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TÍTULO DE LICENCIADO EN PEDAGOGÍA DEL IDIOMA INGLÉS**

**THE USE OF THE LUDIC APPROACH AS A MOTIVATIONAL STRATEGY TO
ENHANCE EFL TEACHING AND LEARNING AMONG 5TH GRADE STUDENTS**

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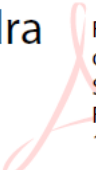
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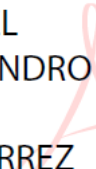
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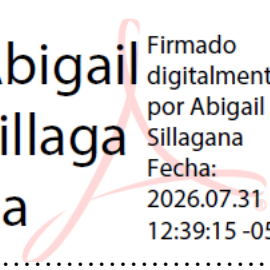
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DEDICATORIA

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1. RESUMEN

La investigación presente considera de qué manera el enfoque lúdico funciona como motivador en el aprendizaje de una segunda lengua, específicamente el idioma inglés, en los estudiantes de quinto grado de Unidad Educativa Fiscomisional “Sagrado Corazón de Jesús” en Tulcán. Por ende, la investigación surge de dicha necesidad de reestructurar las prácticas de enseñanza tradicionales y rígidas, que se ha observado que limitan la participación espontánea del estudiantado. Para guiar el proceso, se planteó determinar de forma indirecta si las dinámicas basadas en el juego contribuyen al aprendizaje significativo, mejoran la motivación intrínseca y favorecen la construcción de entornos de aula más inclusivos. A través de una metodología mixta (cuantitativa y cualitativa) y con un diseño exploratorio, descriptivo y analítico, se aplicaron fichas de observación no participante y una entrevista a la docente con el propósito de obtener una comprensión integral del fenómeno de estudio. Posteriormente, se realizó un análisis secuencial de la información recopilada para identificar los aspectos convergentes y divergentes relacionados con el uso del enfoque lúdico en el proceso de enseñanza y aprendizaje del inglés. Finalmente, se propone el diseño de planes de clase interactivos (lesson plans) basados en el enfoque lúdico, con el fin de fortalecer las prácticas pedagógicas y promover un aprendizaje significativo en los estudiantes de educación básica.

Palabras clave: Enfoque lúdico, Estrategia motivacional, Enseñanza del inglés, Estudiantes de quinto grado.

2. ABSTRACT

This study examines how the ludic approach functions as a motivational strategy in second language learning, specifically English, among fifth-grade students at Unidad Educativa Fiscomisional “Sagrado Corazón de Jesús” in Tulcán. The research emerged from the need to rethink traditional and rigid teaching practices that have been observed to limit students’ spontaneous participation. To guide the study, it sought to determine whether game-based activities contribute to meaningful learning, enhance intrinsic motivation, and foster more inclusive classroom environments. Using a mixed-methods approach (quantitative and qualitative) with an exploratory, descriptive, and analytical design, non-participant observation checklists and a teacher interview were conducted to obtain a comprehensive understanding of the phenomenon under study. Subsequently, the collected data were analyzed sequentially to identify convergent and divergent aspects related to the implementation of the ludic approach in the English teaching and learning process. Finally, the study proposes the design of interactive lesson plans based on the ludic approach to strengthen teaching practices and promote meaningful English language learning among primary school students.

Keywords: Ludic approach, Motivational strategy, English teaching, Fifth-grade students.

3. INTRODUCTION

English, the world's second most spoken language, has become an essential tool for international communication and a key competency that should be developed from early childhood. Psychological and pedagogical research indicates that during the first ten years of life, children are especially receptive to acquiring new knowledge (Council British, 2023). Therefore, early exposure to the language encourages children to develop communicative skills naturally and fosters a positive attitude toward learning.

In Ecuador, English teaching is officially recognized as a crucial component of education. However, despite institutional efforts, students' proficiency levels remain relatively low compared to other Latin American countries. For many years the English language was taught through rigorous translation methods that emphasized memorization rather than interaction. In recent years, teachers have been seeking more dynamic and engaging strategies to stimulate participation, creativity, and assertive communication, including a ludic approach.

“Ludic approach is an innovative methodological strategy that emerges as a learning tool, which favors the development of educational processes through the use of games, creativity and motivation of students” (Pacheco, 2022, pag. 14). Now, the ludic approach is more efficient in foreign language acquisition, for the novelty and dynamism of this approach motivates children to acquire a language in different ways, stimulating their creativity.

The English education in the province of Carchi is a mixture of development and hurdles. Although some urban and private institutions have implemented innovative, participatory techniques to include students, most are still employing traditional pedagogies

based on rote memorization. This shows the students' disinterest in using the language in real communication situations. This is a national problem in a way because, although the curriculum requires students to achieve a B1 level of competence by graduation, many students do not meet this requirement. In 2016, the Ecuadorian curriculum required students to reach an intermediate level of English (B1) to graduate from secondary school. Sevy-Biloon, Recino, & Muñoz (2020) found that several aspects of the Ecuadorian environment facilitate and inhibit the teaching of English as a Foreign Language (EFL) and English Language Teaching (ELT).

Student demotivation is one of the most serious hurdles in the study of the English language. It is often blamed on the rigid teaching techniques that do not involve the pupils. Such a situation results in low involvement, limited language development and poor academic success. Hence, the responsibility of the educator in shifting this dynamic is critical. Teachers are important mentors in the learning process and they are critical in designing successful courses by picking suitable materials and resources in line with the available didactic tools. This strategy helps children to find out what really motivates them and connect learning with important parts of their lives, therefore fostering curiosity, motivation, higher academic achievement and creativity from a young age.

One of the biggest obstacles to learning English is pupils losing their desire. This is generally due to inflexible teaching practices that fail to interest learners. This results in low participation, poor language development and below average academic performance. Therefore, educators have a crucial role to play in changing this dynamic. In lesson planning, the teacher assumes the position of a mentor of the learning process, and selects appropriate materials and resources based on the didactic tools accessible to him/her.

By helping students identify their true motivations and draw connections between learning and important aspects of their lives, this approach cultivates interest, motivation, improved academic performance, and creativity from a young age. English as a Foreign Language (EFL) instruction in elementary schools is frequently ineffective because of the predominance of inflexible, conventional approaches that don't hold students' attention. From an early age, students at the Unidad Educativa Fiscomisional “Sagrado Corazón de Jesús” in Tulcán are regularly exposed to formal grammatical structures and repetitive textbook exercises, which causes disengagement, slow learning, and subpar academic performance.

(Zhang & Hasim, 2023) Current research emphasizes a number of elements that put the child at the center of the educational process, preparing them for the classroom by attending to their emotions and assisting them in overcoming their fear of making mistakes. This method helps them learn more effectively and improve their language proficiency overall.

It's also important to note that older students, from secondary school to university show signs of inefficiencies in language learning, which highlights how the correct approach can change the learning process, especially when used early. Research from Asian and European nations, whose educational environments are very different from Ecuador's, shows that local realities necessitate a new understanding of how students learn.

This study aims to contribute to the development of the future English teachers through the importance of good pedagogical preparation and the application of innovative teaching methodologies. Considering the growing need for EFL, this research aims to improve the learning process by creating new knowledge and skills in children in educational institutions.

In this case, the study is based on two variables: motivational strategy and a ludic approach, to improve the teaching and learning of English among fifth-grade students.

In order to accomplish this goal, pertinent bibliographic sources on the ludic approach and motivational techniques are examined, and suitable research techniques, subjects, and tools are chosen to guarantee the study's dependability. A pedagogical proposal is produced as well to help EFL teachers to integrate ludic activities in their lesson planning and classroom practices and the effectiveness of the approach is evaluated through the analysis of the intervention data.

The research study is rationally divided into many sections that facilitate understanding and building upon the work. The “State of the Art” section analyzes and assesses the most important local, national and worldwide investigations and theoretical contributions to the ludic approach. This part builds the theoretical framework of the research based on the work of relevant authors and previous experiences in Ecuadorian institutions.

In the Materials and Methods section, mixed methods approaches have been used to investigate the subject of inquiry from multiple perspectives by applying both quantitative and qualitative methods. The quantitative aspect involves the use of structured methods to analyze the impact of the tactics on the academic performance and motivation of the students. The qualitative aspect looks at the opinions and experiences of the participants. It is an exploratory, descriptive and field study, performed in a school environment to collect real data from educational practice.

The data obtained from the instruments used in the study process are presented initially in Analysis and Results (Proposal). The results are then discussed in view of the research line leading to this project. The main goal of the concept is to turn traditional lesson plans into

interactive learning experiences. Through the ludic approach, the whole class, from the warm-up to the wrap-up, becomes an interactive learning experience. The technique aims at creating active engagement and the drive for long term through role plays, social dynamics and vocabulary challenges. The aim is to provide a classroom in which children may learn via exciting and stimulating activities and in which they feel comfortable, confident and completely involved.

Ultimately, the conclusions and recommendations section discusses the research findings and makes suggestions for enhancing the processes of teaching and learning. It also details potential challenges encountered during the research. Based on this, recommendations are formulated that may prove useful for both future and practicing teachers.

4. STATE OF THE ART

This study presents a review of the literature by various authors that supports this section, enabling an understanding of contributions, advances, and limitations, thereby guiding its future progress.

4.1. Education in the 21st Century

4.1.1. *Global Transformations in Education*

The contemporary educational revolution has compelled educational institutions to reject the established practices of the last century to encourage the autonomy of students and to adapt to a digital world. The OECD (2025), education institutions need to develop forward-looking policies that could help solve complex global problems in times of rapid change and uncertainty. Here, technology is a core component that can personalize the curriculum to each learner's cognitive demands rather than an enabling function.

This transformation is especially significant in the educational sphere, as the instructor is not the only source of knowledge. The true difficulty is not availability of information but how pupils process, understand and apply it within their learning process.

UNESCO (2025) argues in its recent reports that leadership in education on a global scale should focus on inclusive environments that use technology to ensure equity (p. 21). This vision strengthens the need to reconsider educational settings, and the pedagogical practices utilized in the classroom, so that they are student-centered.

This is why recent research in pedagogy shows that the inclusion of dynamic tactics in the curriculum “can create a more enjoyable and effective learning environment, fostering cognitive, social and emotional development” (Berki, 2025, p. 88). This viewpoint

immediately promotes the introduction of ludic techniques in the classroom as the move away from the rigidity of traditional models creates an environment where mistakes are not penalized but seen as a normal part of the learning process. This is important in alleviating early anxiety that commonly affects elementary level pupils, turning the dread of making mistakes into drive to participate.

4.1.2. Communicative Competence and Language Skills

In the discipline of English Language Teaching (ELT) the ultimate goal of training has evolved from grammatical accuracy alone to communicative competence. This means that language knowledge is not only a matter of memorizing rules, but of being able to use these resources to perform certain activities in social situations. The new CEFR Companion Volume describes this competency as the activation of linguistic, sociolinguistic and pragmatic knowledge to perform communicative language activities (Council of Europe, 2020). Thus, classroom attention must be on “agency” seeing the learner as a social agent who co-constructs meaning with others.

To acquire this competency the curriculum must target the four basic macro-skills in an integrated manner: listening, speaking, reading and writing. These skills are commonly called receptive (hearing and reading) and productive (speaking and writing) although researchers note that they seldom work independently in everyday life (Nation & Newton, 2021).

For example, in a discussion the input (listening) and the output (speaking) must be simultaneous. Thus, the pedagogies should be changed with this integration, where speaking and listening lead to instant social engagement, and reading and writing are facilitating critical analysis and the ability to digest complicated information.

4.2. Pedagogical Foundations of Learning

Constructivist theories, which see the learner as an active agent, are fundamental to the shift from conventional, rote-learning models to active approaches. Based on Jean Piaget (1959), “to know an object is to act on it” (p. 65), and intellectual progress happens through direct contact with the environment. For that reason, this implies that students need to master the language through games and actual experiences, so that they are able to properly integrate linguistic patterns in the environment of EFL. This is in line with Dewey (1916) who suggests “learning through doing” as education must be founded on the real experiences of living, not an abstract preparation for the future.

The biggest change is away from the “banking model” of schooling. This word was coined by Freire in 1970 to characterize systems where students are information recipients. The idea implies education is like depositing where students are depositories and the instructor deposits. The teacher transmits signals and deposits, and the students receive, memorize, and repeat them (Freire, 1970, p. 72).

This passive receptivity can be superseded by David Ausubel’s (1963) purposeful learning. Meaningful learning includes connecting new information with what has already been learned rather than rote memorization. This is to maintain concepts in EFL courses as vocabulary and grammar are based on the child’s cognitive framework rather than drills.

The socio-constructivist approach also describes how children learn by interaction. Higher psychological processes, as described by Lev Vygotsky, happen “initially, at the social level, and subsequently, at the individual level” (Vygotsky, 1978, p. 57). The concept encourages playfulness for cognitive and social growth. Teachers apply Vygotsky’s ideas to their role in scaffolding children’s learning in play by providing the right aid and retreating

gently ... to make children accomplish the job independently (Alharbi, 2022). The best Zone of Proximal Development is created by ludic circumstances, where language naturally occurs in bargaining and peer support.

4.3. Teaching English to Young Learners (TEYL)

4.3.1. Characteristics of Young EFL Learners

Young EFL learners, particularly those between 9 and 10, possess a high kinesthetic ability, a natural curiosity and cognitive windows which are ideal for internalizing tactile vocabulary and basic phonetics. In Lázaro and Ibarrola (2024) it is argued that “intensive approaches in primary EFL mainly affect oral expression and reading... influenced by variable cognitive factors across different cohorts of children” (p. 5). But there are some downsides to these developmental advantages, including shorter attention spans and a heavy reliance on visual, digital, and tactile cues to focus.

The learning environment is crucial to language acquisition because of these biological and cognitive traits. Active classrooms that address the communication requirements of a new language are crucial. These settings need to be "created and oriented in such a way that they enable student interaction with three actors: with themselves, with others (teachers, classmates, society...)," according to Gutiérrez and Martínez (2022) (p. 50). According to this theory, educators' objective is to make sure that students are motivated and get meaningful learning through active participation and social interaction.

Consequently, it is suggested that teaching procedures should focus on repetitive, engaging and multimodal approaches. These methods help to avoid unnecessary cognitive overload that may lead to demotivation, while taking advantage of learners' natural dispositions

to support language acquisition. In addition, teachers should constantly demonstrate and encourage cooperative games and group work as children gradually acquire collaborative skills. These approaches promote real communicative exchanges, increase learners' confidence and encourage meaningful language use in the classroom.

4.3.2. Methodological Approaches for Children

Current and evidence-based methodological approaches to EFL in primary school point to interactive storytelling and real, contextualized tasks as the major tools to promote integrated language competencies and the overall socio-emotional development of children.

García & Moya (2023) clearly state that “interactive narratives in primary EFL involve elements that develop listening, speaking, reading, and writing skills in a holistic and simultaneous way, thus making a significant contribution to increasing motivation and developing children's essential communicative competence” (p. 2). Although such evidence is from European classroom environments, the highly flexible pedagogical principles in those methodologies are a valuable resource for the Ecuadorian educational reality, where classrooms are becoming more diverse and resource availability might differ. These methodologies offer a wonderful opportunity to innovate teaching practices, promote student engagement, and improve English language acquisition in a culturally sensitive and motivating way.

