students	%
Yes	60	100%
No	0	0%
Total	60	100%

Graphic 1



Source: Mariscal Sucre School
Elaborated by: Carmen Beatriz Guanochanga Cuchiye

In the first question, 60 students who are the 100% confirmed that to learn English is very important during their academic development.

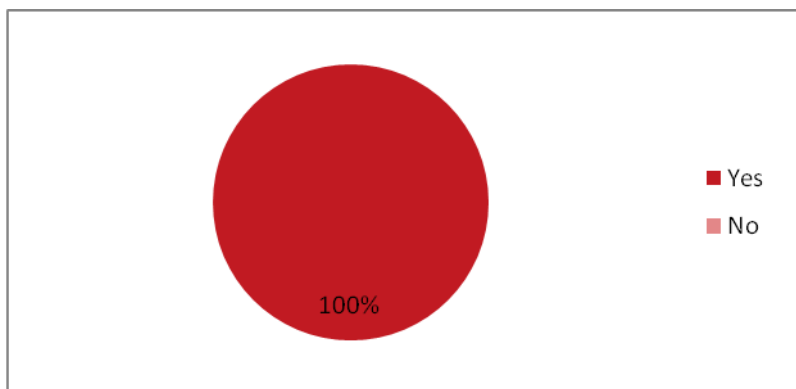
It is necessary to have knowledge about English language, because it will permit to improve the skills in the students. Moreover, it's essential to promote a dynamic education where students are always encouraged for learning English in a satisfactory environment with their teachers.

2) Do you like English?

Chart 2

Question	#Students	%
Yes	60	100%
No	0	
Total	60	100%

Graphic 2



Source: Mariscal Sucre School
Elaborated by: Carmen Beatriz Guanochanga Cuchiye

This question proves that 60 students like English and this represent 100%.

For improving the like of English language it is necessary to include in the classroom different activities and attractive materials. Since these create a good environment to work between students and teachers.

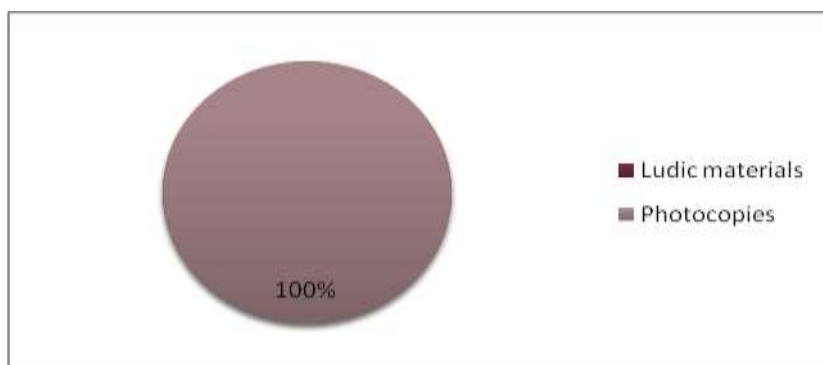
Besides, the English in the educative process will permit learners to participate in an active form and in this way the knowledge will be acquired with dynamism and interest for learning English. Moreover, it's important to improve day by day the techniques in the classroom and motivate students to learn English.

3) What kind of materials does the teacher use in the classroom?

Chart 3

Question	#Students	%
Ludic materials	0	0%
Photocopies	60	100%
Total	60	100%

Graphic 3



Source: Mariscal Sucre School
Elaborated by: Carmen Beatriz Guanochanga Cuchiye

This question shows that 60 students prove that teachers use photocopies in the classroom, which represents 100% of the result.

According to this information, it is necessary to find a solution because the photocopies can be useful but the teachers should focus on the use of other materials in the classroom. The use of a determined material could be bored for students and the classes are not going to be motivated in the teaching learning process.

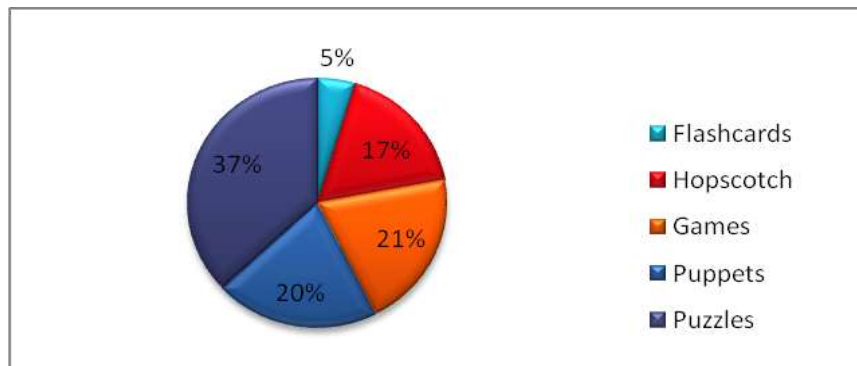
The teachers need to work with different ludic materials because these are attractive and fun for getting the attention of kids. At the same time, the classes would be varied and the students can improve and develop their English skills such as speaking, listening, reading and writing. Besides, the classes will be interactive and the students can exchange the information with classmates and teachers.

4) What activities do you like doing in the classroom?

Chart 4

Question	#Students	%
Flashcards	6	5%
Hopscotch	22	17%
Games	26	21%
Puppets	26	20%
Puzzles	47	37%
Total	127	100%

Graphic 4



Source: Mariscal Sucre School
Elaborated by: Carmen Beatriz Guanochanga Cuchiye

In the fourth question, the 37% of students prefer puzzles, the 21% of the students like games as activities in class. Also the puppets are activities for students with 20%, but hopscotch is represented with 17%, and the flashcards are only with the 5%.

