RESEARCH WORK

PRIOR TO THE OBTAINING THE DEGREE IN LANGUAGES: ENGLISH MAJOR.

LUDIC RESOURCES AND ITS IMPACT ON THE SPEAKING ABILITY IN ENGLISH LANGUAGE ON THE 8TH GRADE STUDENTS OF BASIC EDUCATION AT "EL CARMEN" EDUCATION UNIT, EL CARMEN, MANABI, 2017–2018 ACADEMIC PERIOD

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TUTOR'S CERTIFICATION

The undersigned; Lic. Meza Gaibor Blanca Mg. an academic tutor appointed by the Coordinator of the career of Educational Sciences, Universidad Laica "Eloy Alfaro" de Manabi, El Carmen Extension, hereby certify that this research work on

LUDIC RESOURCES AND ITS IMPACT ON THE SPEAKING ABILITY IN ENGLISH LANGUAGE ON THE 8TH GRADE STUDENTS OF BASIC EDUCATION AT "EL CARMEN" EDUCATION UNIT, EL CARMEN, MANABI, 2017–2018 ACADEMIC PERIOD as prepared by CHUMO MUÑOZ ALEX JAVIER has been carefully supervised and reviewed by his tutor and hence, is ready for presentation and subsequent defense.

El Carmen, January 2018

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AUTHOR'S DECLARATION

I, CHUMO MUÑOZ ALEX JAVIER, with identity card N° 080291993-6 hereby declare my responsibility for the ideas, doctrines, results and alternative guidelines made use of in this research work and that the intellectual heritage of same investigative work belongs to Universidad Laica "Eloy Alfaro" de Manabi, El Carmen Extension.

El Carmen, January 2018

CHUMO MUÑOZ ALEX JAVIER
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APPROVAL OF RESEARCH WORK FOR THE AWARD OF THE DEGREE IN LANGUAGES: ENGLISH MAJOR.

The members of the tribunal of examiners hereby approve the report of investigation on **LUDIC RESOURCES AND ITS IMPACT ON THE SPEAKING ABILITY IN ENGLISH LANGUAGE ON THE 8TH GRADE STUDENTS OF BASIC EDUCATION AT "EL CARMEN" EDUCATION UNIT, EL CARMEN, MANABI, 2017–2018 ACADEMIC PERIOD** for the career of the Sciences of Education.

El Carmen, January 2018

	Lic. Meza Gaibor Blanca Mg
President of Tribunal	Tutor

Member of Tribunal	Member of Tribunal

DEDICATION

This work is dedicated to

The all-powerful God for being my creator, the king of kings and the lord of lords through whom I knew true love and the infinite mercy that kept me going all through these five years and that allowed me to achieve each of my goals as a professional and also as a human being;

My wife, Jenny Mero for her unconditional support and my daughters; Valeska and Saray, for being my source of inspiration;

My parents, Mr and Mrs Luis and Maria in a very special way for staying by me through the best and worst moments of my life;

The Universidad Laica "Eloy Alfaro" de Manabí, El Carmen extension for the training and formation received towards becoming a professional, that I am now;

Additionally, all those that confided in me and casted their votes to become the Student Union President for 4 long years which gave me the opportunity of knowing countries like Panama and Colombia with the aim of enriching my knowledge in great international seminars;

My friends and relatives for contributing through words of motivation that propelled me into achieving this goal;

My colleagues, Belen, Carlos, Maria and Rene for the great spirit of solidarity, motivation and sincere friendship accorded me in the course of this academic struggle.

CHUMO MUÑOZ ALEX JAVIER

APPRECIATION

I appreciate God, my heavenly father for his blessings that enabled me achieve one of my great goals and made this long-awaited dream come true, my beloved wife, Jenny Mero, who with her patience and understanding helped me achieve this triumph, my dear daughters Valeska and Saray, my motivation to reach the end and for being part of my achievement. I will forever have you in my heart.

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CHUMO MUÑOZ ALEX JAVIER

TABLE OF CONTENTS

RESUMEN

English language is of great importance worldwide and this is why its study is essential these days. Based on this fact, the study of this research work is of great benefit to the community and especially to teachers of the English language area because throughout this research work, the importance of developing the speaking skill in English is highlighted through the use of fun and recreational activities. In addition, it should be noted that the effects of the use of the aforementioned activities on students during the English language classes cannot be over emphasized. It has also been noticed that fun activities help to improve the speaking skills of the students by way of helping them to easily express their ideas without compromising the issue of good pronunciation. A fact that cannot be overlooked is that in the course of this research work, students showed great delight in the use of these activities in the language classrooms. They also kind of felt much more secured while trying to express themselves in this foreign language. The problems of the incorrect use of words and the limitations in their oral production of the language were also manifested. Furthermore, the focus of this investigative work on the fun activities in question was basically to critically analyze the situation on ground at "El Carmen" Educational Unit and, specifically with the 8th year students of basic education on how to contribute and develop their speaking skills and abilities in English language. The theoretical framework is made up of a wide variety of scientific resources of distinguished authors as support on the valuable contributions of the different ludic activities and, how they can be of great importance for the development of the speaking abilities of the students in second/foreign languages, especially, in English. At the end of this research work, a proposal of the creation and use of a practical manual, which will be a compilation of activities that are intended to effectively help students in the development of the oral production ability in the language is made.

INTRODUCTION

This research work has its topic as **LUDIC RESOURCES AND ITS IMPACT ON THE SPEAKING ABILITY IN ENGLISH LANGUAGE ON THE 8TH GRADE STUDENTS OF BASIC EDUCATION AT "EL CARMEN" EDUCATION UNIT, EL CARMEN, MANABI, 2017–2018 ACADEMIC PERIOD.**

The identified problem was the pronounced deficiency in the speaking ability of the 8th year students of basic education at "El Carmen" educational unit. This prompted enquiries into ways of solving this identified challenge on the above mentioned students which further lead to identifying how the use of recreational/entertainment resources in the language classroom can be used to influence the speaking ability in English language in the students that make up the sample size of this study.

The identified problems went ahead to form the basis of the following questions as follows:

1. What is the contribution that the use of the recreational resources would provide as a strategy to stimulate the speaking ability in the 8th year students in English language?
2. What aspects need to be developed in the course of using the fun/entertainment materials in the teaching/learning process?
3. How should the language teacher use these recreational resources for stimulating the English language speaking ability?
4. What kinds of recreational resources/materials will be best suited to enhance the development of the ability to speak English?
5. What is the present speaking ability level that students of the 8th year students at "El Carmen" Educational Unit possess in English language?
6. How should the ability to speak in English language be improved with the use of the entertainment resources?
7. What is the relationship between the use of recreational resources and the ability to speak English?

8. What has been done in the past to overcome this problem of the limited ability to speak English in the 8th year students at "El Carmen" Educational Unit?
9. What is presently being done to overcome this problem of the poor ability to speak English in the 8th year students at "El Carmen" Educational Unit?

The General Objective is: To design a didactic methodological manual for the use of recreational resources to improve the ability to speak in English and, this is intended to serve as a guide for the English language teachers of the Basic Education students at "El Carmen" Educational Unit.

For the purpose of this study, the following scientific tasks were established: To build a theoretical base on the methodology/strategies that would be used to apply the proposed activities with the aim of improving the English language speaking abilities of the 8th year students of basic education at the aforementioned educational institution; Develop playful resources to enhance the development of the ability to speak in English; Diagnose the ways in which the ability of the students to speak in English develop with the use of the appropriate recreational resources; Propose playful classroom activities that would facilitate a better understanding of English as a foreign language.