In practice and operation, the short cognitive and attentional spans of fifth-grade young learners are naturally and successfully complemented by well-known paradigms such as Total Physical Response (TPR), Communicative Language Teaching (CLT) and task-based learning. In the case of Ecuadorian primary education, students aged 9 to 10 years receive

dynamic, participatory and developmentally appropriate teaching. These strategies use ludic games, rhythmic songs and culturally relevant contents to reach the maximum pedagogical effectiveness.

In this regard, active language instruction at this educational level prioritizes student motivation as a decisive factor for successful language acquisition. As Pacheco et al. (2022) affirms:

Music and movement provide students with motivation to learn, probably due to their diverse, colorful, novel, and sound characteristics. These renewable resources can help children break the ice at the beginning of a language lesson, creating a more positive atmosphere for learning. (p.990)

Moreover, the very flexibility of these methodological frameworks permits creative and responsive hybridizations that respond to the dominant cultural and linguistic diversity of the fifth-grade classroom. Such flexibility permits true inclusion and sustains pedagogical relevance, not least because of the courageous and revolutionary national curriculum reforms in Ecuador that demand that educational practices respond to the needs of an increasingly diverse student body.

4.4. The Ludic Approach and Gamification

4.4.1. Definition and Benefits:

The ludic approach is a pedagogical style that deliberately embeds ludic activities within the teaching and learning process in order to achieve specific educational objectives. This is a methodological change in approach, shifting the teaching focus away from normal teacher-centered techniques to student-centered exploration and active engagement, being

recreational. This adjustment produces a learning atmosphere that is beneficial to children's imagination and feeling secure while learning a new language.

This is especially important for fifth graders, who are only beginning to develop a higher social self-consciousness. For Pacheco (2022), ludic is “an innovative methodological strategy that emerges as a learning tool, promoting educational formation processes through the use of games, creativity, and student motivation” (p. 14).

A review of the research on playful learning reveals that ludic approaches stimulate deeper engagement and meaningful learning by placing students as active architects of knowledge. This view is very consistent with Vygotsky's sociocultural notion of play as a critical factor in the development of cognition and language. Vygotsky (1978) describes the developmental force of play in a powerful way:

In play a child always behaves beyond his average age, above his daily behavior; in play it is as though he were a head taller than himself. As in the focus of a magnifying glass, play contains all developmental tendencies in a condensed form and is itself a major source of development (p. 102).

Ludic exercises are said to be more efficient than drill scenarios in developing linguistic ability in learners. In this active setting, students are encouraged to take linguistic risks which encourages experimentation and lessens the fear of failure.

The data from experience strongly supports the claim that the approach is useful in overcoming emotional barriers to language learning. Studies on game-based learning in EFL settings have revealed that ludic methods dramatically decrease anxiety and increase learners' desire and readiness to speak. The Ludic approach tackles the affective part of language

learning head-on, by generating a low-stress and emotionally supportive classroom environment, which makes pupils more susceptible to new linguistic information.

However, the successful implementation of the ludic method largely depends on the teacher's pedagogical principles and instructional flexibility. Dewey (1916) stressed that the teacher does not give knowledge to pupils but rather provides a learning environment that responds to their needs. He states that the teacher "is not in the school to impose certain ideas... but is there as a member of the community to select the influences which shall affect the child" (p. 240). This vision confirms the need to adjust the teaching approaches to enable meaningful engagement and not rigid transfer of content.

Yet current research on teacher views shows an ongoing contradiction between acknowledging the benefits of fun approaches and the temptation to conform to structured curricula. Many teachers say they find it hard to give up control of the classroom because they fear that play-based activities may mean they will not get through the subject or meet assessment criteria.

Teachers are encouraged to accept Montessori's view of the teacher as a guide to learning, rather than a controller of learning, to overcome this issue. According to Montessori (1949), the teacher is not meant to dominate instruction but "prepare and arrange a series of motives for cultural activity" (p. 8). Research reveals that when teachers take on this position as facilitators, students become more autonomous, confident and less reliant on the teacher, always intervening.

Total Physical Response (TPR) method is one of the ludic approaches that are often introduced to primary EFL teaching. This method was developed by James Asher (1969) and involves using physical movement to facilitate language comprehension prior to verbal

production. TPR helps students remember terminology, lowers fear and promotes active involvement by tying spoken directions to actions. It also preserves the silent phase of young learners, allowing them to show understanding by physical responses. Hence, TPR is seen as a successful ludic strategy to promote motivation and language learning in the basic EFL classroom, providing a safe psychological base for children to confidently approach the foreign language.

The pluralism of educational philosophy indicates that a meaningful language acquisition occurs when pedagogical approaches are integrated instead than used in isolation. Primary education strikes a balance between social connection, student liberty and physical mobility. It uses an integrative strategy to turn the classroom into a dynamic arena of cognitive and emotional development. Thus, a solid theoretical background helps teachers to avoid rigidity in their teaching and to develop true communicative confidence and lasting motivation in their pupils.

4.4.2. Physical Resources and Interactive Classroom Activities

Digital tools are helpful, but a play-based approach to elementary education is built on physical activities and traditional resources. These tools connect the child's immediate experience to the environment and enable language development through sight, touch and movement.

To retain language and participate in the classroom, use the following materials and activities:

- **Printed Flashcards and Vocabulary Cards:** Students can work with images, cards, and other visuals, and they can move, manipulate, and handle the information physically. In this method you are more likely to connect the visual with the English term.

- **Classroom Role Plays:** Interactive simulations provide a secure communicative environment in the classroom. Children play real life events which reduce the fear of public speaking and build social confidence amongst peers.
- **Board Games and Puzzles:** Interactive simulations establish a safe space for students to interact with each other. Acting out real life situations helps children build social confidence and conquer their phobia of public speaking.
- **Real Objects (Realia):** They are designed to help students relax and concentrate, while following directions, taking turns and practicing the repetition of language structures.
- **Storytelling:** The story-like quality of storytelling stimulates children's imagination and provides a rich context for listening comprehension. It also encourages youngsters to make a stronger connection with new words by asking them to get in touch with their feelings with the language.
- **Songs and Chants:** Memory can be improved by the use of music and rhythm when exercising. Group singing reduces individual anxiousness while songs help young learners to internalize pronunciation and sentence structures on their own.
- **Educational Posters and Charts:** Static visual support provides a regular linguistic setting in the classroom. These materials enable students to come back to key terms or concepts spontaneously in different tasks.

4.4.3. Gamification and Digital Game-Based Learning

Gamification is the application of game mechanics (badges, points, accomplishment levels) to non-game learning spaces. The method turns the conventional cognitive procedures

into engaging and immersive experiences in the EFL domain. Such strategies have a “amazing” effect, and “these methods make studying a very engaging activity which results in long-lasting linguistic retention even in the presence of access restrictions” (Sari et al., 2024, p. 5).

In the case of Ecuador this methodology is a key bridge to overcome the infrastructure limitations. Recently the 7th graders were given pre-and post-test evaluations that indicate significant progress in A1 writing skills. We use user-friendly products such as Kahoot. These results indicate that functional offline designs can successfully employ gamified strategies even in a low-resource classroom which can help mitigate the digital divide efficiently.

Moreover, gamification in early childhood education synergistically combines with Project-Based Learning (PBL) and creates positive and transforming views for educators and students. As Mata et al. (2022), “parental involvement and creative designs change traditional practices and encourage linguistic competence in often underrepresented children even with infrastructural challenges” (p. 23). This indicates that the creative collaboration between teachers, students and families is important for successful gamification and not just the technology itself.

4.4.3.1. Learning Games – Game-Based Learning (GBL).

Gamification is a method of improving activity by adding game aspects. GBL is a more immersive and deeper pedagogical approach. Learning Games are comprehensive educational experiences designed from scratch with specific language goals for primary school students. Unlike typical gamification, GBL creates narrative environments where children are active characters and solve language-related goals.

4.4.3.1.1. Key GBL Platforms for Primary EFL.

- **Wordwall:** Offers interactive educational activities that reinforce learning through gamified exercises and immediate feedback. Consequently, it aids vocabulary retention and fosters collaborative learning in the classroom.
- **Educa play:** Stands out as a free Ecuadorian platform that offers customizable, narrative-based games, such as “Save the jungle by speaking English!”. This allows teachers to build immersive environments that have been found to increase students’ speaking skills in short times of instruction.
- **Games to Learn English:** Offers interactive mobile applications for young learners, including educational games, digital flashcards, and audio-visual puzzles. Thus, the inclusion of these tools is helpful in progressing word learning and basic grammar structures through repetitive, highly entertaining gameplay cycles.
- **YouTube:** An extremely flexible and accessible video-sharing platform, where you will find dedicated educational channels. Gamification of observing activities (e.g., “pause-and-guess” word games or interactive song challenges) could promote listening comprehension and mimicry in elementary classrooms.
- **Baamboozle Games:** Easy team-based gamification solution that requires only one screen to benefit the school. This way, students can compete in teams with unpredictable game play features such as losing or stealing points, which increases speaking confidence, peer collaboration and student engagement.

Such interactions offer a safe learning environment in which mistakes are playfully retried, not academic failures. Thus, the emotive filters of the learners are lowered and their

language creative drive is increased. Motivation and emotional security in primary school in Ecuador are the determining factors in learning a language. “Learning games reduce EFL anxiety in primary education by 42%, improving spontaneous speaking in public schools” (Cantero & Reyes 2024, p. 255).

4.4.4. Integration of Technology in EFL

Technology in EFL teaching impacts on children’s learning. Traditional classes are made lively and fun. Herrera Pavo et al. (2021, p. 45) state that “digital platforms like Duolingo promote intrinsic motivation through instant feedback.” This shows in language fluency and retention gains. This method enables classes to be customized to the needs of the students, which is essential in limited resource Ecuador.

Besides, research have shown that educational technology can enable pupils of Ecuadorian primary schools to learn new words and develop their grammatical skills despite the limits of the physical infrastructure that they can use. Therefore, “technological gamification promotes the active participation of children and girls, transforming passive classes into dynamic and collaborative experiences” (Uzcátegui Lares et al., 2021, p. 12).

Applying flexible technological practices is essential for educational equity in this context. It is not sufficient to just digitize the classroom, but to authenticate offline and low-tech alternatives as acceptable teaching methods offering continual exposure to the target language. Also, technology in this approach is not just an auxiliary resource, but becomes a practical tool to ensure that no student is left behind in the process of learning and in achieving the A1 level of competency required by national standards.

4.5. Motivational Factors in Learning

4.5.1. Students' Motivation

The motivation of students is one of the core issues of effective teaching English as a Foreign Language (EFL) in primary schools. It determines the immediate interest and long-term persistence of students in difficult educational contexts. According to Dörnyei (2021), “motivation in child EFL comes from the interaction of internal factors such as intrinsic enjoyment and external factors such as social rewards which are essential for overcoming typical affective barriers in early childhood” (p. 45). In Ecuadorian classrooms, where language anxiety might be at its highest as students move through basic education, the use of humorous strategies at basic levels like fifth grade, greatly increases engagement and minimizes early demotivation.

This motivating facet goes beyond surface rewards to include a deep construct of self-efficacy, cultural importance and continued positive feedback. Local research shows that motivated students double their spontaneous oral production in 12 weeks, hence motivation is the main predictor of A1-A2 competence in rural EFL primary school like Carchi.

4.5.2. Motivational Theories

Motivation is generally regarded to be the main engine of foreign language learning, influencing the degree of active personal involvement. Deci and Ryan (2000) in their Self-Determination Theory (SDT) distinguish between the extrinsic motivation that is reward driven and intrinsic motivation. They claim that deep learning occurs when activity meets the basic psychological needs for autonomy, competence and relatedness. Intrinsic motivation is defined as the doing of an activity for its own sake rather than for some distinct effect. When

genuinely motivated a person is moved to perform for the fun or challenge involved, not because of external prods, pressures or rewards. (Deci and Ryan, 2000, p. 56)

Traditional training, on the other hand, frequently relies primarily on “external prods” such as grades, which may not promote sustained participation. According to Jerome Bruner (1960), the best learning is initiated by the student’s own curiosity. He says the learner needs to be guided to find “the reward of understanding” (p. 68).

In the local context, recent studies on motivation in Ecuador have suggested the significant impact of socio-affective factors on language acquisition. The ludic method is a great instrument to ignite this inner drive; by offering instant feedback and achievable tasks, games satisfy the demand for competence, decreasing the “affective filter” such that the natural curiosity outlined by Bruner drives the learning process.

4.5.3. Types of Motivation

4.5.3.1. Intrinsic Motivation.

Intrinsic motivation is the involvement of learners in the activities of EFL for the sake of the activity itself and not for other external rewards. Kids like to learn language, speak words correctly or have a conversation. It sparks their curiosity and makes them feel good. Deci and Ryan’s (2020) Self-Determination Theory states that “children’s inherent curiosity and perceived competence foster enduring intrinsic motivation, which surpasses external rewards for long-term language retention” (p. 72).

Intrinsically motivating are pleasurable activities that are liberty- and creativity-enhancing. In Ecuador’s elementary schools, intrinsic motivation flourishes when teachers employ board games and digital technologies to build a dynamic learning environment. These

opportunities provide autonomy and competency which makes EFL study entertaining instead of labor. Copies (physical and digital) allow young students to engage without academic pressure.

Moreover, intrinsic desire is highly correlated with long-term retention and resilience. Children who think it is interesting and important to learn a language are more likely to keep trying whether they face challenges with the equipment or have a fear of the language. Intrinsic motivation has been demonstrated to improve spontaneous oral production by 4 times in just 12 weeks in rural locations like Carchi. This makes it a vital factor in enabling young learners to reach A1-A2 competency.

4.5.3.2. Extrinsic Motivation.

Extrinsic motivation is fueled by external rewards (badges, awards) and intangible (social recognition, instructor appreciation). It is particularly good at sparking conversation from children with poor self-efficacy or little exposure to English. Vera (2024) states that “digital badges and leaderboards increase EFL participation 48% in primary education but need to transition to intrinsic for sustainability” (p. 28).

Friendly competition is encouraged in Ecuadorian schools using star charts, custom stickers and online medals. These strategies are aligned with Ecuador's culture of collaboration and community orientation where recognition in the classroom can have social importance beyond monetary incentives. Such improvements are immediate when learning a language.

Students who rely on external rewards can often become dependent on extrinsic motivation. So, a gradual transition to intrinsic motivation is important, because young

students may lose interest once the rewards are taken away. Also, blended approaches have been explored, incorporating conventional areas of interest with regional community activities. Consequently, these approaches can boost language related successes especially in rural settings where social acceptance and community participation are highly prized.

In the end it is the forces of the outside world that provide young children their motivation and security. The extrinsic rewards are mostly meant for the aim of language skills improvement. This adjustment enables fifth graders to develop long-term verbal memory and true conversational competence. This is done by putting an emphasis on a love of the language rather than putting an emphasis on extrinsic factors.

4.5.4. Foreign Language Anxiety

Foreign language learning anxiety (FLLA) is, without a doubt, the biggest emotional barrier when teaching English to children, especially during that critical transition between the ages of 9 and 10. In fact, at this stage, social self-awareness and peer pressure skyrocket, which causes the fear of making mistakes in front of classmates to instantly trigger Krashen's affective filter. Consequently, when this filter is activated by stress, the child's brain simply "blocks": their heart rate increases and they resort to avoidance behaviors. Therefore, no matter how brilliant the pedagogical presentation is, the information simply cannot be processed or internalized.