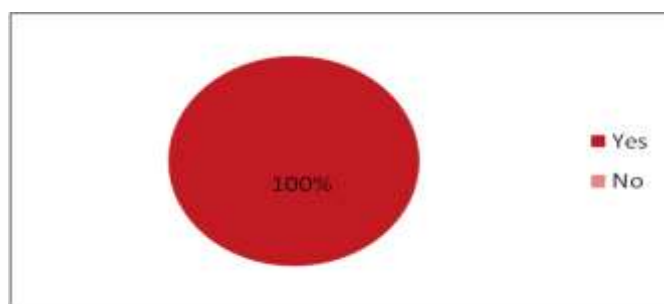
According to this information all activities help to make English classes more interesting and dynamic. But it depends on the resources and the strategy that the teacher uses during classes. In this way the students' attention and interest will be focus on the topic. Thus, they can learn more quickly.

5) Would you like to have a ludic corner in your school with necessary materials for studying English?

Chart 5

Question	#Students	%
Yes	60	100%
No	0	0%
Total	60	100%

Graphic 5



Source: Mariscal Sucre School
Elaborated by: Carmen Beatriz Guanochanga Cuchipe

In agreement with this question, sixty students assume that they would like to have a ludic corner in their school with some didactic materials for studying English; this is represented with 100%.

According to this information most of the students consider that English ludic corner is very necessary in their school because these materials can help to keep the environment in the classroom. Thus, the resources will be interactive and useful for all children. So, the students can improve their skills without any problem. Moreover, they can manipulate some materials and interact with them. They allow learners think and find the solutions by themselves in each theme for example using puzzle, flashcards, and so on. Then, the children are not going to be bored in class. But it will depend on the quality of motivation that they have and the strategies apply by the teacher.

2.5. Conclusions and Recomendations

2.5.1. Conclusions

- The teachers don't elaborate ludic resources for the teaching learning process.

- A lot of photocopies are used in the teaching learning of the English language.

- The teachers don't develop all the skills of the language in class.

- The teachers are focused on the method about communicative language teaching and don't take other parameter in the English learning process.

- All the students would like to learn English with dynamic games, hopscotch, rope and flashcards and so on.

2.5.2. *Recommendations*

- The teachers should elaborate ludic material to improve the teaching learning process.

- It is important to motivate teachers for using new materials when teaching English language.

- The teachers should develop new strategies and techniques for improving all the skills in teaching learning process.

- The teachers should investigate new methodological strategies for teaching English in class and these could be more interactive.

- It is essential to design the English ludic corner resources at Mariscal Sucre School because it will permit that the students are always motivated to learn English and be an active entity in the teaching learning process.

CHAPTER III

3. PROPOSAL DESIGN

“DESIGN OF AN ENGLISH LUDIC CORNER GUIDE AS A TEACHING RESOURCE FOR THE LEARNING PROCESS IN STUDENTS OF FIFTH YEAR“*A*” OF BASIC EDUCATION AT “MARISCAL SUCRE SCHOOL”, DURING THE ACADEMIC CYCLE 2012– 2013”.

3.1 Informative Data:

Institute:	“Mariscal Sucre School”
Province:	Cotopaxi
Canton:	Saquisilí
Parish:	9 de Octubre
Address:	Quito and 9 de October streets
Director:	Lic. Ramiro Oña
Teachers:	34
Students:	854
Course:	fifth course “ <i>A</i> ” of Basic Education
Phone:	032 721159
Beneficiary:	English students and teachers
Thesis Director:	Lic. M.Sc. Mercedes Abata
Research:	Carmen Guanochanga

3.2 Justification

The teaching of the English language is a difficult job when the teachers don't have enough materials in the classroom. It causes that learners lose the interest to participate or pay attention in this subject. Also, when the classroom has not a good atmosphere to learn, teachers and students feel bad and don't develop all their potentials.

These ludic resources can be elaborated for students, and for that reason teachers should know how to design these ludic materials. It permits to improve teaching learning process and at the same time it helps students and teachers apply an interactive teaching for improving the four skills such as listening, speaking, reading and writing.

These kinds of resources give teachers the opportunity to avoid the tedium during teaching learning process and do the class more dynamic and enjoyable.

Furthermore, English ludic corner will help the English teacher to do the class very interesting and give a good interaction among children and then, they can demonstrate, without fear, their knowledge and abilities in the four language skills. This permits to have a great relation with teachers and learners and avoiding the traditional methods of teaching English language.

The design of a guide related to the English ludic corner is very important because it contents information about how to apply games, puzzles, charts, flashcards, dices, and so on. In the classroom then, it will help teachers change the methodology for teaching in the educative context in order to learn vocabulary and apply the grammar rules in a correct way.

3.3 Objectives

3.3.1 General Objective

- To improve the learning of the English language through the ludic materials as a teaching resource in students of 5th year of Basic Education “A” at “Mariscal Sucre” school during the period 2012-2013.

3.3.2 Specific Objectives

- To diagnose the impact that a ludic corner has in the teaching learning process.
- To analyze the most appropriate resources for teaching English.
- To include the most important ludic resources in the guide to improve teachers’ teaching and students’ learning.

3.4 Proposal Description

The English ludic corner guide is an attractive and useful material to improve the teaching learning process of English language because it explains how to design ludic materials in a practical form, being a good help for teachers and an interesting manner for doing activities with the students in the classroom.

The English ludic corner guide has a lot of designs and ludic activities like games, puppets, puzzles, flashcards, posters, charts hopscotch, which permit to develop four skills such as listening speaking reading and writing.

Puppets help young children develop the skills, motivating them to use their imaginations. Then, they can feel more confident to participate in classes and improving their skills.

The children can understand the topics and do the activities by themselves because the use of puzzles are entertaining resources where the children can develop their logical thinking and work in a dynamic manner.

The use of charts will permit the students to pay attention and remember in their mind the information about any topic that the teacher explains in the English class in a spontaneous and effective form. Also they permit that the students have the opportunity to make, see and touch something new and work with them.

When the students work with ludic activities, they can stimulate their mind and make the vocabulary more memorable. It permits to save time, recognize objects, and learn in a dynamic way. It becomes easier when the teacher and students know the adequate use of these activities. They can learn English without any problem at whatever age that they are. In addition, the relationship between teacher and students will improve every day.

Besides, ludic activities permit that teacher has the accessibility to the materials in the classroom, saving money and taking advantage of time. Moreover, the children, teachers, and the institution have a practical resource for using activities in the learning process.