The independent variable in this study is entertainment resources while the dependent variable is the speaking ability. The field research instruments applied were questionnaires and interviews administered on both teachers and students to gather first-hand information on the topic under investigation. The deductive, inductive, analytical, synthetic methods were applied in all phases of this work, these methodologies were necessary in the collection, analysis, interpretation and presentation of information.

The bibliography was used to validate the theoretical base and information sources of the various arguments put forward by various professionals and writers that have earlier worked on the topic.

The research technique applied in this field investigative work involved the administration of surveys and questionnaires on both the teachers and students that make up the population and sample size of the educational community.

At the end of the study, conclusions and recommendations were made and followed by the bibliography and annexes that served as the basis for the investigation.

The present work is divided into three chapters:

Chapter I refers to the Theoretical Framework, which indicates the important antecedents related to the subject, and the theoretical bases that support this research work.

Chapter II refers to the evaluation of the results that consists of the analysis of the field instruments, of all the data collected to support the conclusions and recommendations.

Chapter III is the design of the proposal which includes strategies that will contribute to the development of the ability to speak English in the students. The work is open to observations and constructive criticisms, that is, to evolutionary trends that is expected in the teaching of English language.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1. Definition of ludic resources

According to Trigo, (2000) in his book: Manifestation of the motor-skills, "ludic is a term that is coined from the Latin words "ludus" or "ludere", as an adjective pertaining or related to games, that is to say to do something with joy in order to entertain or be entertained" (p 39).

We speak of playful techniques to refer to the set of procedures and resources associated with games and toys. (García & Llul, Ludic resources, 2009, page 68)

Ludic resources is a broad topic and at the same time complex as it relates to the need of human beings to communicate, feel, express and produce a range of emotion oriented entertainment, amusement and recreation in humans that lead us to enjoy, laugh and even cry when an environment that generates emotions is provided.

As can be seen, the ludic resources make the teaching-learning process an entertaining experience, in other words, they motivate the student in his desire to continue learning in a real context and full of emotions. In short, ludic is a qualifying adjective that is related to everything that has to do with games. Therefore, for the purpose of this research work, a ludic activity will also be called "game".

1.1.1. Importance of recreational resources

Other theorists and proponents of new active methods of education have stressed on the importance of the fun process in the education of children. "Teach them by means of games" was asserted by Rabelais in the sixteenth century. The following phrase was also added: "Teach them the love of reading and drawing, and even keep in mind that card games and chips are used for teaching geometry and of arithmetic". (De Almeida, 1994, page 15)

The use of a good recreational resource used as a strategy for the development of skills is important and for those who use it, it is innovative

because it is possible to learn even mathematical logic in addition to being an excellent help to motivate student participation. In the first years of our lives, games propel our integral development at different levels, everything we learn through games are assimilated in a faster and more efficient way. For this reason, the importance of recreational activities is advocated for in educational environments as motivating the children will be a lot easier. It is logical because what a child likes most is to play. There is nothing that motivates the child more than that. On the other hand, games are very valuable instruments to facilitate and maintain the interaction among equals. (Delgado, 2011, page 23)

It has been demonstrated that a game is a fundamental part of the student's learning process throughout his/her life from early childhood to the stage of adolescence and further. This is because it constitutes a fun way of learning and in turn pedagogical because it allows the student assimilate different processes faster according to the objective to be achieved.

1.1.2. Learning strategy

Learning strategies are tools that apprentices at any level can use independently to achieve an oriented learning according to their interests and continue learning. This gives a new dimension of empowerment to the subject. (Zavala & Zubillaga, 2017, page 7)

Inexperienced teachers can choose to use different strategies to achieve meaningful learning in students and this will allow them to get the necessary experiences on the use of strategies and the most appropriate according to the need of the learner or the message you intend to convey.

1.1.3. Things to be taken into account when preparing the ludic material

"To take advantage of the resources offered by the different social, cultural and geographical contexts of the country, as far as possible, the child will be allowed to make a series of combinations that will entertain and strengthen his/her physical, cognitive and affective development, these materials should be directly linked with the concrete tasks of the educational process; adjusting the level of child development, if necessary, parents can also be involved in

the construction process with their children's development, creativity and research attitudes from the curiosity of children". (Ministry of Education, 2010, page 56) **.**

At the time of preparing the materials which will allow the student to acquire a new knowledge and in a playful and fun way, the general environment that surrounds it must be taken into account and it should also be known that this helps it to develop in a comprehensive manner without disassociating itself from the objective that is intended to achieve through the application of these materials.

1.1.4 Techniques and recreational resources that can be used

We talk about playful techniques to refer to the set of procedures and resources associated with games and toys. The use of playful techniques occur among professionals who use the game as the main methodological strategy for the development or acquisition of skills, attitudes, learning, values or behaviors in children.

Wallon highlighted that all the sensations that we experience in our bodies are perceived by our brains and that is how we learn to internalize what happens in the world. (Garcia & Llul, 2009, page 68)

Different techniques used for the use of medical resources can be mentioned, such as the game of physical and motor skill activity is proposed as a therapeutic method that helps to overcome personal psychic problems ; another suggestion is to promote games that help improve communication; Another indicated technique is by means of which the children learn through movements; and finally the child learns through the manipulation and perception of toys.

1.1.5. **Advantages of the application of ludic resources as a teaching-learning method.**

- The development of the quality of life improving their physical capacities and their relationships with others.

- Children participate in sports activities.

- Help children overcome some learning difficulties.

- Train people in habits and routines necessary for daily development.

- Develop personal autonomy and overcoming emotional or psychic problems with the use of game as a therapeutic technique.

- Power creativity and talent development.

- It strengthens coexistence among all, both children and adults of other cultures.

(García & Llul, Playful Techniques in children's environment, 2009, pp. 68-69)

The following are the different advantages that stand out in the use of game with the students' skill development in an integral way while maximizing the skills that are already acquired.

ADVANTAGES OF A GAME

In general, a game has three types of advantages:

- Motor advantage

- Affective advantage

- Cognitive advantages on the skills that they already possess.

1.1.6. Game

It is motivating, pleasant, creative, free, socializing, integrating, innate, and above all interdisciplinary because through the game all areas can be worked on.

1.1.7. Definition of game

Johan Huizinga (1938) enunciated one of the most complete definitions of a game, explaining that "a game, in its formal aspect, is a free action executed as if and felt as being outside of ordinary life, but despite everything can completely absorbed by the player, without the existence of any material interest or obtaining any advantage from it, which runs within a certain time and a certain space, which takes place in an order subject to rules and which gives rise to associations that we tend to surround ourselves with mystery or disguise themselves to stand out from the usual world ".

(García & Llul, Definition of game, 2009, page 10)

A game is a playful strategy that is given in a free and direct way and, that does not need to be planned since it can arise spontaneously, but it places the human being in a clear free action, but which also entails respecting rules and in this way emphasize participation in everyday life.

1.1.8 Learning and skills that are promoted through the use of teaching materials.

The use of teaching materials, besides developing memory, reasoning, perception, observation, attention and concentration; it reinforces and serves to apply the knowledge that is built in the programmed curricular activities to work on concepts, procedures, values and attitudes; develops in children comprehensions about the rules, analysis and precisions that each activity demands; eye-hand coordination, ability to solve problems, visual discrimination; sociability, ability to play together, regulation of behavior, for example, honesty and raise their level of demand. (Ministry of Education, 2010, p.2).