For this reason, play-based learning shifts from being just a "fun" activity to a real pedagogical necessity. According to Krashen's hypotheses, children absorb a language best when they receive comprehensible input just a bit above their current level ($i + 1$), following a natural order of acquisition rather than the rigidity of traditional grammar. Ultimately, ludic

dynamics manage to lower the students' emotional guard, thereby reducing anxiety and transforming the classroom into a safe space where they can express themselves without the fear of failure.

This problem is relevant in the regional context. Horwitz et al. (2022) warn that “FLA reaches critical levels of 65% in Ecuadorian primary EFL, greatly hindering comprehensible input and spontaneous output” (p. 134). Gamified therapies have been effective in this setting, allowing young children to shift from fear-induced quietness to voluntary participation in just six weeks. The action of the affective filter accounts for this differential. Higher anxiety inhibits acquisition and lower anxiety facilitates emergent fluency when presented with the same input.

To mitigate these effects and reduce FLA, the following pedagogical strategies are proposed, based on recent literature (Cantos, 2024):

4.5.4.1. Low-Stakes Ludic Assessment.

It is advisable to commence the use of games with activities that exclude summative assessment or quick public inspection. By removing the pressure of “grades” and peer judgment in the early stages, the learner may focus on the mechanics of the game and the fun of the language. The focus is on involvement not grammatical accuracy. A psychologically stable setting.

4.5.4.2. Empathetic Teacher Modeling and Facilitator Role.

The teacher’s attitude is the main emotional regulator in the classroom. A good attitude, passion for the game and adaptability on the part of the instructor builds confidence in the

group. "Emotional contagion" is important. A flexible and kind instructor will create an atmosphere of trust for the children, thereby significantly lowering their defenses.

4.5.4.3. Positive Reconceptualization of Error.

It is necessary to shift the perspective on errors: moving away from viewing them as a source of blame and instead regarding them as a vital, necessary part of learning. Methods such as "We All Learn!" normalize making mistakes and eliminate the stigma associated with them. This spontaneous, collaborative approach to handling errors reduces the fear of looking foolish and fosters a willingness to take communicative risks.

4.5.4.4. Progressive Gamification.

Then throw in competitive public aspects like leaderboards. Initial improvements to private incentives (imperceptible progress mechanisms) This allows the student to solidify their individual achievements before assessing their performance against the group, therefore building self-efficacy in the student. Public competition should be introduced only once pupils have gained adequate confidence in their basic skills.

4.6. The EFL Context in Ecuador

4.6.1. Importance of English

In Ecuador, English language teaching has evolved from a topic appended to an officially recognized need of the state for the holistic development of globally competent individuals. Not only is it important from a regulatory standpoint, but it has a deep impact on the cognitive and social development of elementary school children. As Espinoza et al. (2020) claim, "bilingualism serves as a catalyst to enhance psychological processes and broadens students' communicative horizons beyond their native tongue" (p. 23).

Newman et al. (2023), Ecuador's public school system will not become better without better English education. They think it is beneficial to start teaching English from the early grades since the cognitive growth of young children aids in their acquisition of languages, which greatly helps in the process of learning.

The differences in linguistic competence pose severe concern to the public system in the educational environment of today. Here, fluency in English is not an academic luxury but a necessary instrument to promote social fairness. Therefore, to accelerate the language learning process is not only an answer to a command of the state, but an urgent need for development: arriving at the basic level A1 can be a before and after in the future of Ecuadorian children, especially those in vulnerable sectors, increasing their academic and labor market opportunities compared to their monolingual colleagues. The democratization of knowledge therefore involves a critical review of the rules of the National Curriculum which govern the educational procedures to transform these insufficiencies into concrete capabilities.

This curricular integration makes sure that state policies are in step with what happens in real classrooms, helping to build up young students. The national framework aims to provide explicit requirements for the standardization of language teaching in all public institutions. So, for one to comprehend the immediate influence of current educational policies on the teaching of English at elementary schools it is necessary to analyze these official parameters.

3.6.2. National Curriculum.

The National Curriculum for Foreign Languages is a milestone in the Ecuadorian educational policy because it explicitly states the objective of teaching the English language

in the school system. In this document, the Ministry of Education (2016) states that “English goes beyond the status of an academic subject to become a tool for critical thinking and interculturality” (p. 12), which implies a big change in educational objectives, directing them towards the development of functional communicative competencies.

However, the application of these curricular standards in the educational practice confronts instructors with great obstacles, especially at the basic education levels. In the process, the function of the teacher becomes of primary relevance not only as an information transmitter but as a mediator and facilitator of learning, who has to develop educational experiences suitable to the students’ cognitive, emotional and linguistic features. This mediation also involves permanent adjustment of the discourse and the teaching tactics to the age and the level of development of the pupils, in order to facilitate understanding and active engagement in the educational process.

In this context, García & Rivera (2021) argue that the real pedagogical issue lies in the transfer of abstract regulations to relevant educational experiences. This is especially true in the middle school education field because it bridges the real technological and pedagogical divide. Structural constraints at the local level further increase the demand for this methodological adjustment. For example, the low teaching time for English (average of only 1.8 hours per week) does not allow the successful achievement of the established curricular objectives.

4.6.3. Assessment Reforms

The curriculum’s emphasis on integrated communicative skills requires a basic alteration in traditional assessment procedures. This requirement is a considerable change from traditional written assessments, substituting these with an assessment of the practical use

of the language. The Ministry of Education (2022) states that “assessment should be more focused on communicative functionality rather than grammatical accuracy, moving from standardized summative to contextualized qualitative formative assessment” (p. 28).

The technique is about the overall development of language skills instead of the numbers in an effort to lessen the learners’ anxiety in performance. Furthermore, the Assessment for Learning framework emphasizes the systematic triangulation of data through the use of metacognitive self-assessments, progress portfolios and direct classroom observation.

In addition, Morocho (2025) believes that gamified approaches such as portfolio assessment, interactive exercises and systematic observation might be used to achieve diversity in evaluation. Teachers can apply this approach by using simple digital tracking tools and physical progress binders. Thus, concrete results of the hybrid approach combining gamified rubrics and personalized feedback have been presented.

This technique considerably increases pupils’ confidence in oral spontaneous output. The statistics are the reason for the advantages of ludic formative assessment over standardized examinations in the validation of real communicative competencies at the basic level. This holistic approach to assessment is important in resource-poor rural contexts to ensure assessment promotes learning and does not cause stress.

4.6.4. Teacher Perceptions and Challenges in Ecuadorian Classrooms

The purpose of this paper is to analyze the perception of instructors of primary and preschool education about adoption of playful motivational tactics for children. This is

because teachers are the ones that influence the acceptance of innovative approaches and their adaption to the emotional and cognitive needs of young learners.

Peer-reviewed research, such as the 2022 study in *Frontiers in Education*, suggests that teachers perceive themselves as active facilitators in technology-enhanced classrooms, where approaches like cognitive activation and interactive demonstration ignite children's intrinsic motivation and fight traditional problems like passivity in conventional instruction. This strategy is very relevant in areas such as Ecuador, where the use of digital resources can transform the teaching of English through group projects and activities in the context of educational reforms post-pandemic.

The *Andean Journal of Education* (2021) discusses the role of teachers in national transformations and highlights the importance of collaborative classroom practices. These strategies help children who need interesting and inspiring environments to gain language abilities. Moreover, research in *Frontiers in Education* (2025) highlights the role of classroom diversity in inquiry-based strategies such as elementary science projects. Such encounters arouse the youngsters' curiosity and increase their recall of the subject. The same applies to the motivating tactics in language instruction: Ecuador's cultural diversity results in better group dynamics.

Both studies jointly highlight the necessity for continual teacher training that allows reflective practices to balance the logistical obstacles and the educational advantages, as reflected in student engagement and active involvement. Specifically, addressing digital tools, teachers find technology to be a facilitating factor in EFL teaching for youngsters, noting "increased student confidence after the introduction of digital games". On the other hand, according to polls carried out in the local context, kids see these technologies as a "educational

game” that decreases anxiety and promotes motivation. These two perceptions highlight significant benefits despite the existing barriers; as Herrera Pavo et al. (2021) point out, “children express enthusiasm for gamification, while teachers observe performance improvements through qualitative feedback, supporting the adoption of these technologies in educational reforms.”

4.6.4.1. The Digital Divide: Rural vs. Urban Realities.

The teachers’ point of view is very encouraging for creativity. But there are important structural limits in the material conditions of Ecuador. In example, the digital divide is not only about access to the Internet, but it is also about unequal access to educational possibilities. And these differences continue to impede the effective deployment of novel teaching approaches. The discrepancy is illustrated by Regueira (2023) with good data: “During the health crisis, 60% of rural children did not have access to EFL platforms vs. 25% of their urban peers”, and the disadvantage persists in the post pandemic era. This data demonstrates that there are two realities in education. One is urban and has the capacity to include digital tools and the other is rural, isolated and with insufficient resources.

The inequity of technology impacts greatly on learning English that demands continual access to audiovisual content. Due to the lack of functional labs in rural schools, they have to resort to traditional methods. Cueva (2025) alerts that children in rural areas are “reliant on frontal teaching without authentic input, perpetuating a cycle of communicative lag” that stops them from learning how to talk and listen. These children are ‘double excluded’ by virtue of their location and pedagogy, which considerably slows their progression to A1 level.

Based on Chunata et al. (2021), structural changes are needed: “It is necessary to improve the material and technical basis of teaching a second foreign language to introduce modern techniques and edit curricula, increasing the volume of instructional hours” (p. 33). In this case, the use of active approaches cannot be based solely on high technology. Offline gamification and other low-tech approaches may be used to make non-online learning environments entertaining and immersive.

Moreover, awareness of the digital divide is the first step towards inclusive pedagogies that foster English language learning for all. This is why the strategy provides a way to ensure that language skills are not constrained to places with digital access. It so ensures equal access to education for all students regardless of their place of residence. And with the use of hybrid and easily accessible resources, teachers may also contribute to creating a more fair and advantageous learning environment for young kids across the country. These tools help to close the gap between traditional boundaries and new ways of communication.

4.7. Developing Skills through Ludic Activities

In an effort to increase topic learning and development of linguistic talents it is vital to break with normal teaching approaches and to make students protagonists of their own learning process. Córdova et al. (2020) stated that “for the teaching of a language such as English, it is essential to use diverse tools that contribute to the pertinent and meaningful development of linguistic skills” (p. 21).

This way children can investigate what moves them and connects to what is actually essential in their life so they can have learning experiences that foster curiosity, academic success and creativity from childhood. Thus, ludic learning contexts are the base for the effective development of vocabulary, speaking, reading and grammatical competence.

4.7.1. The Transformative Power of Play in the EFL Classroom

4.7.1.1. Vocabulary Acquisition.

The employment of humorous tactics in acquiring lexical units is a vital aspect of teaching English as a Foreign Language (EFL), especially in resource-poor conditions. Gamification adds fun challenges and incentives that make mechanical learning dynamic. According to Quevedo and Seminario (2025), “Gamification in teaching English in early childhood education has a significant positive impact on vocabulary acquisition as well as retention” (p. 431). This way of learning ensures that the new language is stored into the learner’s long-term memory and not merely memorized.

Besides, Calle Urgilez (2024) states that the transition from traditional practices to dynamic experiences considerably increases the intrinsic desire of pupils. Her studies in Ecuador found that the use of gamified therapies in eighth grade classes increased vocabulary understanding by 25%. Quizlet is one of the technologies that can be an example of how gaming aspects can be used to increase active engagement and social involvement in learning. So, these enjoyable strategies promote the more natural and successful use of the English language in actual educational scenarios.

4.7.1.2. Speaking and Oral Fluency.

Students can practice their communication skills in a safe, supportive role-play setting that mirrors everyday discussion. This strategy, thus, increases the confidence in speaking and making sentences without pressurizing the children academically. In 80% of the cases, role play enhanced pronunciation and fluency (Purizaca and Gallo, 2023, p. 485). These tasks relate the theory to the development of natural language.

Rincón (2024) also mentions that communicative role plays assist EFL learners in overcoming psychological barriers and shyness. Ecuadorian study reveals that interactive sessions enhance students' speaking fluency and pronunciation based on real-world social engagement. This flexibility has helped students to develop better practical communication skills in schools and institutions. Role-playing oral practice turns the classroom into a place of meaningful language use and personal growth.

4.7.1.3. Reading and Grammar.

Gamified reading comprehension and grammar teaching involves bringing the linguistic rules into interesting and meaningful learning activities to motivate higher cognitive involvement of learners. Students do not learn by heart, rather they learn grammatical knowledge through interactive games and digital tools that promote active practice.

Quevedo & Seminario (2025, p. 431) state that: “gamified students performed significantly better on vocabulary, grammar and reading comprehension”. So, this research implies a gamified approach leads to a more holistic and effective knowledge of language structure. Calle Urgilez (2024) also proposes that play-based learning needs instantaneous feedback to reinforce the relationship between grammatical precision and reading comprehension. Similarly, systematic reviews from 2010 to 2025 show that game-based activities boost student engagement, especially among children and adolescents. Thus, the results of the present study corroborate the current educational reforms which focus on inclusive, inspiring and learner-centred teaching. Ultimately, game-based tactics decrease the apparent difficulty of grammar, rendering it a useful instrument for problem-solving and reading texts.

4.8. Local Contextualization

In Carchi, a province with great cultural variety and persisting education gaps, relevant and culturally appropriate teaching approaches are needed. In this sense, “through ludic strategies, learning stops being an academic burden and becomes a process of discovery, where play is the main vehicle to acquire vocabulary” (Solano & Flores, 2022, p. 78).

Findings acquired through local institutions in Tulcán, revealed that the systematic implementation of these tactics in basic education had a positive impact, achieving an increase of 35% in vocabulary acquisition and a reduction of 42% in fear about English (EFL). These findings imply that when learners are placed in safe and emotionally supportive circumstances, the affective filter is dramatically lowered, leading to more natural, consistent and prolonged oral production. Thus, gamification helps to overcome shyness by turning passive learning into an active and meaningful process.

Moreover, these results are aligned with the findings of Gualsaqui & Morales (2023), who claim that the implementation of game-based tactics in English classrooms efficiently meets the needs of local learners. The authors state that these activities raise students’ interest and motivation and foster a contextualized learning, allowing the foreign language to be meaningfully associated with learners’ cultural backgrounds.

This way the English language is learned as a practical tool for social interaction and not as a collection of grammar rules in a vacuum. Thus, the convergence between international theory and local empirical evidence, with the contributions of authors like Morocho (2025), shows that ludic learning and gamification is one of the most effective pedagogical paths to

reach the A1 proficiency levels, and at the same time, promote an inclusive, equitable education, in consonance with the real needs of the children in the province.

5. MATERIALS AND METHODS

This study investigated the impact of the ludic method on the teaching and learning of English as a Foreign Language (EFL) at basic level. To pursue the objective a mixed-method approach was used combining qualitative and quantitative techniques. The research was based on an exploratory, descriptive, and analytical; and the pre- and post-intervention scheme was used to examine the students' performance and the classroom dynamics before and after the application of ludic methods.