As a consequence, the society has more educated students to contribute to the progress of the country. Besides, it helps that the teachers have an important organization of ludic activities into the classroom.

2012
2013

LEARNING ENGLISH USING LUDIC RESOURCES

I'm learning with the puzzles.





"MARISCAL SUCRE SCHOOL"

TEACHER'S GUIDE:

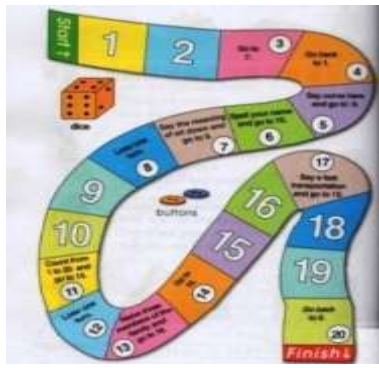
BY: CARMEN GUANOCHANGA

ENGLISH LUDIC CORNER GUIDE

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Ludic activity	JUMP JUMP WITH THE ROPE	
Skills:	Listening and speaking	
Objective:	To improve listening, speaking and vocabulary about the months of the year, while the child jumps with the rope.	
Description:	<p>The teacher speaks some words like the days of the week or months of the year and the students create a group of three people. Two students should move the rope; meanwhile the other student should jump and pronounce the words. If the student, who is jumping the rope, has a mistake in the jump the other partner must continue jumping the rope.</p> <p>In this activity, the children can share their ideas about the topic with the teacher and their friends. Also they can feel happy because they can remember the materials name; so they are going to learn new English vocabulary without any problem.</p>	
Materials	<ul style="list-style-type: none"> • Two little empty bottles of yogurt (of plastic). • Two little empty bottles of soda (of plastic). • One or three meters of plastic string. • Two flowers to the extremes. • A pair of scissors. • Two little bottles of paint (yellow and red). • One bottle of liquid silicone. 	
Instruction	<p>How do the flowers?</p> <ul style="list-style-type: none"> • Cut off the bottom part of the bottles with the scissors 	







	<p>(soda bottles).With the bottom part of each bottle you must form five petals.</p> <ul style="list-style-type: none">• Paint the flowers with the red color.• After that, paint the center of each flower with the yellow color.• Let the paint get dried for one hour.• Make a little hole in the center of each flower. <p>How to make the adorns for the rope?</p> <ul style="list-style-type: none">• Cut off the bottom part of the yogurt bottle, open up the other extreme of the bottle.• Put each red flower on the bottom part of the yogurt bottle.• Pass the rope through the hole of the red flower and the bottle of yogurt.• Do the same steps for the other extreme of the rope.
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Ludic activity	LITTLE SNAKE	
Skills:	Reading, speaking and writing	
Objective:	To improve speaking, reading and writing using members of family commands that contains the little snake.	
Description:	<p>The Teacher explains the activity that the children need to do. Divide the class into small groups. Students start the game when the teacher indicates. This strategy consists of throwing the dice on the little snake; according to the number that is on the dice, the students must move the button on each square of the snake.</p> <p>But when the button is on the square, which has an instruction, the child must need to speak, read and write according with the little snake's instruction. Then, the students have to complete the activity, e.g. lose one turn, name three members of the family, and so on. But the first student who arrived to the end is the winner.</p>	
Materials	<ul style="list-style-type: none"> • One pressed cardboard. • Glue. • One dice. • One black marker. • Twelve colors. • One ruler. • Two buttons. 	
Instruction	How to make the dice?	

- Get a little box with a square shape.
- Cut the crepe paper in small pieces according to each side of the box.
- Put some glue on the crepe paper and paste on each side of the box.
- Draw the dots on each side of the box with the black marker. One dot in one side, two dots, on another side, three dots on another side, four dots on one side, five and six dots on the rest of the sides.

How to do the snake?








- Draw the snake on the pressed cardboard
- Trace with the rule twenty squares (5 cm. all sides).
- Paint each square with a different color.
- Write the commands on each square with the black marker.



Ludic activity	FLASHCARDS	
Skills:	Speaking	 
Objective:	To talk about students' daily life with the use of flashcards.	   
Description:	<p>The teacher selects verbs in present simple to teach in the class. After that, the teacher put five flashcards on the table of each student.</p> <p>Then, the student must look the pictures and the verbs that contain the flashcard; finally the student has to choose a flashcard and the students should pass to the front of the classroom and they will say and do all the activities that the children have in their daily life.</p> <p>For example if the verb chosen is “run”, the student has to act out the action and say the verb.</p>	
Materials	<ul style="list-style-type: none"> • Cardboard • Markers • Adhesive paper • A pair of scissors • Pictures about verbs 	
Instructions	<ul style="list-style-type: none"> • Paste the picture on the cardboard. • Cut the cardboard with picture in squares. • Put the adhesive paper on the picture. 	

Ludic activity	CREATING SENTENCES	
Skills:	Reading and writing	
Objective:	To write sentences using the to be verb in order to read and clarify the grammar structure.	
Description:	<p>This game is used to teach how to organize the sentences with each word that is in the cracker. For doing this activity the teacher has to divide the class into small groups. Each group is going to have one cracker with five sentences. The students in the group have to organize the sentences according to the correct grammar structure.</p> <p>Finally, each student must pass to the board and write the sentences. After that, the student will read aloud the sentences very quickly. If the student has a mistake in the grammar structure, the teacher must explain in order to clarify the student's doubts.</p>	
Time	Ten minutes	
Materials 	<ul style="list-style-type: none"> • Some glue • A pair of scissors • A piece of card • A piece of colored paper • A ruler • A pencil • Two sheets of papers 	



Instructions:**How to do the cracker?**

- Cut a square (15cmx15cm) from the cardboard.
- Roll up the cardboard and form a tube.
- Stick the cardboard with glue.
- Cut a rectangle (17cmx30cm) of the colored paper.
- Cover the tube with the colored paper.
- Stick the colored paper with some glue.
- Write some sentences on a sheet of paper.
- Cut the sentences in words.
- Put the words inside the cracker.
- Tie both sides of the cracker with a cord.
- Move the cracker so that the words mix up together.