As can be seen from the use of a didactic material, the child is able to develop a number of skills, hence, it is important to know how to choose the right material for each activity and not over-looking the fact that it should be ludic and striking to the student.

1.1.9. Games in foreign language classes

Games are considered to be very important activities for the teaching-learning process of English in the classroom since they bring about innovative and different approaches to the issue of knowledge acquisition in to the students through the use of fun and interactive tasks that cater for the eventual stress that could build up in every teaching-learning process.

Games are an important resource in the process of learning English in the classroom, they add color and variation to a class and increase motivation, providing a great incentive to learn and use it better. (Versi, 2016, page 1)

Through the use of games, children could learn in the same way that they acquire their mother tongue, without being aware that they are studying and learning it; It is even shown that the more shy students respond better to the stimuli of the class and participate in a more positive way, since it provides a motivating, enriching and fun environment.

1.1.10. Advantages of using games in teaching English language

Games allow students to emotionally link the pleasure of the game with the representation and music, thereby fostering the needed interaction with the content of the language and the topic that is being taught. The under-listed are some of the noted advantages of this approach:

- Development of new communicative and expression capabilities.

- Allows you to listen and understand the messages in an integral way.

- It stimulates concentration.

- Generate the feeling of peaceful coexistence.

- Break the ice of the class.

- Stimulates the interest for speaking, writing and reading.

- Promotes active participation

- Contributes to enrich the vocabulary. (Inevery, 2016, page 2)

Going by experience in the English language classrooms, the introduction of games into activities creates this delight and instinctive motivation in students to desire to be part of the process and thereby learning more. It goes further to develop confidence and creativity in students and we can go on and on to mention the innumerable numbers of advantages associated with this approach in the acquisition of English as a foreign language.

1.2. The speaking ability in Language

The language abilities are also known as communicative "skills" or "capacities". Communicative competence according to (Hymes) is the capacity to use a language appropriately in diverse social situations in which we find ourselves on daily basis. For example, a situation of an individual that knows almost all grammatical rules in English but cannot express self in London.

1.2.1. The four linguistic abilities

The use of a language can do exhibited in four different forms: Speaking, writing, listening and reading. Each of these skills depends on the role being played by the individual in the process of communication, i.e. the individual can either be the sender or the receiver and also, depends on the channel of transmission that is being used which could either be an oral or written channel.

Language is only a certain part of the factor that is both a social product and a set of necessary conventions adopted by the social body to allow the exercise of that power in people. Language also is a totality in itself and a principle of classification as adopted by each society. The use of language is related to the ability to understand it and use it in communication. Language skills enable people to interact with others both in the oral or written communication levels. It is therefore established that language skills have been divided into four distinct areas: speaking (oral production), reading (comprehension of written communication codes), listening (auditory expression), and writing (expressions on paper).

In ancient times, reading and listening skills were seen as passive language skill while speaking and writing skills as active. However, we can no longer classify any of them as being passive, because if we read we are interacting

with the written text and at the same time relating with the experiences of others. The same is true when we hear, as we interact with what is being heard. So what we hear and what we read require interpretation and that is no passive task.

It is worth emphasizing that each of these skills in turn includes a set of micro skills. For example, listening requires the ability to recognize and segment words. And so it does others.

1.2.2. Codification and de-codification

Language is an instrument of thought and learning. Based on linguistic abilities (listening and oral expressions), we receive, process and express information through our thoughts.

As such, our linguistic abilities influence the quality and precision of the information we receive in a significant way. It should be noted that information is the raw material from which our thoughts are produced, in this sense, attention to language problems through a rigorous analysis of the linguistic abilities is vital to the learning process (Pons, 1991, page 43)

This investigative work concentrates on the great importance of developing the linguistic abilities that facilitate and guarantee good communication between the sender and receiver of a message with the aim of instilling self confidence in students with difficulties in communicating with others.

1.2.3. The pre- scholar: physical, cognitive and linguistic development

"The under- aged pre-scholar students use basically two or three words based on the limited grammar they possess and sometimes, very personal, those of about six years make complete sentences with essentially correct grammatical structures. In as much as the pre-scholar student learns syntax, and vocabulary, he/she also learns culturally appropriate social values: urban life, obedience and the roles of the sexes" (Crai, 2001, page. 3)

In conclusion, it can be said that the child learns and develops language through infancy and based on the place he/she is brought up.

1.2.4. Listening

Active listening basically means listening and understanding communication from the point of view of the sender. To this end, there is a great difference between hearing and listening.

Hearing is simply to perceive sound vibrations while listening is to understand and give meaning to what is being heard. Effective listening has to necessarily be active over the passive. (Fernandez, 2003, page 45)

Active listening refers to the ability to listen to not just what the other person is directly expressing, but also the feelings, ideas and thoughts that underlie what is being said. To be able to understand a person, the feeling of empathy comes in because we have to put ourselves in the position of the other person.

1.2.5. Speaking

Think of children who from birth begin to communicate. It is known that they send messages and signal across even before being able to say their first words because at that point, neither the mind nor the vocal apparatus are developed enough as to be able to use words to convey their needs. This is the point at which we appreciate the effectiveness of sign language and the use of gestures.

However, as children grow up, they come to realize that a set of specific sounds, organized in a certain way, has a meaning. (Rodríguez, 2012, p. 9)

Gradually, they also learn that words are combined in many ways and used to convey their ideas to others. Most of them develop these language skills automatically listening to their relatives and talking regularly with them.

In fact, studies show that it is important to talk to young children and that every family is different on the manner and how much they speak to their babies. The research studied how families communicate before the age of 18 months and indicated that children whose parents have spoken to regularly have

developed better skills to start school than children whose parents have talked to less times.

For the average child, the best foundation for academic success is more exposure to the language.

1.2.6. Reading

When one does not understand what reading is, he/she naturally gets discouraged and the quest for this activity tends to decrease. The development of this literary skill is one of the keys to successful learning in all areas of knowledge, both at school and beyond. (Aller Garcia, 2013, p. 23)

The practice of reading develops the powers of observation, attention, concentration, analysis, critical spirit and generates reflection and the ability to dialogue. Studies have also shown that the proper development of literary skills is one of the factors that increase the likelihood of getting better jobs and better wages.

1.2.7. Writing

Understanding the sound-graphic relationship stimulates the child to be able to express self clearly by putting it down in writing.

Maturity exercises

Pre-syllabic process
Syllabic process
Word formation

Reflection on language**: this is the** awareness of the uses of language such as grammar, spelling, punctuation and vocabulary. (Aller Garcia, 2013, p. 8)

Through reading one can have fun, reflect, stimulate and satisfy curiosity about topics of interest.

1.2.8. The development of linguistic ability

"Linguistic competence has received wide treatment in recently past decades, its development and the associated abilities have gained importance the teaching/learning process. Its formation and development implies a dual process which includes that the speaker (the one that codes the message) and, the listener (the one that de-codes the message). It is logical that it is about an interactive process in which, roles are interchanged in a dynamic way" (Ortiz, 2009, page 34)

Following this investigation, there are two abilities that should be worked on to achieve optimal development of the linguistic abilities. These are listening and oral expression which go hand in hand and are very essential.