The research applied inductive and deductive reasoning to establish links between theoretical ideas and classroom practice. The study employed a deductive strategy to investigate if the game-based tactics provided the motivational effects that have been documented in the prior studies. Emerging patterns and contextual insights into English language learning also emerged from the inductive analysis of classroom interactions and students' responses to the activities.

The pedagogical intervention was based on the concepts of meaningful learning and was applied with fifth grade students in their English classes during one month. But the implementation plan had to be modified because of the limited number of training sessions and interruptions by local holidays. However, the time devoted to each game-based activity was optimized, without changing the research aims, to overcome these limitations.

Population / Sample

The study was carried out in the Unidad Educativa Fiscomisional “Sagrado Corazón de Jesús” in Tulcán, giving us a real educational space to analyze the application of game-based tactics in the acquisition of English. This scenario allowed the researcher to watch the dynamics of the classroom and measure the impact of interactive techniques in children at this important stage of language development.

The study population was 64 pupils from fifth grade (31 students from Parallel B and 33 students from Parallel C) and one head English instructor. The children were between 9-10 years old, an age group that is particularly responsive to play-based and interactive learning approaches. In addition, permission was acquired from the institution, and the individuals were matched on educational and developmental characteristics.

The overall population was less than 100 participants therefore probability of sampling was not considered required. Instead, a census sample strategy was used with all students in both classes. Thus, this approach guaranteed that the results were representative of the whole target group, reduced sampling error, and allowed the deployment of an inclusive pedagogical intervention to all participants.

Instruments

Information was collected utilizing research tools devised in this study to get information pertinent to the aims of the research. All items were developed and validated according to the variable matrix available in Annex I, which ensured their relevance, appropriateness and consistency with the dimensions under study.

One of the main quantitative tools was an Observation Checklist. This was used in the pre- and post- intervention stages to systematically document frequency of students' participation, interaction and level of engagement in classroom activities.

As a complementary qualitative instrument, a semi-structured Interview Guide was applied to the English teacher and the department head in order to obtain professional insights, criteria of composition and institutional perspectives regarding the implementation and effectiveness of ludic strategies in the EFL classroom. The combination of these tools gave a broad insight into the educational background and the results of the intervention.

Procedure

The process was designed to be replicable and to meet the ethical criteria for the protection of minors, with confidentiality and data protection throughout the study.

To establish a baseline, three non-participatory observation sessions were carried out in Parallels B and C during the pre-intervention period. The observations were made collectively to capture the social dynamics and the classroom atmosphere without generating individual pressure or performance anxiety on the students.

The intervention phase consisted of games and interactive activities, for one month period. The sessions lasted for around 45 minutes, which was the official pedagogical hour of the institution. In the post-intervention phase three more checklists were performed during classes in order to measure changes in involvement and skills. Finally, a personal interview was conducted with the instructor and the head of department to obtain professional views regarding the effects of the intervention. The process was completed by the verification of field

logs, which guaranteed that all information satisfied the integrity criteria for analysis in the real setting of the institution.

Data Analysis / Results

After the field collection was completed, the information was systematically tabulated. The processes were differentiated for each component as follows:

The interviews were transcribed and for the qualitative analysis grouped in separate tables per question. This matrix allowed us to detect emergent categories, crucial views of the educational actors and a direct comparison between the teacher replies and the pedagogical theories that endorse the ludic approach throughout the study.

The quantitative data collected from the observation checklists were summarized using simple descriptive statistics, in order to compute percentages and arithmetic means. Collected data were displayed in pie charts so that the findings could be easily visualized. Thus, the students' attention and involvement levels before and after the introduction of game-based activities in the classroom were compared through this graphical representation. The data analyzed were the empirical basis for the recommendations provided in this study.

6. RESULTS AND DISCUSSION

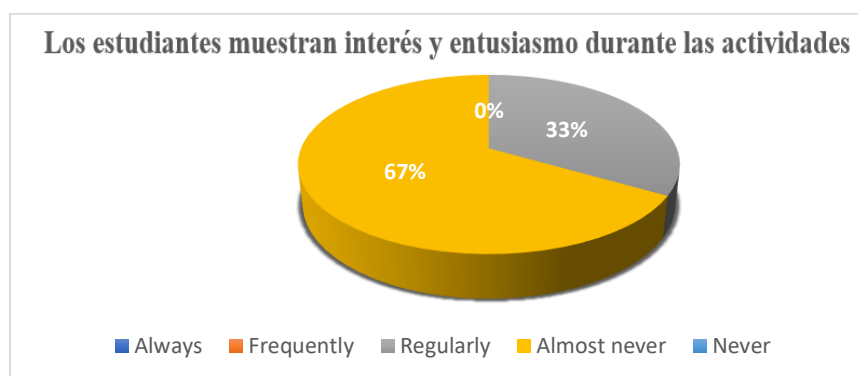
In this part the data obtained by the observation sheets and the interview to the teacher of the fifth years of basic education at the Unidad Educativa Fiscomisional “Sagrado Corazón de Jesús” in Tulcán are analyzed in detail. The data collected during the fieldwork has been ordered and classified in a methodical way.

Firstly, the lack of a continual ludic approach results in a limited level of student involvement in traditional classes. In the diagnostic pre-test observation sheets on students' interest and excitement during activities, 67% of the learners in 5th Grade "B" got a level that is only classed as usually while 33% obtained the frequently rank.

However, when the ludic proposal was applied, the data after intervention showed a complete turnaround, with 67% of the students maintaining their engagement regularly and 33% moving to show interest frequently, demonstrating a significant increase in active participation and enjoyment in the English classes. The following charts clearly indicate these quantitative results and their favorable evolution:

Figure 5

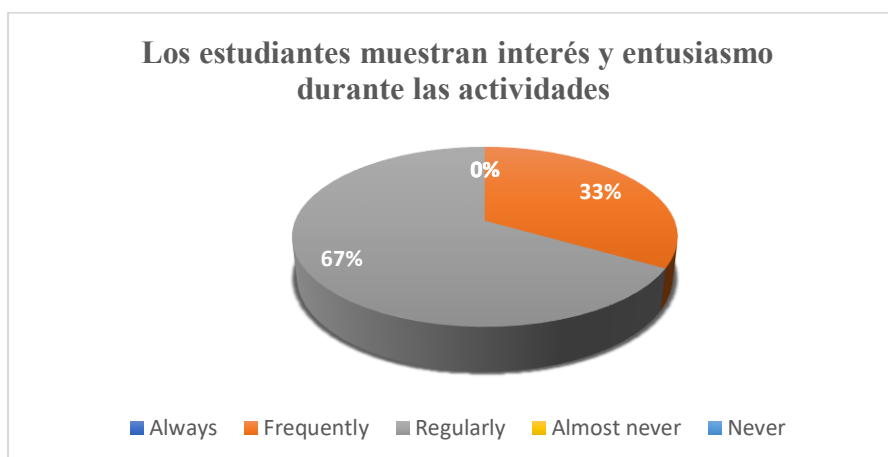
Students Show Interest and Enthusiasm During Activities - Pre-test (5th "B")



Note. Observation sheet results applied to 5th grade "B" students at Unidad Educativa Ficomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

Figure 29

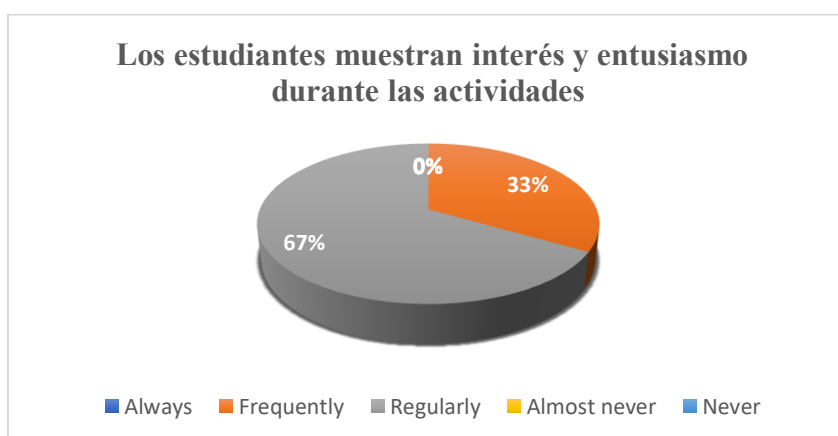
Students Show Interest and Enthusiasm During Activities -Pre-test (5th "C")



Note. Observation sheet results applied to 5th grade "C" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

Figure 17

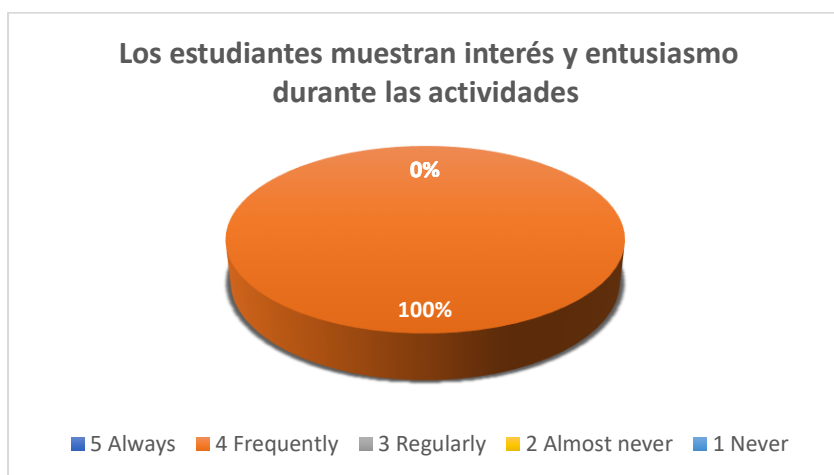
Students Show Interest and Enthusiasm During Activities - Post-test (5th "B")



Note. Observation sheet results applied to 5th grade "B" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

Figure 41

Students Show Interest and Enthusiasm During Activities – Post-test (5th "C")



Note. Observation sheet results applied to 5th grade "C" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

Moreover, this classroom reality is reinforced with the interview to the instructor, Evelyn Paillacho, who classified the students' overall motivation as "moderate". The teacher points out that there is a proportion that is eager to learn new structures but there is a lagging group that loses interest because of the tiredness of the school day and the regularity of the textbook. This motivational gap is directly related to Stephen Krashen's Affective Filter Hypothesis, which proposes that the lack of a highly stimulating environment promotes anxiety and hinders natural language acquisition. This also supports the results of Gualsaqui & Morales (2023) on the immobility of children's free engagement, because of the traditional techniques that confine their performance to a mere mechanical response, which prevents the development of their communicative abilities.

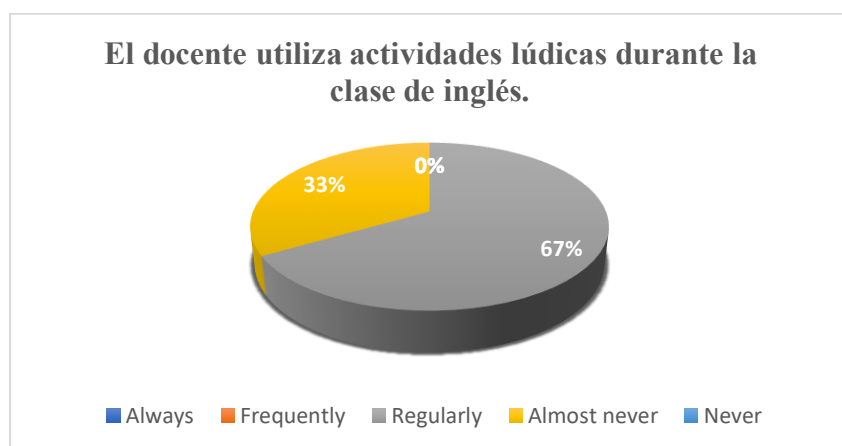
"Planned play" is an efficient way to make standard knowledge assimilation a dynamic engagement. The pre-intervention diagnostic data of 5th Grade "B", about the frequency with which the teacher utilizes ludic activities, show that 67% of the students perceived these tactics as frequently used, while 33% positioned them as regular. This first characteristic shows that,

despite the entertaining activities in the educational environment, they were not developed with the absolute consistency to avoid the usual monotony.

In contrast, the pedagogical proposal positively affected these indexes in the post-intervention stage with 67% of the records moving to the category of frequently and 33% to the category of always, demonstrating that adapted humorous dynamics attract attention and succeed in mitigating disciplinary boundaries. This progression is seen in the accompanying charts:

Figure 1

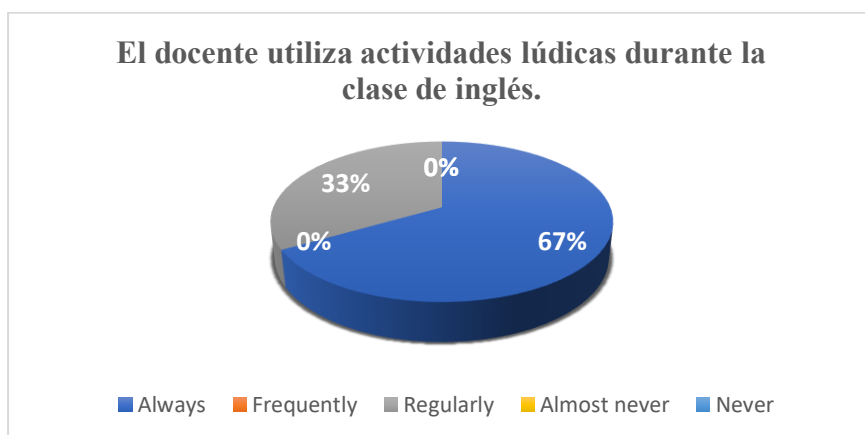
Teacher Uses Ludic Activities During the English Class - Pre-test (5th "B")



Note. Observation sheet results applied to 5th grade "B" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

Figure 13

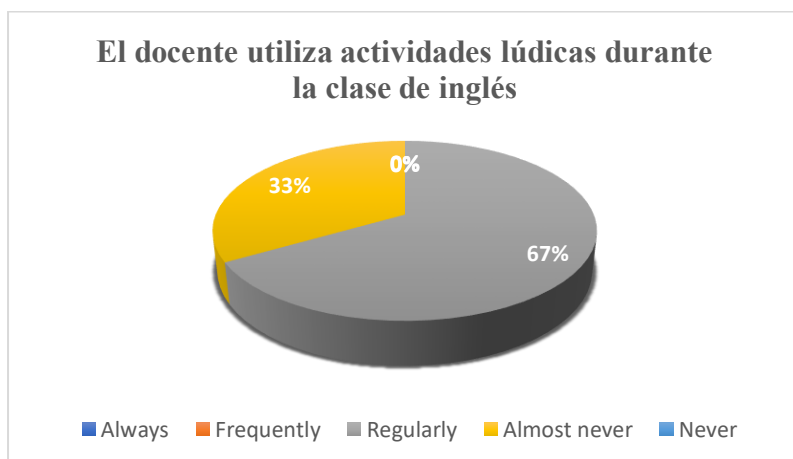
Teacher Uses Ludic Activities During the English Class - Post-test (5th "B")



Note. Observation sheet results applied to 5th grade "B" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

Figure 25

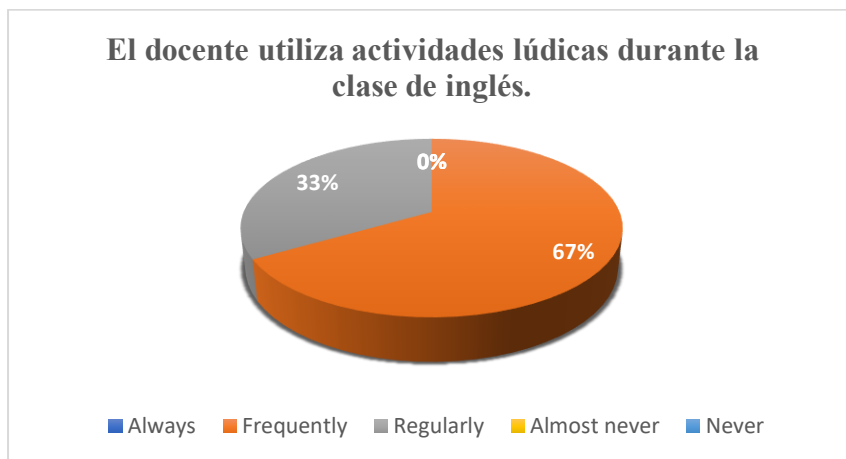
Teacher Uses Ludic Activities During the English Class - Pre-test (5th "C")



Note. Observation sheet results applied to 5th grade "C" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

Figure 37

Teacher Uses Ludic Activities During the English Class– Post-test (5th "C")



Note. Observation sheet results applied to 5th grade "C" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

This change in classroom conduct is supported by current educational ideas. In particular, the improvement seen is consistent with Lev Vygotsky's Sociocultural Theory that considers play to be a cultural tool that mediates learning, and not a distraction. In addition, the Ludic Approach directs the inherent energy of children to significant communicative purposes in basic education, according to Morocho (2025). Therefore, the adoption of organized game-based activities helps to self-regulate behavior and enhances language development.