Ludic activity	ROLETTE OF ANIMALS	
Skills:	Reading and Speaking	
Objective:	To improve reading and speaking about domestic animals in order to describe characteristics using interesting material.	
Description:	This activity is suitable to teach specific vocabulary about different topics. The teacher gives roulette to each student, who can turn the roulette forward or backwards. There is a display which shows a specific picture with the name of the object in English. So, the student can practice pronunciation and speaking because the students have to describe the picture in English.	
Materials	<ul style="list-style-type: none"> • Three cards A4 • A sheet about domestic animals in English.(or different topics.) • A pair of Scissors • A pencil • A stiletto • A paper fastener 	
Instructions:     	<ul style="list-style-type: none"> • Draw two circles on each cardboard. • Draw another circle like picture. • Cut the sheet of animal's pictures. • Measure the size of the pictures, and cut off squares according to the size of the picture, on the other circle you draw. • Paste the pictures around the circle  • Put the two other circles of the cardboard on the main circle, and the other under the main circle. • Mark a dot in the middle of the roulette, and make a hole on the dot, and pass the paper fastener, and bend the tips of the fastener on the other side. • Spin the roulette. 	


Ludic activity	FRUITS GAME		
Skills:	Listening and speaking		
Objective:	To talk about fruits in order to lose the fear in front of the people.		
Description:	<p>The teacher needs a costume of a fruit made up of fomix. One of the students puts on the costume and the students is going to be disguised as a fruit.</p> <p>Then the teacher says come here, each fruit goes in front of the class and other children has to describe the fruit e.g. It is an apple, it is a fruit, it has vitamin C, it is red color etc. If a student forgets the fruit's name, he/she g loses one turn.</p>		
Materials 	<ul style="list-style-type: none"> • Two big sheets fomix.(red color or according to the fruit). • Three sheets of fomix A4 (white, black and green color). • A reel of thread. • A needle. • Some golden sand (silver and yellow color). • Pencil. • A pair of scissors. • A tape measure. 		
Instructions:	<ul style="list-style-type: none"> • Draw the fruit that you want on the big fomix. 		

	<ul style="list-style-type: none">• Cut out the fruit (apple).• Measure the neck ,arms, and waist of the child• Pass the thread in the needle and sew to form the fruit, (use of the size of the child).• Draw the eyes on the white and black foam after that cut off and paste on the apple.• Form the nose with silver foam and the mouth with yellow foam.• Form the leaves with green foam and paste them on the other side of the apple.
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Ludic activity	THE ALPHABET	
Skills:	Speaking ,reading and writing	
Objective:	To improve speaking, reading and writing skills using the alphabet in English.	
Description:	<p>The use of that material is very beneficial for learning the alphabet. The teacher passes by each student’s seat, handing out one alphabet flashcard for each student.</p> <p>The teacher hangs up the clothes holder on the wall or on the board, the students have to hang up each alphabet flashcards according to the alphabet order on the clothes holder, but they have to pronounce their letter and say two words using it. And then, they must write two sentences on the board with the letter.</p> <p>And the student who is not able to say the letter or make sentences he or she will have to pay a forfeit.</p>	
Materials 	<ul style="list-style-type: none"> • A big cardboard • A ruler • Pencil • A pair of scissor • Markers of colors (black and red) • Hank wool of brown color. • A stapler 	
Instructions:	<ul style="list-style-type: none"> • Unfold the cardboard. 	






- Measure (14cm x 14cm) each rectangle.
- Draw twenty six rectangles on cardboard .After that cut the rectangles.
- Put a dot in the half of one side and draw a little circle around the dot.
- Form 4 triangles in each corner of rectangle and paint (red marker).
- Make the lines at edges of the rectangle (red marker).
- Write each letter of alphabet in the middle of the rectangle.
- Write the pronunciation of each letter in parenthesis.
- Cut twenty six pieces of hank wool (1/2m).
- Fold a little of hank wool and put where is the dot in the triangle.
- Staple where the hank wool is fold.

Ludic activity	HEALTHY HABITS	
Skills:	Writing and reading	
Objective:	To write and read about healthy habits using crosswords.	
Description:	<p>This activity is suitable to make the students conscious about their health. The first step is to choose one topic related with the healthy.</p> <p>For example how to prevent the Cholera. Then, the teacher must say the questions to the students complete the crossword. The student who finishes the crossword is going to be the winner but, he or she has to read aloud the crossword's words.</p>	
Materials:	<ul style="list-style-type: none"> • A big cardboard. • A ruler. • A pair of scissor. • Two markers (black and blue). • Markers the different colors. 	
Instructions:	<ul style="list-style-type: none"> • Unwrap the cardboard. • Place the ruler in the half of the cardboard. • Draw 4 centimeter squares to make the crossword. <p>How to make the squares of the crossword</p> <ul style="list-style-type: none"> • Cross • For number 1, draw six squares • For number 2, draw seven squares 	

- For number 3, draw five squares
- For number 4, draw seven squares
- **Down**
- For number 1, from the first square, draw four squares
- For number 2, from the first square, draw three squares
- For number three, from the six squares, draw one square upward, and four squares down
- For number 4, from the last square, draw three squares upward and one downward.


Instructions to complete the crossword according with the topic “How to prevent the Cholera”.