1.2.9. How to master the linguistic ability

"The mastery of the basic linguistic abilities such as, reading, writing and speaking correctly are achieved through well oriented constant practice and the consultations of concepts, useful tips and indications of linguistic rules that are based on the social use of language" (Paredes, 2002, page 13)

A good articulation of language through practice can be achieved and above all, the development and mastery of the four linguistic abilities: speaking, listening, writing and reading. They all work together in building up adequate lexical fluency both in adults and children.

1.2.10. Language

Dávila S. (2011) mentioned that language is a general term that refers to the capacity or faculty of communication of a human being. It is a system of communication that is exclusively human, and not instinctive to communicate ideas, emotions and desires through a system of symbols produced in a deliberate manner. María Moliner as cited in (Dávila S.), meanwhile said that it is the ability of humans to use articulated sounds to express themselves and that is a faculty of man. But it also adds other concepts, from the perspective of computing, for example, and says it is a set of binary codes with which instructions are received, processed and understood among computers.

On the other hand, OCEANO Publishing Group (1995) defined language as a specific faculty that man has to be able to express and communicate their thoughts, in any type of activity that they carry out. In addition, they mentioned that there are many types of possible languages: auditory, visual, tactile, etc. The auditory language is correlated with the ability to speak (for which it is also called articulated language) and as such, this becomes the object of linguistics, which is the science of articulated language.

It is the way through and in which human beings communicate among themselves, expressing their ideas, emotions and feelings, either directly or indirectly and can be given verbal and non-verbal meanings through the use of gestures or movements. Therefore, the study of linguistics is seen to be the art of articulated language.

The Didactics of language and literature (DLL) is basically configured as a space for action on the teaching, training and transformation procedures of the speakers of a language, as such, the ability to communicate and relate with others in different social contexts using diverse codes; colloquial language, oral and written language as well as for their cognitive and cultural developments, directly related to the use of language, communication skills and literary competition. (Mendoza & Briz, 2003, p. 33)

1.2.11. Linguistic skills

The use of language is related to the ability to understand and use it in communication. The linguistic skills made for people to be able to communicate orally and in written form.

In the old days, the reading and listening skills were considered to be passive while the speaking and writing skills were considered active. It should be noted that none of these skills should be seen as passive because when we read, we interact with the text and the experiences of other people and same applies

when we listen as we interact with what is being heard. As such, what we read or listen to require some form of interpretation and this is not in any way a passive task.

It should be emphasized that each of these skills include a set of micro skills, for example, listening requires the ability to recognize and segment words and same happens in the case of the others.

1.2.12. The use of songs in English language

Children whose mother tongue is English are unaware of the amount of traditional linguistic practices. Paradoxically, many language teachers value the use of songs and letters only from the point of view of the presentation of the practice of linguistic content, and use concrete expressions of the songs as a basis for children to repeat specific chorus or structures and repetition exercise. (Vale & Feunteun, 1999, p. 56)

A song is another fun tool that supports all aspects of learning a foreign language and gives priority to oral skills. Musical discoveries stimulate the senses, the creative spirit and consciousness which causes the body to make movements while listening to music normally associated with dancing and singing. The song is also an authentic factor that promotes cultural exchange. It also has the ability of helping a foreign language learner to get more familiar to the language.

This kind of teaching-learning facilitates development so that children can memorize and make utterances with pleasure and also use the language with satisfaction. For them, songs become a model for imitation of the language of study. Listening to recordings is an attractive source of motivation for children in the sense that they provide different rhythms, instruments and a variety of the voices of both children and adults.

1.2.13. Music

Kenneth E. B. (2008) refers to music as a human institution in which people create meaning and beauty through sound.

For Diaz Ortiz. L. (2008) learning has always been a tough and difficult process for both teachers and students, but previously, we do not have the amount of materials and ideas that we have today.

Nowadays, we have a variety of techniques and strategies that allow educational processes to be pleasant and interesting to those who are part of it. This facilitates a more active participation in which empowered learning is provided in a more independent way. This learning shows a satisfactory transmission of knowledge and motivation.

One of these techniques is music. It plays an important role in our daily lives. That is why it is an attractive resource in the classroom not only so motivational, but because they help a lot in learning English.

This can be used to change the environment in which it is located. That is, it is a transformative source of sensations. While providing serenity or excitement in the place in which it develops.

For Rosová V. (2007) music works differently in people and each person perceives it differently. In addition, this can go further by helping to give more power and energy to our brains.

In English language classes, you can use music as recommended by the "Suggestopedia". This is a method developed in Bulgaria by Georgi Lozanov. According to Richards, J. Rodgers, T. (2001) the Suggestopedia has as a principle the use of music and musical rhythms to learn.

Larsen-Freeman D. (1985) mentioned that the Suggestopedia has been developed to help students eliminate the feeling that they cannot succeed in learning. In this way they are helped to overcome this feeling.

1.2.14. Songs

A song is another fun tool that helps in all aspects of learning a foreign language, giving priority to oral skills. Musical discoveries stimulate the senses, the creative spirit and consciousness by causing the body to move according to the sound of music. This is known as dancing and singing. The song is also an authentic factor that promotes cultural exchange. Eventually, it helps the foreign language learner to be more familiar to the language.

Songs become a model for imitation of the language of study. Listening to recordings are an attractive source of motivation for children in the sense that they provide different rhythms, instruments and variety of voices to both children and adults.

Bésory T. (2011) stated that singing with students opens another dimension in foreign language classes. The songs allow a real study of pronunciation often quickly. They also help to have better auditory discrimination, intonation, articulation and emphasis on pronunciation. And when they have finished the activities with songs can be developed from these others. Such activities can be drawings, or written work.

For Orr, J. (1999) songs are used for group activities and at a time of transition to another activity. In English classes, children respond very well to the songs because it is often easier to sing something in another language than just saying it.

1.2.15. Role of songs in English language classes

The Interest in learning a new language should always be brought alive with the help of different techniques. As a practical material, songs in English language classes also help children to learn this language in an effective way.

When a child learns a song, he/she learns to associate words with meaning and situations. Songs can be used with audio materials to facilitate learning and students are also encouraged to create their own rhythms and songs.

Rhythm and rhyme of songs are attractive to children because they are easy to remember. All these will be possible if the songs are taught correctly. This is a great advantage of songs since it not all materials that have the same effects on the children in the class.

Most importantly, songs are useful for practicing the sound system of a language, and also help in the learning of vocabulary and structures and conversational exchanges.

Teachers to use the songs should take into account the time that they should be used. Longman. J. D. (1968) recommended that you should not spend more than fifteen minutes.

1.2.16. Drawings

A drawing is an image created through an adequate graphical representation. It is also a means of artistic expression.

During childhood, favorite activities of children are playing and painting. By drawing, they express feelings, ideas, etc. A drawing is a means of communication that the child uses to express what is around him. The study of it has been of vital importance as it is of great benefit in the child's life.

A drawing is made with hard work of abstraction, in this way, our brain performs a complex mental operation. Drawings have great educational virtues. They foster creativity in the early years of childhood.

1.2.17. Drawings in a foreign language classroom

A drawing is a channel that enables us to learn from real things. The child imitates reality for fun and distraction and communicates through this artistic means.

The use of different materials during its creation allows the discovery of more precise artistic, plastic values. In addition, the child makes drawings as representations of the world around him.

Drawing is a source of physical and intellectual development. As mentioned above, drawings require concentration and also, develops individual actions in view of a comparison with others. Undoubtedly, drawings will inevitably be a means of interaction with others.

In class, drawings help children to relate what they learn and express their preferences through this activity. In addition, they facilitate socialization in the classroom.