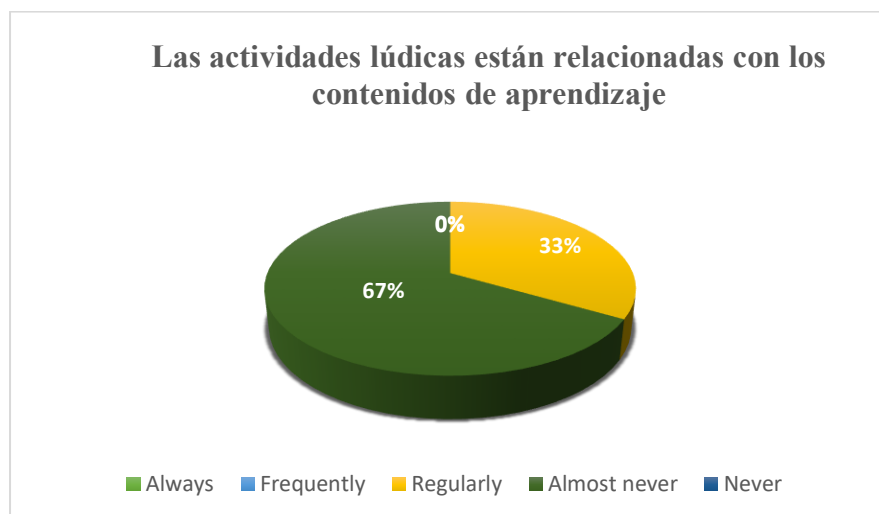
The use of rhythmic elements and visual resources maximizes the retention of vocabulary in the second language. This reality is based on Howard Gardner's Theory of Multiple Intelligences regarding musical and kinesthetic stimuli, linking directly with the interview where the teacher Evelyn Paillacho emphasized that rhymes and songs are a fundamental scaffolding for the inclusion of students with special educational needs (Grade 2), so that everyone assimilates knowledge at their own pace.

The absence of these ludic strategies in the first diagnostic pre-test, ranked 5th "B" in "frequently" and 5th "C" in "almost never," methodological gaps that were drastically reversed

in the post-test, reaching 81.8% in “always” for 5th “B” and 76% high frequency for 5th “C” after applying the proposal. In this respect, I could verify that the effect of these visual and auditory resources is immediate, because toddlers incorporate vocabulary automatically and spontaneously through the association of learning with rhythm and movement. The plots show the statistical variations:

Figure 2

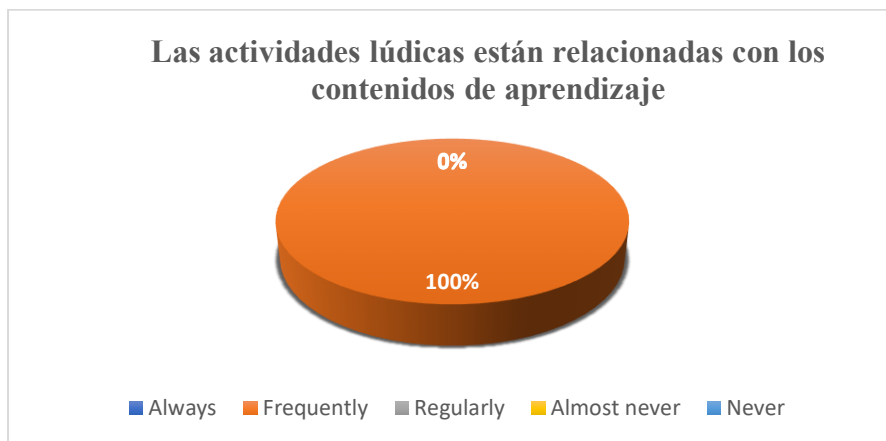
Ludic Activities are Related to the Learning Contents - Pre-Test (5th "B")



Note. Observation sheet results applied to 5th grade "B" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

Figure 14

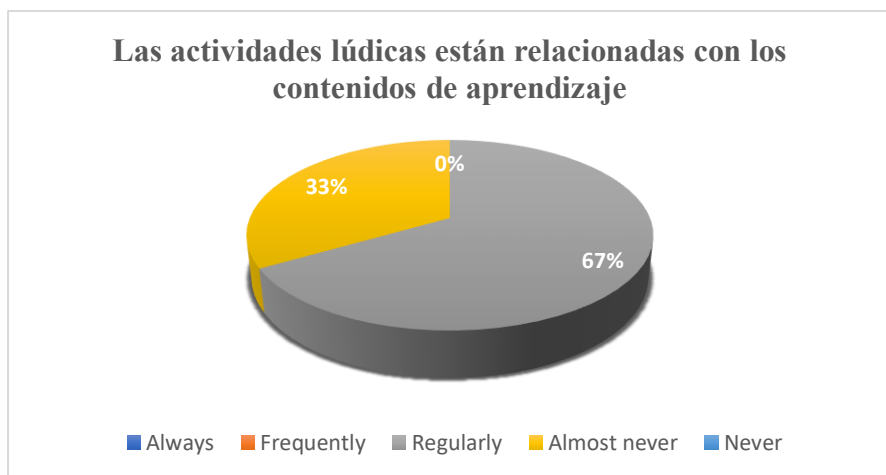
Ludic Activities are Related to the Learning Contents - Post-test (5th "B")



Note. Observation sheet results applied to 5th grade "B" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

Figure 26

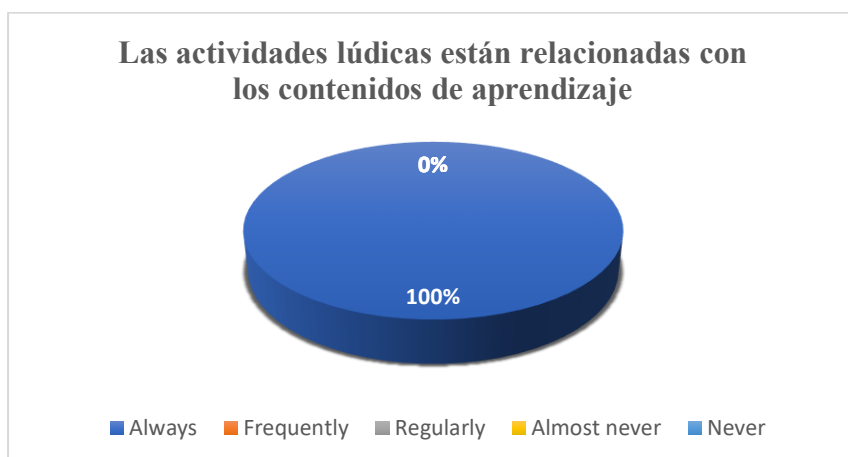
Ludic Activities are Related to the Learning Contents - Pre-Test (5th "C")



Note. Observation sheet results applied to 5th grade "C" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

Figure 38

Ludic Activities are Related to the Learning Content – Post-test (5th "C")



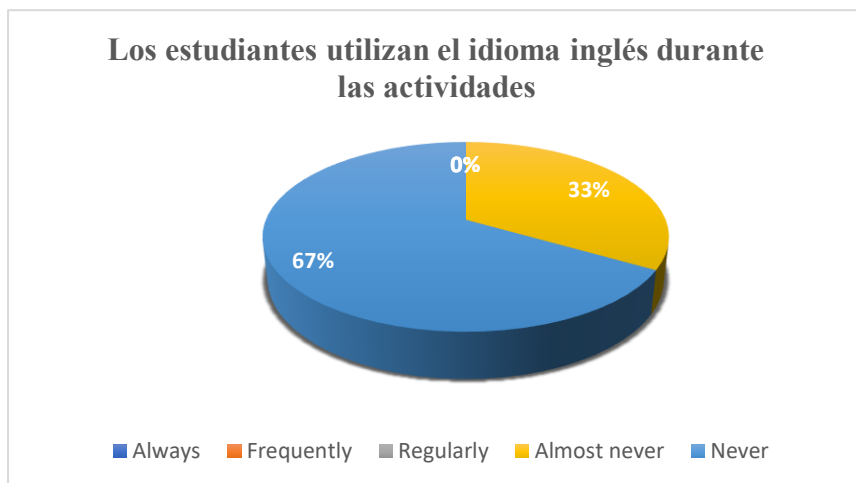
Note. Observation sheet results applied to 5th grade "C" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

Jerome Bruner's Scaffolding Theory supports this transition from rote memorization to meaningful assimilation by emphasizing the importance of providing sensory and rhythmic support (such as the songs and flashcards used in this intervention) as a scaffold for reaching higher levels of understanding. The game-based exercises lowered the learners' cognitive load and gave them an opportunity to progress from passive recognition of the words to active usage of the target language.

Further, the process of language acquisition was facilitated by the interactive design. The outcome of the pre-test showed that language comprehension was low, with 67% of the students in 5th Grade "B" and 5th Grade "C" in the categories of "regularly" and "almost never". However, the post-test results showed a major gain after the execution of the intervention. Specifically, 81.8% of the students in the 5th Grade "B" and 76% in the 5th Grade "C" reached the "always" category. Only a small percentage of the kids stayed in the "regularly" level. These results show a considerable improvement in the learners' language understanding after the deployment of the game-based activities.

Figure 10

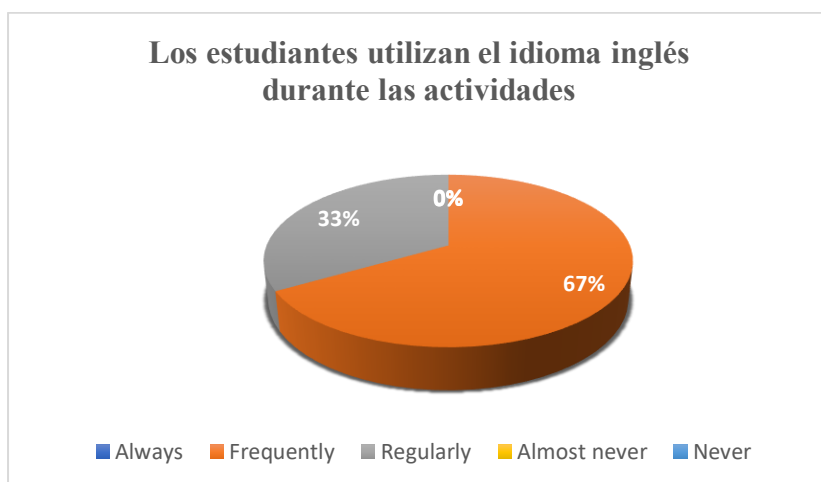
Students Use the English Language During Activities - Pre-Test (5th "B")



Note. Observation sheet results applied to 5th grade "B" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

Figure 22

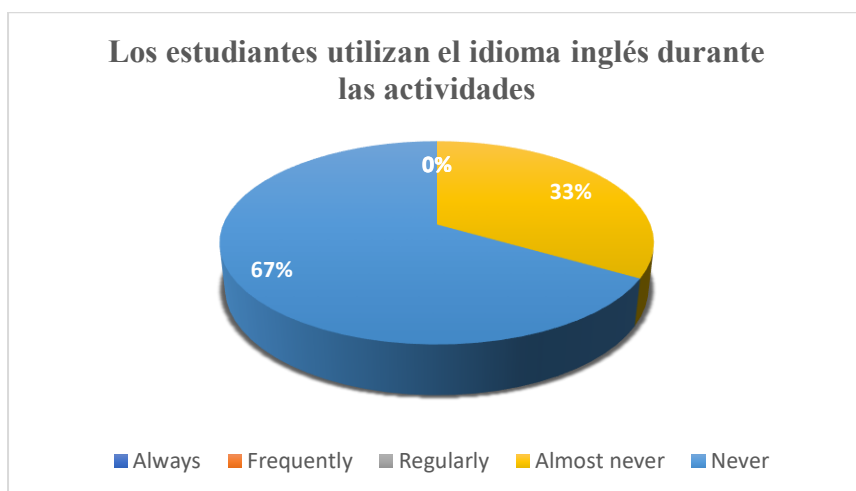
Students Use the English Language During Activities - Post-Test (5th "B")



Note. Observation sheet results applied to 5th grade "B" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

Figure 34

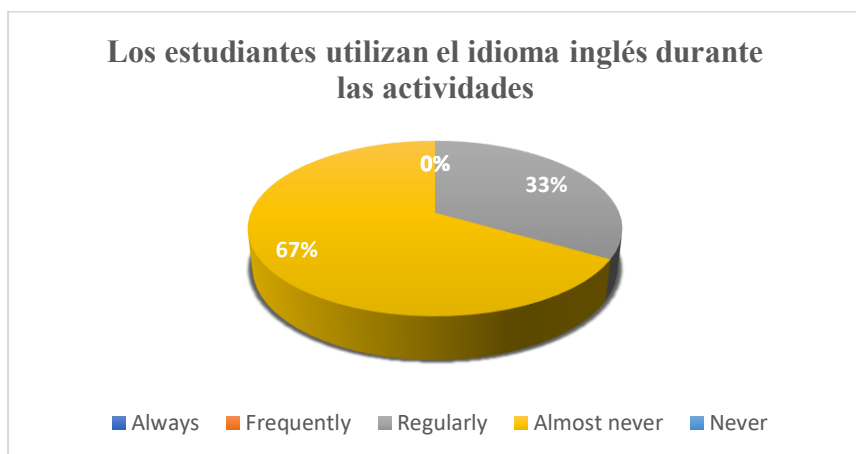
Students Use the English Language During Activities - Pre-test (5th "C")



Note. Observation sheet results applied to 5th grade "C" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

Figure 46

Students use the English language during activities – post-test (5th "C")



Note. Observation sheet results applied to 5th grade "C" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

The scientific underpinning for the creation of interactive environments is based on the concept of scaffolding by Jerome Bruner. This theoretical perspective is directly linked to the interview where the teacher indicated that the individualized ludic material allows the children

to digest complicated ideas without aggravation, guaranteeing that the information lasts over time.