- **Across** \longrightarrow
- 1. Another word for latrine
- 2. You need this to grow
- 3. Don't do this
- 4. Cook to stop cholera
- **Down** \downarrow
- 1. Brush these everyday
- 2. Do this with fruit before to eat
- 3. These are important for your body
- 4. Wash these before you eat

Ludic activity	PUPPETS	
Skills:	Listening and speaking	
Objective:	To talk about traditional and culture about Ecuadorian people using puppets.	
Description:	<p>The use of puppets have been an excellent educative tool for children, with it, the teacher can help students to learn English in a creative and dynamic way.</p> <p>The teacher selects the topic and organizes the puppets accordingly; the teacher manages the puppets with great creativity using singular voices while the children listen in front of the scenery.</p> <p>The teacher speaks in English, asks questions. After the show, the students have to answer them. The level of attention by the children depends on the originality of the puppets.</p>	
Materials:  	<ul style="list-style-type: none"> • Socks • Plastic eyes • Plastic noses • A piece of red thread to make the tongues of the puppets • Some wool for the hair • Glue • Thread and needle • An empty big carton of a refrigerator or stove. • A ruler • A pair of scissors 	

Instructions:

- Take a long sock and introduce it in your hand.
- The heel of the sock pastes the hair.
- In the area of the instep, to the height in that joins the thumb with the other fingers.
- Cut a piece of red fomix for the mouth.
- Cut an oval of pink felt that will be the interior part of the mouth.
- Also cut a same oval in plastic cardboard a smaller little bit to leave a border to sew. Bend it in half to move the mouth. Hit the cardboard oval on that of felt and we allow drying off.
- Cut half oval (as the previous one) in red felt for the tongue and hit it envelope half of the rosy oval.
- Cut two cylinders in the sponge of foam to make the ocular globes. On one of the bases we will hit a circle of black felt that will be the pupil.
- Make the same thing with the other cylinder. We sew them to the part of up of the head of the marionette.
- With wool we make the hair, we can also make mustaches if you prefer.
- Make the hair.

Ludic activity	SOAP DARTS	
Skills.	Speaking	
Objective:	To talk about the months of the year with the use of soap darts.	
Integrants:	Individual or in groups.	
Description.-	<p>This ludic activity is aimed at creating a competitive sense to learn. It can be used to learn the months of the year, the days of the week or whatever issue the teacher may want.</p> <p>The student throws the dart into the circle which is hung up on the wall. The circle contains all the twelve months of the year, if the dart hits a specific month, the student has to talk about that month.</p> <p>For example, “February is the second month of the year”. And the teacher may suggest students to tell about a special festivity or celebration that takes place during that month. E.g. “On February 14th, Saint Valentine is celebrated”.</p>	
Materials :	<ul style="list-style-type: none"> • Two bars of soap • A knife • Two nails • 50 per 60 centimeters fomix sheet • Paper • Markers • A piece of cord • Some paint • A piece of wood • A saw. • Red paint. 	

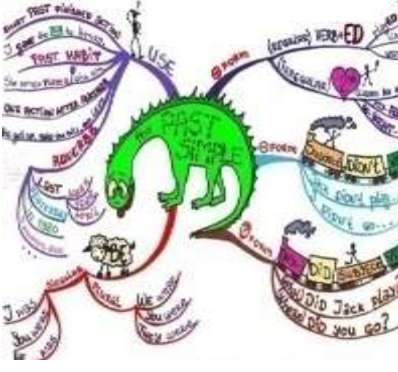
Instructions:

How to make the soap darts



- Take the two soaps of blue soap.
- With the knife shape the soap into a dart.
- Put one of the nails into the pointed extreme of the dart.
- Do the same steps with the other dart.
- Paint the darts with red color.

How to do the circle of fomix?

- Cut off the sheet of fomix into a circle.
- Divide the circle into twelve parts according with the month of the year.
- Write the twelve months on each space of the divided circle.
- Cut off piece of wood into a circle of the same size of the circle of fomix.
- Make to holes the upper part of the circle and pas the thread through them to hang the circle up on the wall.
- Paste the circle made of wood to the circle made of fomix.
- The circle is ready to be used with the darts.

Ludic Activity	MIND MAPS	
Skills	Speaking, grammar, vocabulary ,and writing	
Objective:	To talk about first impressions using to be verb in past simple and vocabulary about physical appearance.	
Description	<p>This technique is very useful in order to enhance creativity in the students. Mind mapping consists of using a piece of card board, a sheet of paper, flex foam or any other material. Once selected the material, the teacher uses words or phrases related to the topic. After that, pictures are used.</p> <p>They have to be related with the words or phrase in the topic. The pictures and the phrases help the mind of the observer to record the information in an associative way.</p> <p>Once the topic is selected, the teacher tells the student to use key words which are related to the topic, and then students write the words on the piece of cardboard. After that, corresponding pictures are used, which are placed next to the word, phrase or a whole idea. When all the ideas are distributed on the cardboard, the student draws lines to join the ideas together.</p> <p>The teacher tells the students to talk about the topic (speaking) Students are asked to write about it on a separate sheet of paper (writing)</p> <p>Students write down new vocabulary on their notebooks (vocabulary) The teacher explain grammar structures using the mind map (grammar)</p>	

Materials:	<ul style="list-style-type: none">• A piece of card board (or any other material)• Markers of several colors• Pens• Pictures
Instructions:	<ul style="list-style-type: none">• Take the piece of cardboard and select a topic.• Write down the key words, phrases, sentences or ideas of the topic.• Start pasting pictures according to the topic, students can also draw images or figures instead of the pictures.• Draw joining lines to relate the ideas of the topic

Ludic activity	SURPRISING ENVELOPMENT	
Skills:	Speaking and pronunciation	
Objective:	To talk about how often students do things on weekend, using simple present and adverbs of frequency through the use of surprising envelopment.	
Description:	<p>This activity is used to teach students verbs and vocabulary. The teacher passes by each seat handing out the verbs which are common to speak about weekend activities to each student and the student has to keep the verbs until the teacher finishes handing out the verbs.</p> <p>When the teacher asks for the verb, the student passes to the front and write the verb and a sentence on the board and starts to talk about the activity which the verb describe. Examples.(sleep) I sometimes sleep late on Saturday mornings. (watch) I often watch a video at home.</p>	
Materials:	<div data-bbox="300 1541 416 1659" style="display: inline-block; vertical-align: top;"></div> <ul style="list-style-type: none"> • A sheet of paper(red) • A ruler • A pair of scissors • A pencil • Glue • A sheet of paper • A pen 	

Instructions:






How to make the envelopment?