Bésory T. (2011) commented that the child through drawings in foreign language classrooms socializes in two ways:

-      Verbally interact with their classmates and with this, comments on the drawings or ask questions in the language of study.

-      The mental image helps the child's interpretation of the real world and exposes his imagination in the eyes of others. His drawings will help his expression, interpretation and adaptation of words or linguistic function studied.

1.2.18. Dramatization (Role plays)

A dramatization is a representation of a particular situation or event. It is a combination of two words as follows: drama and theater, Dramatization can be tragic or comic.

In dramatizations, the actor's creativity helps in the making of representations in the scene and also helps the viewer link them to real life. Thus, dramatizations can facilitate the understanding of reality because they start from real situations.

To dramatize is essentially to interact. Language is not just used as a functional tool, but also as a form of social behavior. Dramatization develops communication skills in the students in a wider environment while moving closer to authentic communication situations.

Dramatizations are very important in the communicative approach because they give opportunity to practice communication in different contexts and social roles.

In Communicative Approach as described by LarsenFreeman D. (1985) students should be able to use language appropriately and in a social context. To achieve this goal, they should participate in communication activities such as dramatizations.

1.2.19. Advantages of dramatizations in a language classroom

The use of dramatizations in language classes offers many advantages both on the pedagogical and personal levels.

Pedagogical benefits

⌉ **Dynamic class**

Just being able to express themselves in a foreign language is a satisfaction for the class, giving meaning to this activity. Students become major players in their learning, getting directly involved in the process. It is also an important source of motivation with dynamic oral activities. Without neglecting some students discover their talents of interpretation, and others overcome shyness.

⌉ **Work on the oral skill in a playful way**

The purpose of these activities in language classes is to encourage saying the word in the foreign language and giving life to this language. Through dramatization, students develop interest in the act of speaking, making gestures, voice and transmission of feelings. According

to Payet A. (2010) you can also take advantage of the dramatization to enhance the vocal cords. He also mentioned that this activity is a tool to establish the link between oral and body expression. Becoming aware of the body and gestures optimizes communication in a foreign language.

Personal benefits

Generally, communication skills such as public speaking with ease, expressing self without difficulty or even decreasing the lack of confidence are all attributed to dramatizations. Parents and teachers tend to see this activity as a remedy for shyness. This is true but we should not forget that these actions are not medicines, but playful and artistic support tools in the teaching program.

1.3.   Ludic resources and the influence on the speaking ability

For speaking, listening, reading and writing abilities to exist, it is necessary to carry out activities with varied presentations of ludic resources because a game is an activity that cannot be replaced for children in the development of the learning capacities. This is because playing games is a means of expression and growing up in the physical, cognitive, psychological and social realms.

The making of drawing presentations, dramatizations, songs with the use of diverse ludic resources in an academic environment is an important factor for the learning of the student. And, this is recommended to be done in the early years of life as to enable the children have the capacities of developing their skills which will in turn influence their improvements and efficiency in the learning process. The speaking ability in English language determines to a great extent the level of success or failure of the students in the acquisition of the foreign language.

The best methodology that can be applied in the teaching/learning process of English language is that which is based on working from a globalized, practical, creative and ludic perspective in which the students have to learn while playing and play while learning. One of the activities that better describes that educative process is the use of diverse ludic resources, such as, songs, games, dramas, etc.

It is characteristic of ludic resources the world over to function as a motor that generates new methods for teaching in a fun and pedagogic manner. They are also educative tools of great importance. Learning a foreign language is no longer the exclusive responsibility of a teacher, it is necessary to create environments that motivate the students to use the language. This is because a language is learnt using it and, based on this perspective, the role of the ludic resources in the context of learning a foreign language and culture is not questionable.

A lot of teachers and investigators that have experimented analyzed and published on the ludic resources and its effects in the teaching of English language have all underlined games, songs and visual materials as effective instruments in the area of curriculum and especially in the speaking ability of the English language, principally as it concerns pronunciation, speaking and listening.

Taking into account the advantages that the use of these varied ludic materials and how they can help us favorably or unfavorably in the students, we would have results of students growing in knowledge, capacities and abilities that are woken up by curiosity for being more imaginative and creative to do tasks that help in their learning in a bid to be successful students in the society,

On the other hand, when the there is no knowledge of the speaking ability of the English language and how to positively develop same in the students, they concerned students would definitely not be able to grow in the control of the activities in the learning of the foreign languages as the case may be.

It should be emphasized that these abilities: speaking, reading, writing and listening are of great importance for the learning of English language in the students. The same also apply in the use of dramatizations, songs, games and the ludic materials of colors, and textures. This is why teachers should be able to create strategies and ways of making the students participate in class activities such as dramas with games and images that would help to activate students' knowledge, imagination and creativity for them to practice and be able to improve on their speaking abilities.

CHAPTER II

2. DATA ANALYSIS, PRESENTATION AND INTERPRETATION

2.1. Result of questionnaire administered on the 8th year students at "El Carmen" Educational Unit.

TABLE # 1

1. Which of the outlined activities is usually done in English language classes?

ALTERNATIVES	FREQUENCY	PERCENTAGE
Forums	0	0%
Graphic organizers	0	0%
Dramatizations	0	0%
Readings	16	100%
Answer questionnaires	16	94%
Videos	0	0%
Lectures	16	100%
Brainstorming	0	0%
Games	5	31%
Drawings	8	50%
Listen to songs	8	50%
None of the above	0	0%
TOTAL	69	100%

Source: Questionnaire administered on the 8th year students
Author: Chumo Muñoz Alex Javier

Students say 100% that the activities that take place during English classes are readings and presentations by the teacher. With a 93.75% students say the answer is another activity questionnaires in classes conducted fairly. Listening to songs representing 56.25% is another

activity developed. 50% of the data shows that the drawings when produced in English classes. With a 31.25% students mentioned that games are also practiced in class. On the other hand, forums, graphic organizers, skits, videos, brainstorming, are activities that are performed in these classes.

The results of this item we can say that one of the activities that are practiced during classes English It is the presentation by the teacher of the subject. Which does not allow the development of language skills by students, since it is the teacher who takes control of classroom activities. Similarly readings are done, you help the language development but are not activities carried one hundred percent as the communicational approach are dramatizations. They are not exploited in teaching this language since not performed in class. Games, drawings and listen to songs are activities performed in the classroom, but are not performed often are very useful for the development of oral skills tool. In addition, these activities are playful. Activities that are important for the development of children.

TABLE # 2

2. Which is the most practiced skill in the English language class?

-ALTERNATIVES	FREQUENCY	PERCENTAGE
Listening	3	19%
Reading	1	6%
Speaking	5	31%
Writing	7	44%
TOTAL	16	100%

Source: Questionnaire administered on the 8th year students
Author: Chumo Muñoz Alex Javier

6% of the results obtained show that is the least practiced oral skills in the classroom. The listening skill has 19%, followed by the reading skills with 31%, and 44% of the results the skill of writing.

Looking at the results extracted the skills that best practice is writing, although it is true, this is very important because it is considered one of the production skills along with speech, it should not be the end in teaching English language, because through the years has shown that in practice is along with reading skills are closely linked to the traditional method, which unfortunately have not contributed to language development.