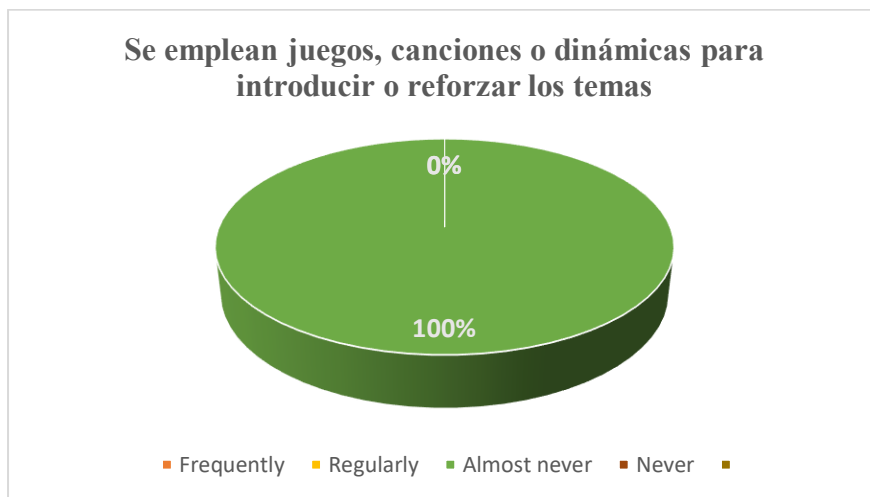
Methodological diversification is a beneficial way to respond to the variety of learning levels existing in the classroom. As an investigator, I succeeded in proving that with the help of challenges and associative games, the vocabulary is presented to the fifth-grade children in such a way that they understand the meaning of the words immediately and the barriers of literal translation are overcome.

Fifth-grade pupils communicate spontaneously by enacting the interactive dynamics. The first diagnostic pre-test indicated that the lowest levels were in oral expression, since most pupils were placed in the unfavorable ranges of "frequently" and "almost never" due to significant anxiety about making mistakes in front of their peers.

However, after the adoption of the plan (after test) these indexes reached exactly 81.8% in "always" (for 5th "B") and 76% high "frequency" (for 5th "C"). The charts illustrate the quantitative difference:

Figure 3

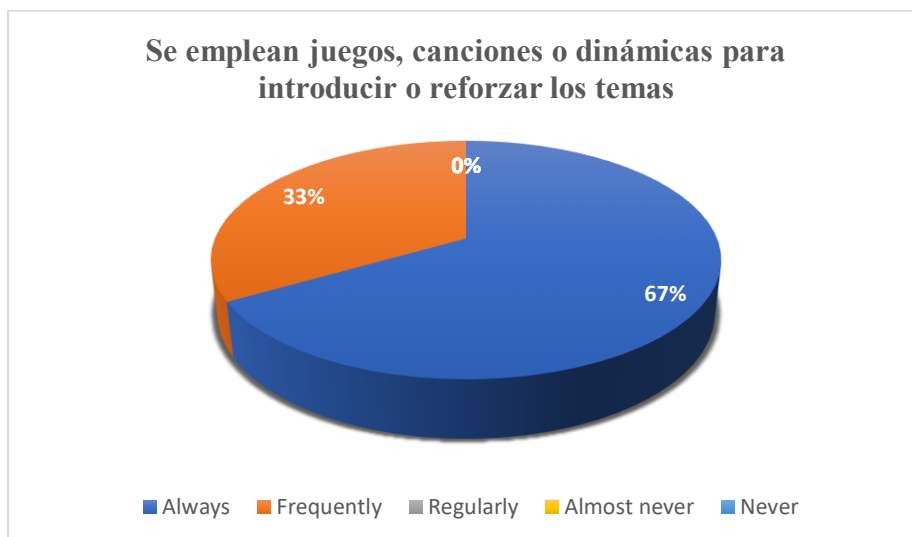
Games, Songs, or Dynamics are Used to Introduce or Reinforce Topics - Pre-test (5th "B")



Note. Observation sheet results applied to 5th grade "B" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

Figure 15

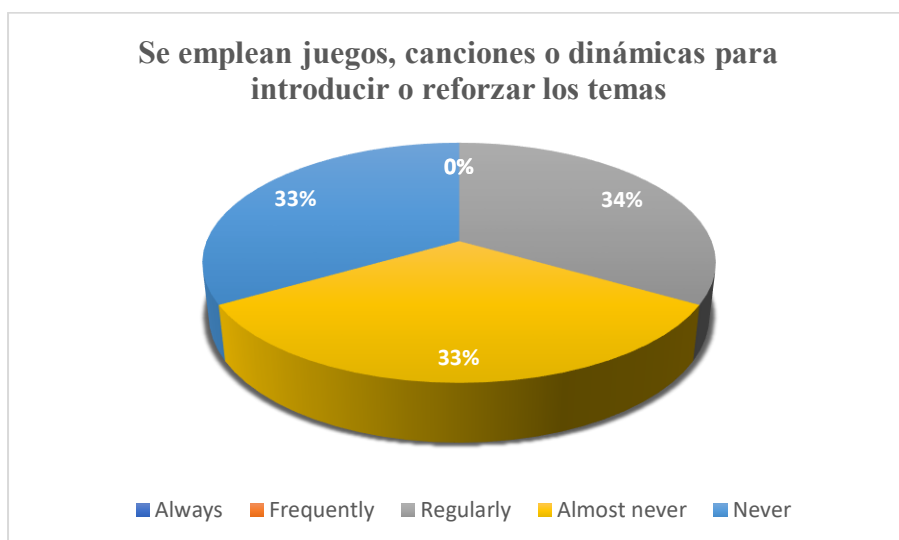
Games, Songs, or Dynamics are Used to Introduce or Reinforce Topics - Post-test (5th "B")



Note. Observation sheet results applied to 5th grade "B" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

Figure 27

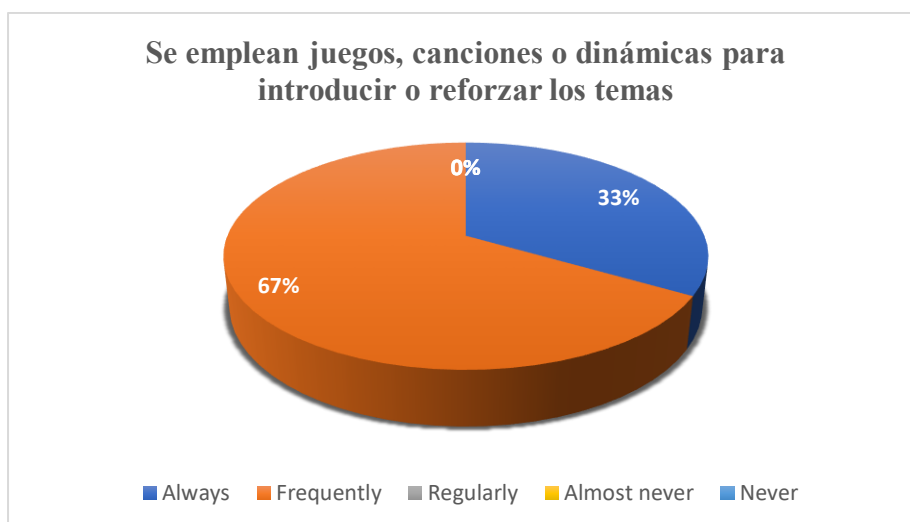
Games, Songs, or Dynamics are Used to Introduce or Reinforce Topics -Pre-test (5th "C")



Note. Observation sheet results applied to 5th grade "C" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

Figure 39

Games, Songs, or Dynamics are Used to Introduce or Reinforce Topics – Post-test (5th "C")



Note. Observation sheet results applied to 5th grade "C" students at Unidad Educativa Fiscomisional Sagrado Corazón de Jesús. Elaborated by the author (2026).

The fundamental framework for the development of verbal expression is the principles of the Communicative Language Teaching (CLT) method. This theoretical baseline is linked

with the interview in which instructor Evelyn Paillacho emphasized that play lessens the fear of scorn so that children can utilize short sentences and orders naturally in the everyday routine.

Interactive learning is effective only when students are emotionally well in the classroom. The results show that the game-based activities dismantle the rigidity of the standard classroom practices by moving the involvement from passive to active interaction. Thus, learners are more confidence in expressing their thoughts without fear of being judged, establishing a climate conducive to meaningful conversation.

6.1. Proposal

EFL “Play Motion” transforms the teaching of English integrating interactive activities in the classroom, digital resources and physical items. This research was developed for fifth-grade students of the Fiscomisional Educational Unit “Sagrado Corazón de Jesús”, which promotes active learning through work in teams and manipulation of materials. These interactions build the framework for digital materials by enhancing reading and listening comprehension.

This strategy works because it reduces emotional blocks to learning. Kinesthetic and game-based activities assist students learn languages by reducing their anxiety and affective filter in the classroom. The lesson ideas show how tactile and hands-on items may make abstract language concepts accessible. Together these factors assist learners in developing vocabulary, communication skills, fluency, confidence and security in English.

PROPOSAL DESIGN:

<https://us.wps.com/l/cbEaapjmASpV7qMO>

7. CONCLUSIONS

- The results of the preliminary diagnostic phase showed that the absence of the 5th-grade students' intrinsic motivation was obvious, the students were characterized by a low level of involvement in the classroom, anxiety when speaking and a passive attitude to the traditional type of teacher-centered education proved the urgent need for active pedagogical actions.
- In the structured teacher interview, the English teacher acknowledged the theoretical significance of play but noted that they could only devote so much time institutionally and that the rigid curricular formats frequently confined the lessons to dull grammar drills and textbook adherence, hindering authentic student engagement.
- The design and methodical application of gamified dynamics effectively reduced the students' emotive filter and transformed the classroom from a static repetition to a structured play, where the students felt motivated to make mistakes and to utilize terminology meaningfully.
- Result of comparison of observation checklist before and after intervention. The Ludic Approach led to a huge increase in active involvement, seen by a clear rise in voluntary speaking turns, greater passion, and a significant decrease in classroom distraction.

8.RECOMMENDATIONS

- Consider offering the weekly EFL planning institutional room and flexibility so that English teachers can introduce active, play-based techniques on a regular basis instead of emphasizing textbook completion over practical communicative competence.
- Teachers should often introduce gamification techniques in the daily lesson frameworks to avoid passive listening and to move towards an interactive language practice, so that the low-stress English acquisition can take place naturally.
- Continue to energize the classroom with a rich mixture of low-resource physical games and interactive visual platforms to ensure that the ludic strategy is always new, inclusive and highly adaptive to different cognitive processes.
- To promote future researchers to design action-research projects in the target institution to continuously help instructors in the design and adaptation of these ludic materials, guaranteeing the permanent and effective use of the ludic approach in regular classes.

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10. ANNEX

Annex I. Matrix Variable

Table 1

Operational Matrix of Variables

Annex II. Authorization letter

Figure 1

Initial Authorization Request Letter Sent to the Educational Institution

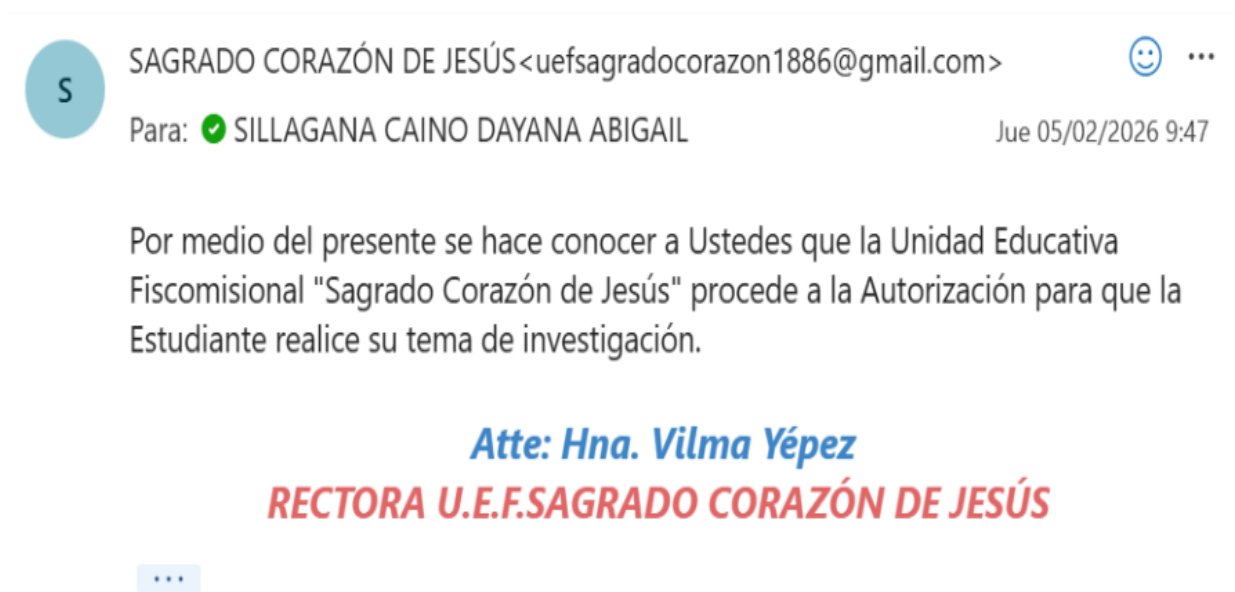
THE		SOURCES
The the Appra a Moti Strat Enha EFL Teac and Lear amor Grad Stud	Ibarra, 04 de Febrero 2026 Hermana Vilma Yépez DIRECTORA DE LA UNIDAD EDUCATIVA FISCOMISIONAL "SAGRADO CORAZÓN DE JESUS" TULCÁN. De mi consideración: Reciba un cordial saludo y los mejores deseos de éxito en todas las actividades que desempeña. En calidad de estudiante del séptimo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Pontificia Universidad Católica del Ecuador Sede Ibarra (PUCESI), me encuentro desarrollando mi trabajo de titulación denominado: "THE USE OF THE LUDIC APPROACH AS A MOTIVATIONAL STRATEGY TO ENHANCE EFL TEACHING AND LEARNING AMONG 5TH GRADE STUDENTS." Por tal motivo, me permito solicitar muy respetuosamente su autorización para llevar a cabo el presente estudio en la institución a la cual usted representa, el cual contempla la aplicación de diversas técnicas e instrumentos de investigación en los quintos años de Educación Básica, durante el periodo escolar Enero-Julio del 2026. Cabe indicarle que la aplicación de esta investigación busca aportar al fortalecimiento de las destrezas necesarias para la enseñanza y el aprendizaje del idioma inglés. Por su gentil atención a la presente, le anticipo el más sincero agradecimiento. Atentamente,	Observation Survey Interview Focus group Teacher diary Field notes
	Dirección: Av. Jorge Guzmán Rueda v Av. Aurelio Espinosa Pólit, Ciudadela "La Victoria".	