- Bend the sheet of red paper in three equal paper
- Unbend the sheet of paper
- With the rule, measure one centimeter on the sides
- Trace a whole line and bend the edges
- Double the first square in shape of a triangle
- Bend the edges and turn the envelope around where the triangle is
- Put a dot in the part of the triangle and cut of the rest
- Put glue on the edges and bend and paste the envelope



To write the verbs used to speak about weekend activities.


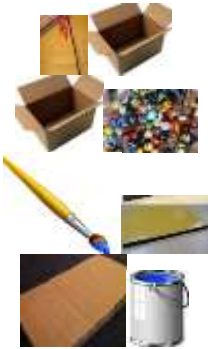
- On the white sheet of paper, write ten verbs about weekend activities
- Leave one space to be able to cut every verb.
- Put inside the red envelope the cut-off verbs.
- Close the envelopment.

Ludic activity:	THE BASKET NEED PRODUCTS	
Skills:	Writing and grammar	
Objective	To write about countable and uncountable nouns using quantity adverbs for applying the new grammar.	
Description:	<p>It consists that the teacher asks to students to pass to the board and replace the vocabulary related to food such as milk, potatoes, oil. Etc. The baskets can be made of cardboard or fomix, as well as the products; each basket is going to have a label “countable” and “uncountable”.</p> <p>The teacher must explain the new grammar topic related with countable and uncountable nouns. Then the teacher must show some products to the students. Each student is going to take one of these products and put it in the correct basket. If the student does not choose the correct basket he or she must pay a forfeit. It is an interactive strategy to teach countable and uncountable nouns.</p>	
Materials	<ul style="list-style-type: none"> • A sheet of fomix of different colors • A pair of scissors • Some tape 	
Instructions:	<ul style="list-style-type: none"> • Take the sheet of fomix. • With the pair of scissors cut off a big basket. • Cut off the products, potatoes, lettuce, oranges, carrots and milk. • Paste the basket on board using some tape • Call the students to put the products 	
Benefits:	<ul style="list-style-type: none"> • It is useful in order to enhance apprehension • It helps with socialization among the students and the teacher • It is one o f the best ways to learn countable and uncountable nouns 	



Ludic activity:	DRESSING THE TWO CHARACTERS	
Skills:	Grammar and speaking	
Objective:	To describe famous people using the present continuous tense.	
Description: 	<p>Children feel encouraged to learn when they are presented a variety of games. One of these games is dressing the characters. It consists of getting an image of famous person. It must be wearing juts underwear.</p> <p>It is important to have a male and female character so that the boys and girls can take part in this ludic activity. The teacher should get paper clothes, which must be cut with the size of the characters. It is important to have a great variety of clothes and accessories, in these way children are able to learn a more varied set of words.</p> <p>The teacher teaches the different clothes items. Then the pictures of the clothes are handed out to the children on their seats, then the teacher names each clothes items, and the child who has the clothe items that is asked goes to the front and place on the characters that corresponds.</p> <p>After that, the child has to say “ the man is wearing a hat”, “ the woman is wearing a skirt”</p>	


Materials:	<ul style="list-style-type: none">• Two paper characters• Different paper cut-off clothes• Scissors• Some masking tape
Instructions:	<ul style="list-style-type: none">• Get the photos or pictures of two characters from the internet; they have to be wearing just underwear.• Get the photos or pictures of different clothes items• Cut off the pictures of photos of the characters and clothes items.• Hung up the two characters with the masking tape of the wall or on the board.


Ludic activity:	SPOOLS OF WORDS	
Skills:	Speaking and writing	
Objective:	To describe about students dream vacation using “be going to” “future”.	
Description:	<p>Spool of word is a game that the teacher and kids can make together. The teacher gives the spool of letters to all the students, but they need to spin the spool with each letter around the pencil.</p> <p>After that, they can form English words and write those words in their notebook. After that, they need a short composition about dream vacation and then, they must give the meaning of the words. It is very amazing and it can be used at the end of a specific topic.</p>	
Materials:	 <ul style="list-style-type: none"> • Three empty tubes of toilet paper. • Permanent Markers (blue, red, black). • A pencil. 	
Instructions:	<ul style="list-style-type: none"> • Around the first spool write with blue marker the letters s, r, l, g, and f around the first spool. • Around the second spool, write with red marker the letters a, e, i, o. • Around the third spool, write with black marker the letters n, t, d, p, and b. • Put the spools on a wand. • Spin the spools on the wand. • Make other spools with more letters. 	
Benefits:	<ul style="list-style-type: none"> • It helps to develop new form of thinking in the students. • It improves the capacity of remember some words when the words are formed through of a game. 	


Ludic activity:	MARBLES RACE	
Skills:	Speaking and writing	
Objective:	To talk about student's first day of school using marbles race game.	
Description:	<p>The marble race is classified among the competition learning strategies which encourage students, learn fast with this game. The teacher gives the instruction about the game like where marbles are put.</p> <p>The students need to form groups of three people. The teacher has some questions such as “how old are you?”; “Where are you from?” .So the teacher should put them into the box, and a student of each group can throw the marble inside of the rows and the other student will take out the paper that touched with the marble inside the box.</p> <p>Finally the student who gives the correct answers the students can ask a question, but the students don't have the answer about the topic. They must say a forfeit.</p>	
Materials:	<ul style="list-style-type: none"> • A big sheet of flex foam • Pink paint • A brush • A knife • Marbles • Two shoes cartons • Pieces of paper • A little piece of cardboard • Two sticks 	


<p>Instructions:</p>	<ul style="list-style-type: none"> • Take the big sheet of flex foam • Cut it into two pieces. • With the knife, carve one row in each piece of the flex foam until the marbles can pass by it • Paint the pieces of flex foam of pink color • Write the questions on the pieces of paper and put them in the shoe box. • Put a sign of “finish” at the end of one of the extremes • Put a shoe box so that the marbles fall in it. <p>To make the FINISH sign</p> <ul style="list-style-type: none"> • Take the two sticks • Cut the piece of cardboard into a square • Write the word “finish” on the piece of cardboard • Put glue on the stick and attach them into the piece of cardboard.
<p>Benefits:</p>	<p>Competitive games are extremely applying for children of all ages since they have a very competitive instinct.</p>