TABLE # 3

3. What language combination percentage is used in the English language class?

ALTERNATIVES	FREQUENCY	PERCENTAGE
70% 30% Spanish-English	9	56%
50% 50% Spanish-English	3	19%
30% 70% Spanish-English	3	19%
100% 0% Spanish-English	1	6%
0% 100% Spanish-English	0	0%
TOTAL	16	100%

Source: Questionnaire administered on the 8th year students
Author: Chumo Muñoz Alex Javier

56% say that the classroom is spoken by 70% in Spanish and only 30% in English. 19% of the results that are both habla50% in Spanish and 50% in English, as well as 30% in Spanish and 70% English is spoken. 6% are in the classroom in Spanish 100% and 0% in spoken English.

Looking at the results we can say that one of the production skills such as the speech is not developing so effectively in the classroom because students do not practice it. This is a great disadvantage in learning English because it is not put into practice the knowledge acquired. While it is true, speak a foreign language is difficult because it requires an ability to use language appropriately in social interactions, it is not impossible to do it. The most important thing is to be in constant practice, and it is this weakness that students have since the activities in class do not stimulate the ability to make oral production of the language.

TABLE # 4

4. How would you describe your feeling when fun activities (games, songs and dramatizations) are conducted in the English language class?

ALTERNATIVE	FREQUENCY	PERCENTAGE
Relaxed	6	37%
Eager to learn	10	63%
Bored	0	0%
TOTAL	**16**	**100%**

Source: Questionnaire administered on the 8th year students
Author: Chumo Muñoz Alex Javier

63% of the results reveal that students are eager to learn where recreational activities are performed. On the other hand, 37% reflects that students are relaxed when these activities.

Looking at the results we can say that one of the production skills such as the speech is not developing effectively, in the classroom as students do not practice it. This is a great disadvantage in learning English because it is not put into practice the knowledge acquired. While it is true, speak a foreign language is difficult because it requires an ability to use language appropriately in social interactions, it is not impossible to do it. The most important thing is to be in constant practice, and it is this weakness that students have since no potentiates this activity in class.

TABLE # 5

5. Do you feel motivated to speak English when activities such as games, songs and dramatizations are performed in the class?

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	9	56%
Sometimes	5	31%
Never	2	13%
TOTAL	16	100%

Source: Questionnaire administered on the 8th year students
Author: Chumo Muñoz Alex Javier

13% of survey results show that students are never encouraged to speak the English language. 31% mentioned that sometimes have incentives to use thereof, and 56% said that are always motivated to use this foreign language through the use of games, songs or dramas. Thus reflecting that play activities are helpful to encourage students oral skills in this language. Through the use of recreational activities such as games, skits or songs students are motivated to use English. These activities are helpful to encourage the use of the language in the classroom.

TABLE # 6

6. Do you listen to songs in your English language classes?

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	4	25%
Sometimes	12	75%
Never	0	0%
TOTAL	16	100%

Source: Questionnaire administered on the 8th year students
Author: Chumo Muñoz Alex Javier

In this item results indicate that 25% of respondents always hear songs classes English, and 75% shows that this activity is the sometimes performed. This in turn reflects that there is a lack of exploitation of this resource for the development of classes in this subject. In addition, this result shows that this resource is not exploited in the best way due to insufficient use.

The songs are activities practiced quite often in classes of English. These allow the development of the oral skills, especially pronunciation.

TABLE # 7

7. How do you feel when performing dramatizations in English?

ALTERNATIVE	FREQUENCY	PERCENTAGE
Confident to speak in English	9	56%
Afraid to speak in English	7	44%
TOTAL	16	100%

Source: Questionnaire administered on the 8th year students
Author: Chumo Muñoz Alex Javier

Looking at the results we can say that 44% of students are afraid to speak in English. However, 56% are sure to speak this language. Thus demonstrating that through dramatizations students are safer s when using the English language.

As regards the dramatizations and their influence on oral skills, we can say that is helpful because it encourages the use of language. Students feel more confident speaking in a language that is not theirs through this activity.

TABLE # 8

8. Do you think you can improve your pronunciation through songs in English?

ALTERNATIVE	FREQUENCY	PERCENTAGE
Yes	9	56%
No	2	13%
Maybe	5	31%
TOTAL	16	100

Source: Questionnaire administered on the 8th year students
Author: Chumo Muñoz Alex Javier

56% of the results of this question show how to answer the songs if you can improve English pronunciation. However, 31% mentioned that this is not possible, and only 13% think that perhaps the pronunciation is improved with the songs.

Most students surveyed think that the use of songs helps to improve pronunciation in English. This activity helps not only to improve the pronunciation of the language but also allows students to discover words that are used in real contexts. This is helpful because there is a link between culture and use that actually has a foreign language. This helps to drive the development of oral language skills more effectively and in an entertaining way.

TABLE # 9

9. In what way do activities such as games, songs, drawings and dramatizations help you speak in English?

ALTERNATIVE	FREQUENCY	PERCENTAGE
Get motivated	10	62%
Feel confident	4	25%
None of the above	2	13%
TOTAL	16	100%

Source: Questionnaire administered on the 8th year students
Author: Chumo Muñoz Alex Javier

The outcome of the polls in this item, it can be seen that only 13% of respondents think that by recreational activities can not have any help when speaking English. Moreover, the 25% mentioned that these activities provide them security when expressed in this language, and 62% students show that these activities are resources that help motivate the development of oral expression.

After analyzing the data of this item we can conclude that play activities not only allow language development classes in English. But also help motivational way, encouraging students to speak in English.

TABLE # 10

10. Do you think the use of ludic activities (games, songs, drawings and dramatizations) can make you speak in English with ease?

ALTERNATIVE	FREQUENCY	PERCENTAGE
Yes	12	75%
No	1	6%
Maybe	3	19%
TOTAL	16	100%

Source: Questionnaire administered on the 8th year students
Author: Chumo Muñoz Alex Javier

With 75% of the results students express that play activities facilitate the development of speech in English. 19% mentioned that these activities could help develop the skill oral, and only 6% said no.

According to the results of this item we can conclude that students believe that the use of recreational activities facilitate speaking in English. Through these activities students can communicate in English in a practical and effective way.

2.2 Results of the interview conducted with English language teachers of the 8th year students at "El Carmen" Educational Unit.

1. What types of ludic activities do you use in the language classroom?

According to the survey results we can say that teachers do not have clear idea of what recreational activities are. Since when answering this question they did not know to say that these refer to fun activities and gave different answers.
After analyzing the answers we can deduce that there is a great ignorance of what are recreational activities. In addition, its usefulness and approach are unclear.

2. Do you consider ludic activities as a good tool to develop the speaking abilities of your students?

The answer to this question was that through playful activities they cannot develop the oral skills of the students in the language.
There is a great lack of use can be given to recreational activities as a factor to stimulate the oral skills. Teachers do not consider them as a tool that could help the development of this skill.

3. Why do you use games in the classroom?

Teachers demonstrate that games are used in classes to change activities or for children to be distracted. According to the answers on this item we can conclude that teachers do not use the games with certain goals and these cannot be utilized properly. In addition, teachers have a degree of uncertainty as they do not know the true benefits of the games in class.

4. How often do you use music is the English language class hours?

Music teachers said that according to the activities of the text used in classes is used.

We can feel that music classes in English is used only according to the activities that the text provides. No additional or complementary activities are

performed with this tool. Thus its use is limited in the classroom. They are not used and exploited to the maximum to help improve the oral skills in the students.

5. What are the reactions of students when they work with drawings?

In response to this item, teachers argued that drawings are a great tool because this activity takes place and children feel happy and motivated in the course of using this activity.