Annex III. Institutional Authorization for Research Implementation

Figure 2

Sequential Institutional Authorization Process: Initial Request and Final Approval



Annex IV. Non-Participant Observation Form

Table 2

1 Instrument: Observation Sheet (Parallel B- Parallel C)

FICHA DE OBSERVACIÓN						
Institución	Unidad Educativa Fiscomisional "Sagrado Corazón de Jesús"			Dirección	Junín entre Olmedo y Colón, Tulcán	
Docente				Nº estudiantes		
Nivel				Año lectivo		
Paralelo				Fecha		
Investigador	Abigail Sillagana			Hora inicio		
				Hora fin		
Tema	THE USE OF THE LUDIC APPROACH AS A MOTIVATIONAL STRATEGY TO ENHANCE EFL TEACHING AND LEARNING AMONG 5TH GRADE STUDENTS					
Objetivo	Analyze how English classes are conducted and to determine the presence and use of ludic activities to motivate students.					
Criterio de evaluación :	CRITERIO				VALORACIÓN	
	Siempre				5	
	Frecuentemente				4	
	Regular				3	
	Casi nunca				2	
	Nunca				1	
Criterios	Escala de valoración					Observación
	5	4	3	2	1	
El docente utiliza actividades lúdicas durante la clase de inglés						
Las actividades lúdicas están relacionadas con los contenidos de aprendizaje						

Se emplean juegos, canciones o dinámicas para introducir o reforzar los temas						
Las actividades fomentan la participación activa de los estudiantes						
Los estudiantes muestran interés y entusiasmo durante las actividades						
Los estudiantes participan de manera voluntaria						
Las actividades lúdicas favorecen la atención y concentración						
El ambiente de la clase es motivador y positivo						
Las actividades facilitan la comprensión del inglés						
Los estudiantes utilizan el idioma inglés durante las actividades						
Se promueve el trabajo colaborativo entre los estudiantes						
El docente brinda retroalimentación durante las actividades lúdicas						

Annex V. Completed Observation Checklists

The full digital register of completed observation sheets is accessible via the following link:

https://docs.google.com/document/d/1p4IwSKcrwNYz_0Ya1TF7MdV9ej9I3ilhD5P7hkMkXBs/edit?usp=sharing

Annex VI. Interview Guide for the English Teacher

Instrument 2: Interview with the English teacher of the Educational Unit

Unidad Educativa Fiscomisional "Sagrado Corazón de Jesús"

INFORMATION:

Name:

Age:

Grade Level:

Sex:

Dear Teacher:

The purpose of this interview is to gather information about your experience and opinions at the Unidad Educativa Fiscomisional "Sagrado Corazón de Jesús" in Tulcán.

Your responses will be used exclusively for the research project planned for the school.

Please answer the questions honestly and respectfully, as they will be used for research purposes.

Thank you very much.

THE USE OF THE LUDIC APPROACH AS A MOTIVATIONAL STRATEGY TO
ENHANCE EFL TEACHING AND LEARNING AMONG 5TH GRADE STUDENTS

1. How would you describe the motivation level of 5th grade students during English classes?

2. In your experience, how does the ludic approach influence student participation in your English lessons?

3. Do you think ludic activities help students feel less afraid of making mistakes? Why or why not?

4. What specific ludic strategies do you know or use to help motivate 5th grade EFL students?

5. What types of ludic activities do you find most useful in your English classes, and why?

Annex VII. English Teacher Interview Transcript

Table 3

Transcript of Interview Conducted with Lic. Evelyn Paillacho

QUESTIONS	INTERVIEW: Evelyn Paillacho
How do the specific dynamics and student profiles of 5th Grade "B" and "C" influence the English teaching-learning process?	dentro de del quinto dentro de del quinto grado de básica del quinto b quinto c sí existe una una gran diferencia entre los 2° puesto que el quinto b es un poco más callado y obedece las las órdenes que se les da y en el quinto set lo contrario ahí son no obedecen los niños en las clases puesto que esto también perjudica para la enseñanza no se puede llevar un proceso continuo de la clase y puesto por por este por este desorden y también por por la indisciplina de la mayoría de los niños cabe recalcar que aquí en este quinto c hay más niños que niñas entonces eso también hace que que la disciplina no no mejore sino en peor cada vez más de acuerdo la motivación de los niños ellos el mismo hecho por ser niños el mismo hecho de ser niños siempre se encuentran motivados para aprender para hacer pero a veces sí existen como todos los días pues a veces ya están cansados no es el mismo motivo de de dar una clase lunes que dar una clase el jueves de inglés o el viernes entonces también entonces también depende del docente y la motivación de los temas influyen

How would you describe the level of motivation of fifth-grade students during English classes?	El nivel de motivación de los estudiantes es generalmente un moderado puesto que también algunos estudiantes muestran entusiasmo por aprender por saber nuevas cosas pero así mismo otros pues son rezagados Y como que no no muestran ese interés por aprender el cuándo las actividades son dinámicas e interactivas hay una buena comunicación entre docente estudiante hay una buena disciplina también por parte del oso de los estudiantes el aprendizaje puede ser significativo y también mientras que el otro grupo también de losa de de rezagados que también se puede quedar en sin participar sin sin tomar la palabra también de acuerdo a los aprendizajes que el aprendizaje que estamos realizando pues pueden perder el interés en las clases y las clases se pueden volver un poco más tradicionales y repetitivas
1. Based on your experience, how does the use of ludic activities influence students' participation and engagement in English lessons?	Según mi experiencia las actividades lúdicas el aprendizaje basada en el juego que es una metodología activa que pues está dando muchos resultados en esto en este en el aprendizaje pues aumenta significativamente el aprendizaje no la enseñanza que uno da al niño y el aprendizaje que el niño también recibe y también el compromiso de los estudiantes cuando se utilizan los juegos como los que tú implementaste las canciones o actividades interactivas o también el el aprendizaje en equipo pues los estudiantes se sienten un poquito más cómodos hay más más hay menos temor de equivocarse porque el otro compañero le corrija y se puede participar también activamente y todo esto para mejorar el proceso de de aprendizaje de los de los temas

Do you believe that ludic activities help create a more inclusive learning environment? Why or why not?	Si, las actividades lúdicas sí me ayudan a crear un ambiente más inclusivo mucho más cuando se planifica o en nuestra planificación es realizada con el DUA con el enfoque dual entonces aquí me incluye no solo a los estudiantes que no tienen necesidades específicas no solo benefician no con el enfoque dual pues no sólo beneficia a los estudiantes que no tienen necesidades sino se las actividades son enfocadas tanto a estudiantes con necesidades como estudiantes que no tienen ninguna necesidad específica estas actividades pues también me ayudan a que el aprendizaje sea más inclusivo 2 nos permiten también que los estudiantes participen de acuerdo a sus capacidades a sus destrezas estas también actividades reducen el temor la ansiedad el miedo a equivocarse y fomenta también el trabajo en equipo y también nos ayuda a que el estudiante se sienta más incluido dentro de un grupo de personas
What adaptations do you make to ludic activities to include students with diverse learning needs or abilities?	Me queda presión y realiza las actividades lúdicas para incluir a estudiantes con diversas necesidades o habilidades de aprendizaje las adaptaciones que se les hace de acuerdo al grado de de de la necesidad en este caso con los niños de aquí de quinto de básica tenemos estudiantes con grado de necesidad tipo 2 entonces adapto las actividades lúdicas simplificando un poco las instrucciones para que ellos puedan comprender y puedan realizar lo que sé lo que se pretende y alcanzar el objetivo ha utilizado también apoyos visuales como el el infocus ese es un apoyo visual de gran ayuda porque pues nos ayuda a proyectar lo que lo que queramos videos o material foto visual como un buen storming una lluvia de ideas el como una una lluvia de ideas que ayudan a que el estudiante pues se desarrolle su conocimiento sea un poquito más profundo y pues pueda

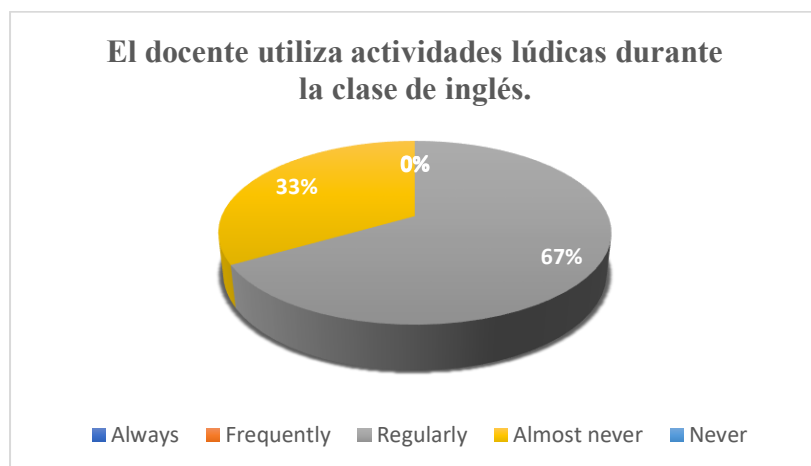
	captar la idea y lo que se quiere dé se queja también está justo al nivel de dificultad y también brinda apoyo adicional particularmente como una clase personalizada para los estudiantes con este tipo de de necesidades asegurando que así todos participen y todos pues se lleven el conocimiento y el aprendizaje también en su cabecita y también el aprendizaje que es para no sólo para ese momento sino que perdure en el tiempo
What challenges do you face when trying to make your English classes both motivating and inclusive?	Pues sí existen muchos desafíos al menos con los niños de quinto c puesto que estos niños como tú mismo te fijaste son un grupo muy muy duro de de controlar en su disciplina más que todo estamos hablando de que hay más hombres que mujeres entonces si es un poco un poquito limitado trabajo con ellas el tamaño del grupo también como te explico existe esto más hombrecitos que mujeres la diversidad de niveles de aprendizaje de los estudiantes hay estudiantes que conocen más hay estudiantes que en su nivel medio y hay estudiantes con estudiantes con poco conocimiento sobre los temas entonces nos encontramos en 3 mundos diferentes además te puedo comentar que no todos los estudiantes responden a sí misma de la misma manera a las actividades que uno puede uno puede entender más facilidad para realizar tal o cual actividad pero otros sí con mayor dificultad pero todo está en la motivación y la inclusión y el la vocación también de de ser profesor.

Annex VII. Graphical Representation of the Results

Pre-Intervention Results – Parallel B

Figure 1

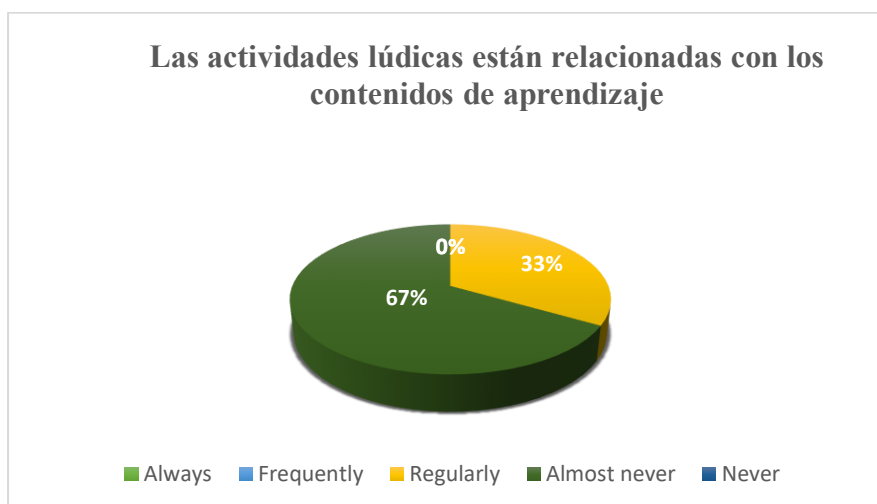
Teacher Uses Ludic Activities During the English Class - Pre-Test (5th "B")



Analysis: As reflected to the diagnostic results, 67% of students chose “frequently”, and 33% — “regularly”. This suggests that English sessions were already full of ludic activities before the intervention. But the lack of responses in the category suggests that these activities were not carried out on a consistent basis to keep people engaged.

Figure 2

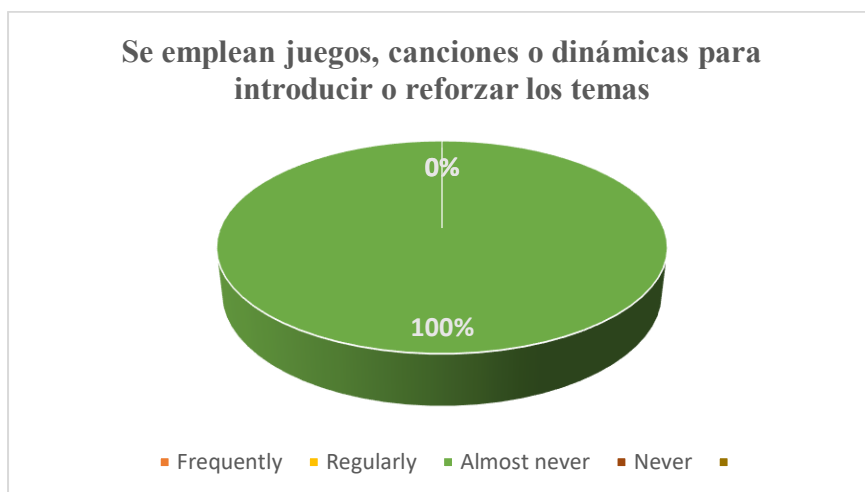
Ludic Activities are Related to the Learning Contents - Pre-test (5th "B")



Analysis: 67% of students reported frequently, whereas 33% reported routinely. These results imply that majority of the ludic activities were related to the learning objectives. However, tighter alignment could assist guarantee that all activities consistently support language learning.

Figure 3

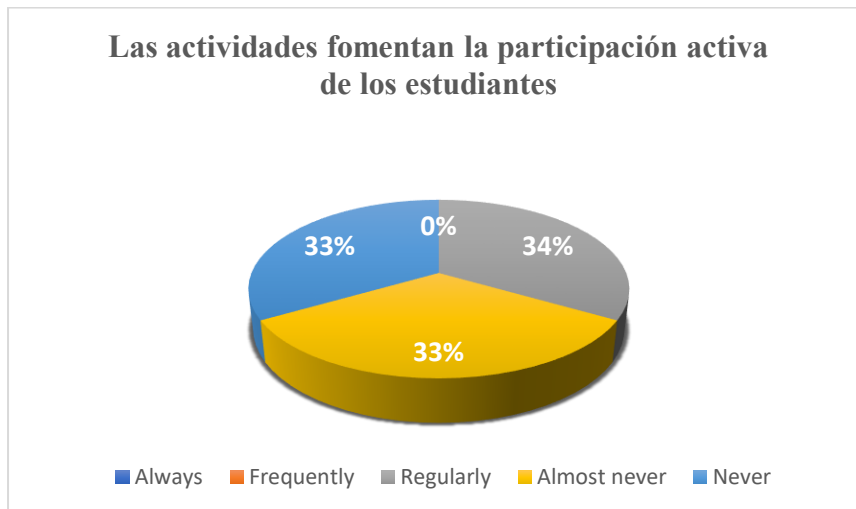
Games, Songs, or Dynamics are Used to Introduce or Reinforce Topics - Pre-test (5th "B")



Analysis: The results show that 100% of students chose regularly. This is a good use of games, music and class dynamics to introduce or reinforce English courses. Such tactics already played an essential role in the educational process before the intervention.