Ludic activity:	THE SURPRISE BAG	
Skills:	Speaking and listening	
Objectives:	To talk about commands using things of the classroom.	
Description:	<p>It is a mystery game because children are eager to know what they have to do next. It is intended to practice school commands (imperatives).</p> <p>It consists of a bag containing pieces of paper with commands for each student; for example “stand up”, “sit down”, “open the door” and so on. The child puts the hand into the bag and takes out one of the paper at random, and the piece of paper says what the child has to do. The commands should include amazing activities.</p>	
Materials:	<ul style="list-style-type: none"> • A paper bag • Scissors • Pens • A sheet of paper 	
Instructions:	<ul style="list-style-type: none"> • Cut the sheet of paper into pieces • Write school commands on the pieces of paper. • Put the pieces of paper into the paper bag 	
Benefits:	<ul style="list-style-type: none"> • One of the most important benefits of this game is that it increases curiosity which is very necessary to build up an investigative spirit. 	


Ludic activity:	THE TEDDY BEAR OF WISHES	
Skills	Writing and speaking	
Objectives:	To write about future students' wishes using conditional "would"	
Description:	It is an original ludic activity. It is about the teacher getting a teddy bear, he or she present the teddy bear to the class, and this will cause excitement in the children since they are always fond of teddies. After that, the teacher asks the children to write their wishes. For example; "I would like a new bike."	
Materials:	<ul style="list-style-type: none"> • A big sheet of fomix of two different colors. • A pair of scissors. • Glue • Plastic eyes. • A plastic nose. • Some pieces of papers. 	
Instructions:	<ul style="list-style-type: none"> • Take the sheet of fomix. • Cut off two circles, one bigger circle, and a smaller circle. The smaller one for the head and the bigger one for the body. • Paste the eyes with the glue. • Paste the nose with the glue. • Make the mouth the fomix that has a different color. • Make the ears cutting it off with the scissors. • Cut off the legs with the fomix that has a different color. • Cut pieces of papers so that the children can write about their wishes. 	
Benefits:	It is very useful to make enhance children's imaginations, which is very beneficial for the consolidation of their mind activities.	

Ludic activity	STOP HAND	
Skills:	Speaking and listening	
Objective:	To practice vocabulary related to names, last names, cities, fruits, countries, things and animals.	
Description:	<p>This traditional game is a different option because it is amazing, enjoyable and students can have a good time in this game. It is necessary that a member of the group think of a letter of the alphabet and students will say aloud the letter. Also they must write words that begin with that letter. The students will start the game so they must listen carefully the letter that other the partner said. Example: Name, Last name, City, Country, Fruit, Thing, and Animal. Then, the first one that finishes will says “stop hand one”, “stop hand two”“stop hand three”, and the other partner cannot continue writing.</p> <p>Then they check the answers and if there is an answer that is not repeated, the students must write down the word 100. But if the students have the same answer they should write 50. And if the answer is repeated three times the student must write only 25. Finally if the students don’t have a word they can put 0. At the same time the students need to add up all answers and the student who has the higher score is the winner.</p>	
Materials	<ul style="list-style-type: none"> • Sheet of paper. • Pencil or pen. 	
Introduction	<ul style="list-style-type: none"> • Draw eight squares for down and eight for horizontally. • Write in each word on each square. 	
Benefits:	<ul style="list-style-type: none"> • They show their knowledge about different topics with the class partners achieving an interesting exchange of ideas and ability for thinking of each one of the children. 	

Ludic activity:	HOPSCOTCH	
Skills:	Reading and speaking	
Objective:	To describe classmates or objects in the school, using adjectives vocabulary through hopscotch game.	
Description:	<p>The game begins throwing a small stone in the square number one, trying that the stone falls inside the square without touching the extreme of the lines.</p> <p>The children must start the game jumping on the hopscotch with a foot lame without touching the lines.</p> <p>The children must see and read the instruction that is written on the square. Also they need to do some sentences according to the adjectives.</p> <p>Meanwhile, the other partners must pay attention to the correct grammar structure that their partner has done. Then, the teachers put the score according to the performance of each student.</p>	
Materials	<ul style="list-style-type: none"> • A black marker • Pressed cardboard (1m) • A pair of scissors • A little stone 	
Introduction	<ul style="list-style-type: none"> • Draw a big cat on the pressed cardboard. • Draw one rectangle in first part of stomach of the cat and • In the half four squares in the same place. • Write the adjectives in each part of the cat included the rectangle and squares. • Cut the form of cat with the pair of scissors. 	

Ludic activity	PUZZLE	
Skills:	Listening and speaking.	
Objective:	To talk about colors and animals using students` mental ability and English puzzle.	
Description:	<p>This strategy consists of finding the correct piece of puzzle, which are in disorder at the beginning of the game. It helps develop the children` memory.</p> <p>Then, it stimulates the coordination of the sight and the movements of their hands. So, this ability is vital for improving the teaching learning process. The children have the opportunity to face and solve their exercises by themselves.</p> <p>The teacher makes groups of three students, and gives one puzzle for each group. The teacher must explain the activity to each group.</p> <p>The children work in groups of three people and try to get the correct position of the puzzle`s piece in ten minutes.</p>	
Materials	<ul style="list-style-type: none"> • A sheet of fomix (A4). • Pictures. • A pair of scissors with different forms or designs. • Glue 	
Introduction	<ul style="list-style-type: none"> • Paste the picture on the fomix. • draw the piece in different forms. • cut each piece of the puzzle 	
Benefits	<p>Strength the work and the mental agility benefitting, besides the memory, the imagination, the creativity and the intelligence. The children can concentrate more easily when they have a task or another type of activities. And it will permit to learn English in an easy form.</p>	

Ludic activity	THE NUMBERS	
Skills:	Listening, speaking, reading and writing.	
Objective:	To practice about additions and subtractions through some numbers' flashcards.	
Description:	<p>The teacher shows the pictures about numbers to students and they should see and listen carefully what the teacher says. Then the children need to repeat after the teacher.</p> <p>After that, each child has the opportunity to pass to board and write the addition or subtraction and do the exercises by themselves, so the child explain the exercises' process to partners and teacher.</p>	
Materials	<ul style="list-style-type: none"> • Pictures about numbers. • Cardboard • Markers • A pair of scissors • A glue 	
Introduction	<ul style="list-style-type: none"> • Cut each picture the each number. • Paste the numbers on the cardboard. • Cut a large size of the number. • Pass the marker in each side of cardboard. 	