We can feel that music classes in English is used only according to the activities that the text provides. No additional or complementary activities are performed with this tool. It should be noted that the speaking skill is such that can only be developed with constant practice. Most students have short comings in this skill simply because they have very limited access to practice opportunities or situations to use the language.

CHAPTER III

3. PROPOSAL

3.1. DESIGN OF THE PROPOSAL

INFORMATIVE DATA

Title of the proposal: Design a handbook of fun activities to develop the ability of students to speak in the English language.

Name of the institution: "El Carmen" Educational Unit.

Sample size: Students of the 8th Year of Basic Education

Location: El Carmen town

3.2. BACKGROUND

In teaching foreign languages it is important to know several methods to develop classroom learning. For many years in the Ecuadorian educational system they have not used all the tools and techniques for teaching the English language. They have also been shelved several activities that are of importance in this language classes. Some of these have been the leisure activities. The same that give students an innovative way a new vision of how English can be applied tangibly in class. Through the development of recreational activities students have self - confidence and feel motivated to speak English in the classroom. Provide security when talking in activities like dramatizations. All this as a result of a good use of language. Therefore, students develop and improve this skill in classes through the implementation of fun activities.

3.3. RATIONALE

The English language is of great importance today. This is a fundamental tool in the development of people. That is vitally important teaching it. To potentiate the skills of this language, which is global, it is imperative to use activities that

help us achieve this goal. One of the skills showing some degree of difficulty is oral. For this reason it is important to help students progress in it. An alternative to improve oral skills is the implementation of fun activities. They help in a fun and entertaining to overcome the obstacles that occur when speaking in another language way. So this proposal will be of great help for those wishing to improve oral expression dynamically and enjoying learning.

3.4 General Objective

Design a manual of fun activities to develop the speaking ability of students in English language.

3.5 Specific Objectives

- Identify the type of methodology used by teachers to develop oral English language skills.
- Investigate existing recreational activities in the class to develop oral English language proficiency.
- Collect the necessary information on recreational activities for the speaking skill in English language.

ACTIVITY No. 1

SPOT THE DIFFERENCE
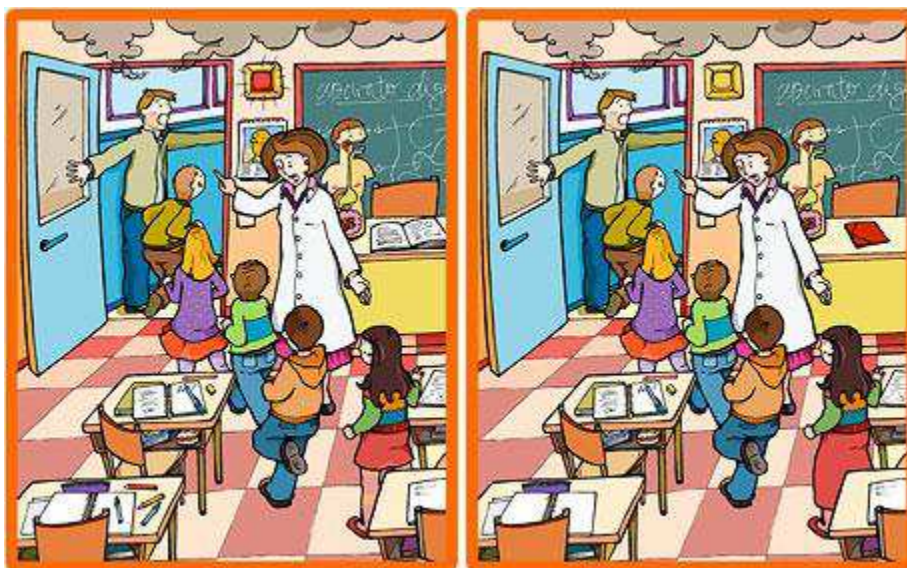
https://www.google.com.ec/search?biw=1366&bih=637&tbm=isch&sa=1&ei=8eNgWq_cCIPxzgLAmJy4Dw&q=

Objective: To describe and compare different visual images and give information

Materials: sheets of paper with image sets

Time: 10 minutes

Description: Work 2 people

Procedure: Divide the class into pairs. Provide two players of each pair a photo and warn everyone not to look at the picture of his partner. Both players must describe their own image and / or ask questions about the image of your partner, with the aim of finding the differences between the two images. Finally, allow students to observe the images of others and compare and analyze more.

ACTIVITY No. 2

SOUND A POEM"

Have I told you yet...
How much you mean to me...
Have I told you yet...
About all the happiness you bring!
Have I told you yet...
That you mean the world to me!
Just in case I haven't...
I want you to know that...
You're the best thing
that's ever happened to me!
I Love You!
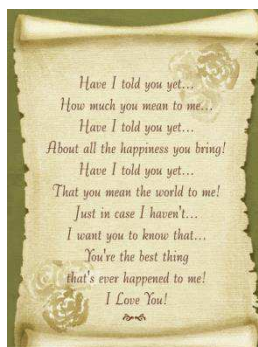
Objective: To explore stress, tone and rhythm of syllables in creative combinations of words. Any theme is available

Materials: sheets of paper

Time: 15 minutes

Description: Group activity

Procedure: Help students to exchange ideas on the board with all the words related to your topic.

Say the words. Help students to gather some phrases that make a "sound poem"

ACTIVITY No. 3

"WHAT THOU SHALT?"

Objective: To express conditions using WOULD

Materials: Card Games

Time: 10 minutes

Description: Paired work

Procedure: Give each pair of students a set of six cards. Each student in each pair will have 3 cards. These cards have names. They should ask their partners what they would do in these places.

ACTIVITY No. 4

PRONUNCIATION GAMES

PLAY FOOTBALL

Objective: utter words that were studied in the previous class

Materials: sheets of paper where words were written and a tape recorder to play songs

Time: 15 minutes

Description: Activity class

Procedure: The teacher must form a ball with different sheets of paper. Written on each sheet of paper has to be a word that is learned in the previous class. Students need to make a circle. They will kick the ball while playing a song. The last person to kick the ball when the music stops have to take the ball and unroll to find the word. That person has to say the word and form a sentence.

ACTIVITY No. 5

"GO - STOP"

Objective: To practice pronunciation (notice errors)

Materials: small ball

Time: 15 minutes

Description: Activity class

Procedure: the teacher provide a ball. He / she will give the ball to a student in the class. This student will pass it to the person next to him and so on. This will be done while the teacher says "GO". When students hear the teacher say

"STOP", the last person holding the ball must utter a word the teacher writes on the blackboard. The teacher will choose words that are common mistakes during class.

ACTIVITY No. 6

Music & Sound
MUSIC

Over time, music has played an important role in our society. It has helped in different fields and languages are no exception. Music is an important tool in English classes and studied in the "Method Suggestopedia".

Using music in the classroom, students relax and feel safer to learn a new language.

ACTIVITIES WITH MUSIC

Listening to music

• Teachers can play music in the classroom and ask students to express their feelings about it.

• The teacher should ask students to associate the words to the music played.

• While working in groups, students listen to music and create dialogues according to melody and rhythm. Then share with classmates.

SONGS

The songs are one of the best resources that teachers have in the English class. Not only because they help with pronunciation, understanding of what is sung and motivation, but also because they provide a cultural background.

Children are motivated through songs because of the variety of rhythms, themes, instruments and voices.

They love to sing and listen to songs, regardless of whether the songs are for kids or play on radio stations. Both can be useful.

ACTIVITIES WITH SONGS

These songs are useful when body parts are practiced.

"HEAD, SHOULDERS, KNEES AND FISHERMEN"

While the children sing, they play each body part in sync with the letters.

Head, shoulders, knees and toes knees and toes feet.

Head, shoulders, knees and toes knees and toes feet.

And eyes and ears and mouth and nose.

Head and shoulders, knees and toes knees and toes feet.

(Repeat while singing ever faster).

"The Hokey Pokey"

Children stand in a big circle.

SHARES OF WORDS

You put your right hand, all take their right hand on the right hand You take off your right hand, inside, outside, inside, outside the circle. All put your right hand out of the circle. Everyone takes his right hand inside and out. And you shake it all at once, all his right hand shake vigorously. You do the Hokey Pokey and you turn around, for that matter. All put his right hand in the circle. All they hold your elbows and move your hips to the music. All they revolve on the spot. They all hold hands.

CHORUS

Oh, the hokey pokey

Oh, the hokey pokey

Oh, the hokey pokey

Knees bent, arms stretched, clap your hands. Whole circle moves to the center. The whole circle moves again. All hands are released. Do these actions.

In other verses, replace the left hand, right leg, left leg, I completely or other body parts. It's best not let it go too long.

ACTIVITY No. 7

"DESCRIBE and sort"

Objective: using imperatives, location prepositions, adjectives and describe a picture and play following the instructions. Give and follow instructions comparative adjectives, vocabulary of forms and possibly specialized language.

Materials: a large image

Time: 10 minutes

Description: Activity class

Procedure: Ask a volunteer to stand next to the board. Then display a large image you can see all kinds, other than volunteer board. For example, the image can be displayed on a mobile slate. If necessary, the image can be retained by two students. Invite the class to describe the image and tell the volunteer how to draw.

ACTIVITY No. 8

"DESCRIBE AND TAKE IN PAIRS"

Objective: To describe a picture and play it by following the instructions

Materials : Some photos

Time: 10 minutes

Description: pair work

Procedure: Have students sit in pairs and give each pair a picture. Only one person from each group can see the image. Have a partner of each couple that describes the image to the other couple in that group. You are listening to draw the image being described. Compare the images when finished.

ACTIVITY No. 9

Describe and identify

Objective: Use descriptive language

Materials: sheets of papers

Time: 10 minutes

Description: Activity class

Procedure: The teacher chooses a student must describe the objects by shape and color, and class must draw the descriptions. It is useful to review the vocabulary. Role playing is a representation of some characters in a short period of time. This activity can be done in pairs or small groups. All students can participate in this and every member has a role.

ACTIVITY No. 10

"PARTY"

Objective: To ask questions using the present simple

Materials: student creativity

Time: 10 minutes

Description: Groups of four

Procedure: Students will perform as if they were at a party and meet new people.

They ask questions about the lives of people

CONCLUSIONS

1. Through the development of recreational activities it is proven improvement and progress of students in the use of oral skills. This has been evidenced at the time of participation in class, where students expressed themselves through the English language.

2. Recreational activities improve oral skills, especially the pronunciation of words or expressions. These are used more spontaneously and with a certain degree of accuracy in terms of pronunciation.

3. The use of English in the classroom is not exploited enough to improve speaking skills. Since, in English classes more writing assignments that they develop oral expression. In addition, classes are developed more in Spanish than in English.

4. Oral skills and recreational activities show great relationship at the time of speech development.

5. Through the development of recreational activities students have confidence in themselves and feel motivated to speak English in the classroom. Provide security when talking in activities like dramatizations. All this as a result of a good use of language.

RECOMMENDATIONS

1. For participation of students more active, it should do more fun activities. thus avoiding the monotony in classes that are communicational activities.

2. Should avoid applying activities in which the teacher is the center of the class to allow students to construct their own knowledge and develop language skills English language.

3. Recreational activities have not been considered as tools for teaching languages. That is why they should be spread with fundamentals and studies proving its importance and the benefits they give both teachers and students.

4. At the time of recreational activities should set specific targets for them. Maximizing their use in classes and avoiding negative criteria of these activities.

5. You should create a guide that contains play activities that help the teacher in the classroom as to ensure the proper use and application of the resources with the students for them to constantly practice and improve on the oral communication ability.

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UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ
EXTENSIÓN EN EL CARMEN
Creada Ley No. 10 – Registro Oficial 313 de Noviembre 13 de 1985
CARRERA DE LICENCIATURA EN IDIOMAS MENCIÓN INGLÉS

QUESTIONNAIRE ADMINISTERED ON THE 8TH YEAR STUDENTS OF BASIC EDUCATION AT "EL CARMEN" EDUCATIONAL UNIT.

INSTRUCTIONS: Please read each question carefully before answering and mark (x) in each column as your response. Please use black or blue pen.

1. Which of the outlined activities is usually done in English language classes?

ALTERNATIVES	FREQUENCY	PERCENTAGE
Forums		
Graphic organizers		
Dramatizations		
Readings		
Answer questionnaires		
Videos		
Lectures		
Brainstorming		
Games		
Drawings		
Listen to songs		
None of the above		
TOTAL		

2. Which is the most practiced skill in the English language class?

ALTERNATIVES	FREQUENCY	PERCENTAGE
Listening		
Reading		
Speaking		
Writing		
TOTAL		

3. What language combination percentage is used in the English language class?

ALTERNATIVES	FREQUENCY	PERCENTAGE
70% 30% Spanish-English		
50% 50% Spanish-English		
30% 70% Spanish-English		
100% 0% Spanish-English		
0% 100% Spanish-English		
TOTAL		

4. How would you describe your feeling when fun activities (games, songs and dramatizations) are conducted in the English language class?

ALTERNATIVE	FREQUENCY	PERCENTAGE
Relaxed		
Eager to learn		
Bored		
TOTAL		

5. Do you feel motivated to speak English when activities such as games, songs and dramatizations are performed in the class?

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always		
Sometimes		
Never		
TOTAL		

6. Do you listen to songs in your English language classes?

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always		
Sometimes		
Never		
TOTAL		

7. How do you feel when performing dramatizations in English?

ALTERNATIVE	FREQUENCY	PERCENTAGE
Confident to speak in English		
Afraid to speak in English		
TOTAL		

8. Do you think you can improve your pronunciation through songs in English?

ALTERNATIVE	FREQUENCY	PERCENTAGE
Yes		
No		
Maybe		
TOTAL		

9. In what way do activities such as games, songs, drawings and dramatizations help you speak in English?

ALTERNATIVE	FREQUENCY	PERCENTAGE
Get motivated		
Feel confident		
None of the above		
TOTAL		

10. Do you think the use of ludic activities (games, songs, drawings and dramatizations) can make you speak in English with ease?

ALTERNATIVE	FREQUENCY	PERCENTAGE
Yes		
No		
Maybe		
TOTAL		

Thank you for your time.

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INTERVIEW CONDUCTED WITH THE ENGLISH LANGUAGE TEACHERS OF THE 8TH YEAR STUDENTS OF BASIC EDUCATION AT "EL CARMEN" EDUCATIONAL UNIT.

1. What types of ludic activities do you use in the language classroom?

2. Do you consider ludic activities as a good tool to develop the speaking abilities of your students?

3. Why do you use games in the classroom?

4. How often do you use music is the English language class hours?

5. What are the reactions of students when they work with drawings?