Ludic activity	TELLING MY DREAMS	
Skills:	Listening and speaking	
Objective:	To improve the students' listening and speaking skills describing pictures about dreams.	
Description:	<p>This strategy is used to teach speaking using the mental knowledge. In this manner, it can help children to think English in a natural form. The teacher is going to show a poster with a girl, who is sleeping and dreaming.</p> <p>Each child has to describe the girl's dreams. Then, the child can describe his/her own dreams. Finally the students have to draw their own dreams. The teacher can choose the students who need to improve their speaking skill.</p>	
Materials	<ul style="list-style-type: none"> • A poster about your dreams. • A Marker • A Sheet of paper • A pen or pencil • An adhesive tape 	
Introduction	<ul style="list-style-type: none"> • Cut in small pieces the adhesive tape. • Stick the poster on the board. • Write some verbs in a sheet of paper according each dream. 	

3.5 Conclusions and Recommendations

3.5.1 Conclusions

- The English Teaching Learning Process is not an easy job in the primary education because it concerns a series of methods that teachers need to apply in each class. Most of this process depends of the ludic resources that can be used during the class and the teacher needs to be prepared for doing interesting activities with the learners.

- The ludic resources are a good way for increasing the English Learning level because they permit students and teacher to interact with the environment and classmates and at the same time they allow to replace the traditional methods for entertaining games and bright materials.

- Teachers and students would have advantage of the guide about the use of ludic resources and activities in the classroom because it contents how to do the English classes more interactive and practical. Then with these didactic activities the children will pay attention to the subject and avoiding the tedium.

3.5.2 *Recommendations*

- Teachers should know how to elaborate an English Ludic Corner into their classroom with all activities for each class, in order to improve the abilities of their students, so teachers are able to get their class without any problem.

- Teachers have to use didactic resources during the English classes, in this way, students could learn with enthusiasm and show the complete interest in the new knowledge for them.

- Use the guide with ludic resources in order to teach English in a dynamic form and address students to do the materials by themselves with the cooperation of all classmates. Finally, it is necessary to get their attention and create a good atmosphere for working with ludic activities.

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ANNEXES



TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANISTIC SCIENCES

SURVEY ADDRESSED TO THE DIRECTOR OF THE INSTITUTION

OBJECTIVE: To collect information about an English Ludic corner in the teaching learning process.

INSTRUCTIONS: Read the questions carefully and check (✓) the best answer.

1) Do you think English is important to learn?

Yes No

2) How much do you know about English Ludic corner?

Very much Little
Much Nothing

3) Do you consider is possible to design ludic materials with students?

Yes No

4) Do you think ludic material is useful to learn English?

Yes No

Why? -----

5) Do you know the advantages of a ludic corner?

Yes No

THANK YOU FOR YOUR COLLABORATION



TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE
AND HUMANISTIC SCIENCES

SURVEY ADDRESSED TO ENGLISH TEACHERS

OBJECTIVE: To collect information about an English Ludic corner in the teaching learning process.

INSTRUCTIONS: Read the questions carefully and check (✓) the best answer.

1) Do children like English?

Yes

No

Why?

.....

2) What kind of materials do you use in class?

Didactic Resources

Technological Resources

Photocopies

3) How often do you apply games in the classroom?

Always

Sometimes

Often

Never

4) How often do you encourage your students to learn English in your class?

Always

Sometimes

Often

Never

5) What kind of strategies do you use in the teaching – learning process?

Comprehension questions

Classroom visual aids

Build word knowledge

Ludic Activities

6) Which of these class conditions influence effectively on students in the teaching learning process?

The physical environment	<input type="checkbox"/>	Intrinsic Motivation	<input type="checkbox"/>
Methodology	<input type="checkbox"/>	Extrinsic Motivation	<input type="checkbox"/>
Resources	<input type="checkbox"/>	The Roll of Teacher	<input type="checkbox"/>

7) Which of these methods do you apply for improving teaching learning process?

Audio-lingual method	<input type="checkbox"/>	Communicative Language Teaching	<input type="checkbox"/>
Total Physical Response	<input type="checkbox"/>	Suggestopedia Method	<input type="checkbox"/>

8) What skills do you develop the most in the classroom?

Listening	<input type="checkbox"/>	Reading	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	Writing	<input type="checkbox"/>

9) Have you used English ludic corner resources in the classroom?

Always	<input type="checkbox"/>	Often	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>	Never	<input type="checkbox"/>

10) What are the academic actions for learning English in the classroom?

Use technology	<input type="checkbox"/>	Change the strategies	<input type="checkbox"/>
Ludic resources and activities	<input type="checkbox"/>	Practice more	<input type="checkbox"/>

THANK YOU FOR YOUR COLLABORATION



TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE
AND HUMANISTIC SCIENCES

SURVEY ADDRESSED TO STUDENTS

OBJECTIVE: To collect information about an English Ludic corner in the teaching learning process.

INSTRUCTIONS: Read the questions carefully and check (✓) the best answer.

1) Do you consider important to learn English?

Yes No

2) Do you like English?

Yes No

3) What kind of material does the teacher use in classroom?

Ludic materials

Photocopies

4) What activities do you like doing in the classroom?

Flashcards Puppets

Hopscotch Puzzles

5) Would you like to have a ludic corner in your school with necessary materials for studying English?

Yes No

THANK YOU FOR YOUR COLLABORATION