Figure 4

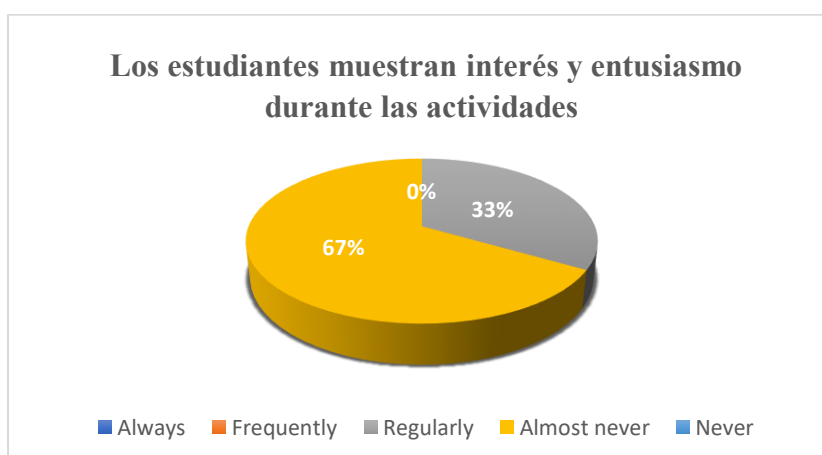
Activities Promote Active Student Participation - Pre-test (5th "B")



Analysis: Responses were evenly divided with 33% in always, 33% in often and 33% in often. This suggests that students felt they were given various amounts of opportunity to participate during the lessons. While learners were encouraged to participate, the amount of participation varied.

Figure 5

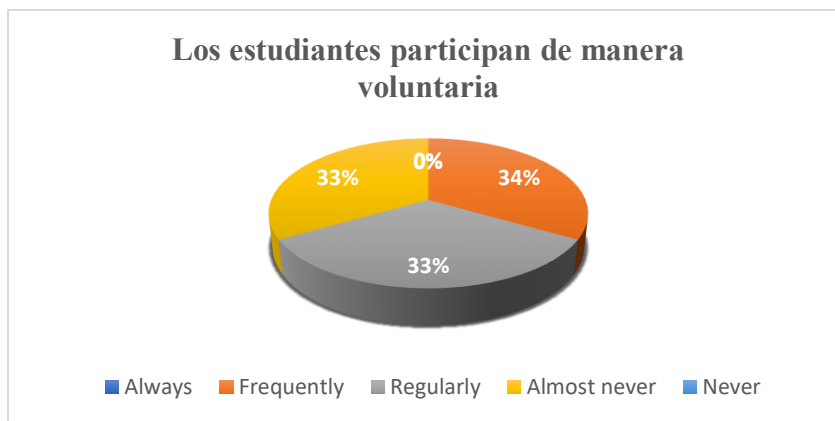
Students Show Interest and Enthusiasm During Activities - Pre-test (5th "B")



Analysis: The analysis of quantitative data indicated that 67% of the students chose regularly and 33% of the students chose frequently. This means that the students were basically interested during the activities in the classroom as a whole, but motivation levels needed to be reinforced to obtain more consistent and active emotional engagement.

Figure 6

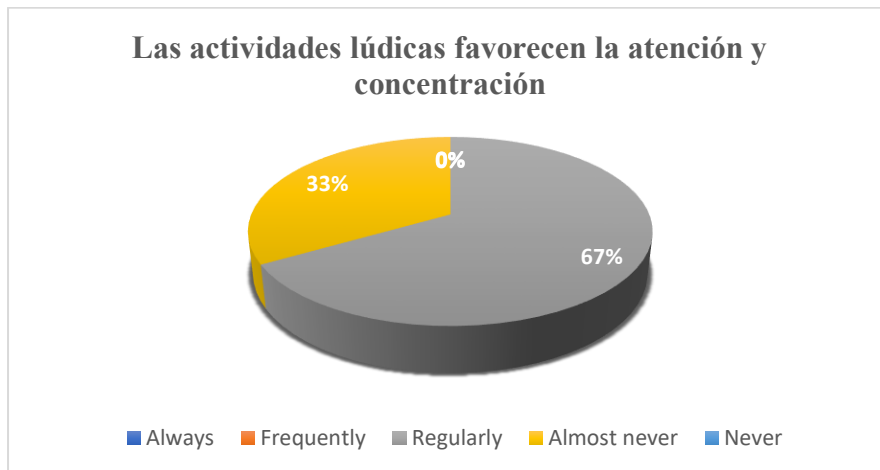
Students Participate Voluntarily - Pre-test (5th "B")



Analysis: The responses were split equally between always, frequently and routinely, each at 33%. This finding implies that participation was voluntary, but not for all students. The varying responses may have been a reflection of varying levels of confidence and motivation.

Figure 7

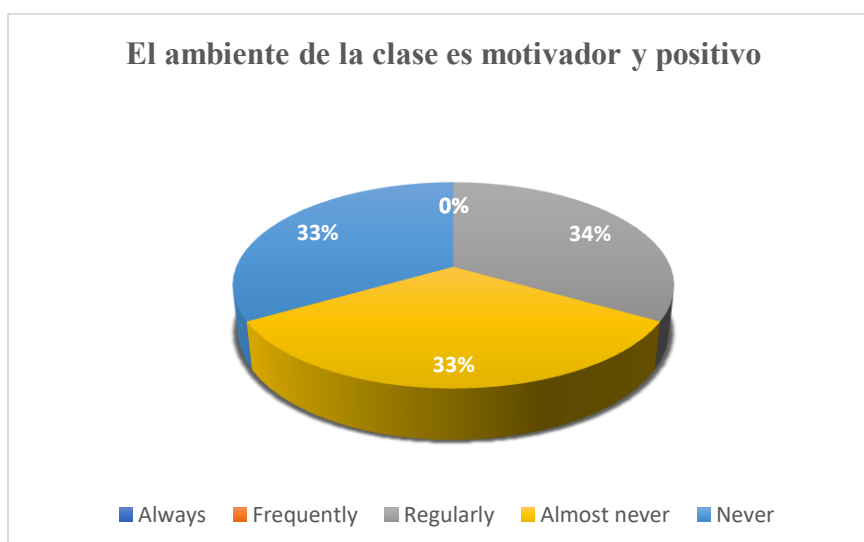
Ludic Activities Favor Attention and Concentration - Pre-Test (5th "B")



Analysis: 67% chose frequently, 33% chose routinely. These results imply that ludic activities supported students to keep their attention and concentration during lessons. Hence, ludic approaches seemed to have a good effect on the classroom's attention.

Figure 8

The Classroom Environment is Motivating and Positive - Pre-test (5th "B")

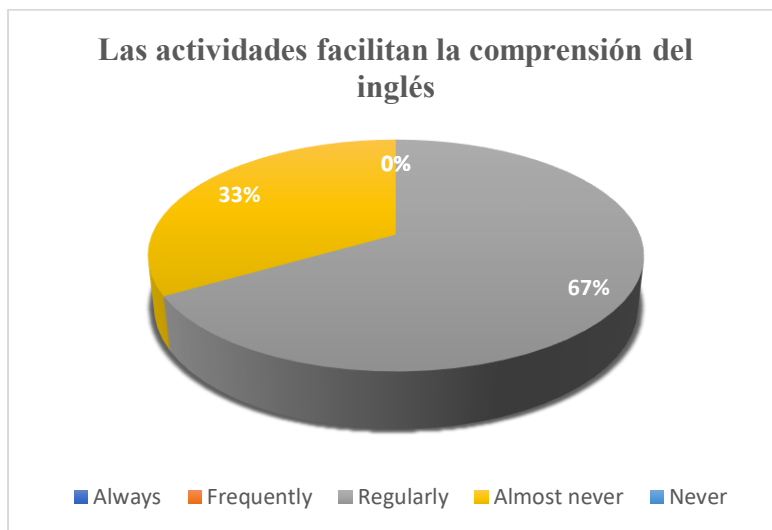


Analysis: Responses were evenly split between always, frequently and routinely, with 33% in each category. This means that pupils had various feelings about the classroom setting.

Generally, the environment was favorable, but there was still space for improvement in terms of motivation and involvement.

Figure 9

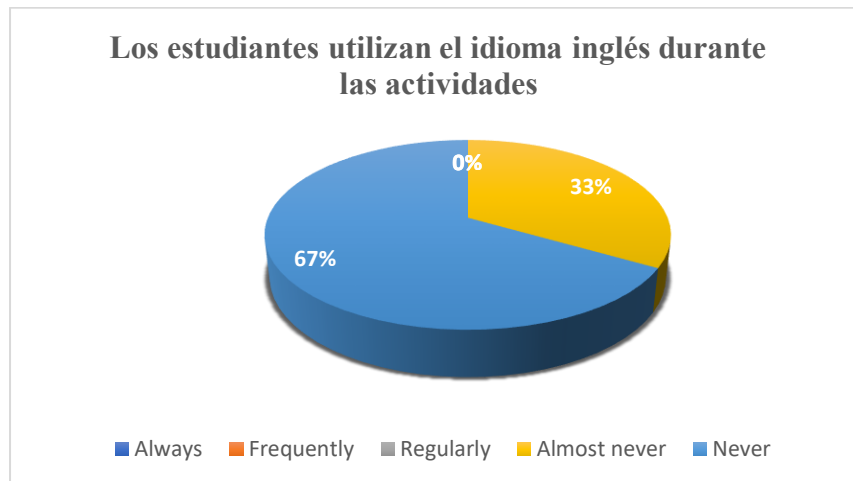
Activities Facilitate the Understanding of English - Pre-test (5th "B")



Analysis: The data suggests that 67% of the pupils selected frequently and 33% selected routinely. This indicates that classroom activities helped students grasp English better. But more methods can help understanding the language.

Figure 10

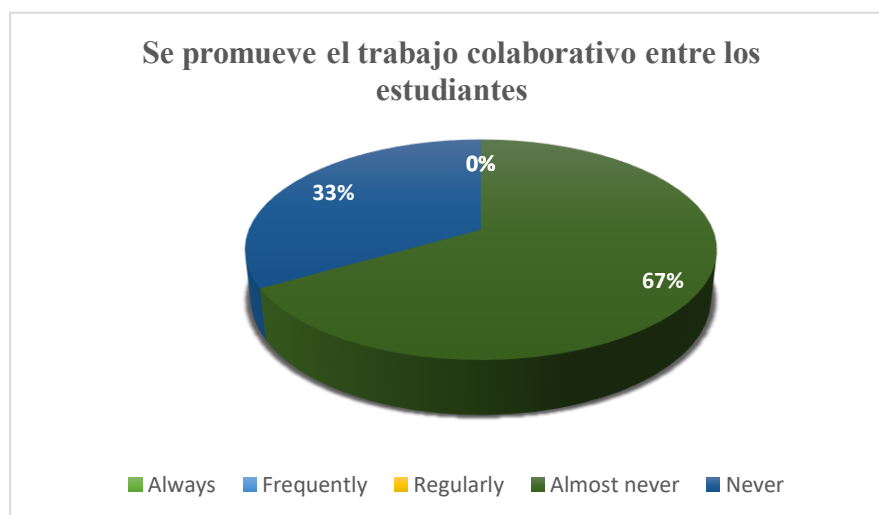
Students Use the English Language During Activities - Pre-test (5th "B")



Analysis: The data shows that 67% of the students chose regular and 33% chose frequent. This implies the usage of English in classroom activities but not all the time by all learners. More chances to talk can lead to more use of the language you want to learn.

Figure 11

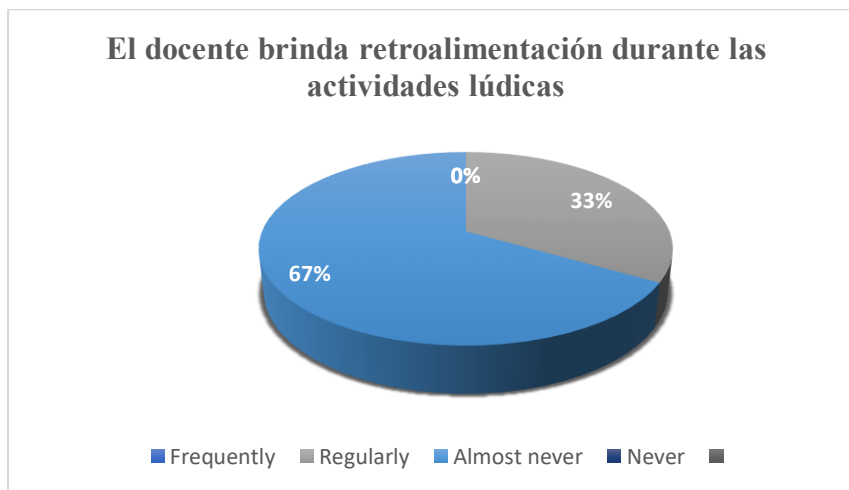
Collaborative Work is Promoted Among Students - Pre-test (5th "B")



Analysis: The results show that 67% of students selected frequently and 33% selected routinely. This is how collaborative work was promoted in the classroom. Group activities probably encouraged interaction and collaboration between students.

Figure 12

The Teacher Provides Feedback During Ludic Activities - Pre-Test (5th "B")

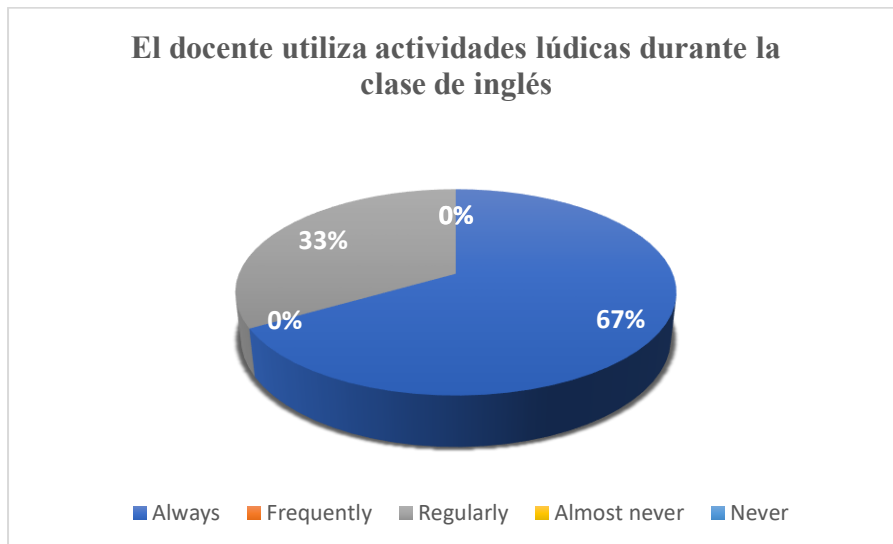


Analysis: The results show that 67% of students choose usually and 33% choose frequently. This shows that feedback was present in ludic activities, but not necessarily in a consistent manner. More frequent feedback could further boost students' learning and advancement.

Post-Intervention Results – Parallel B

Figure 13

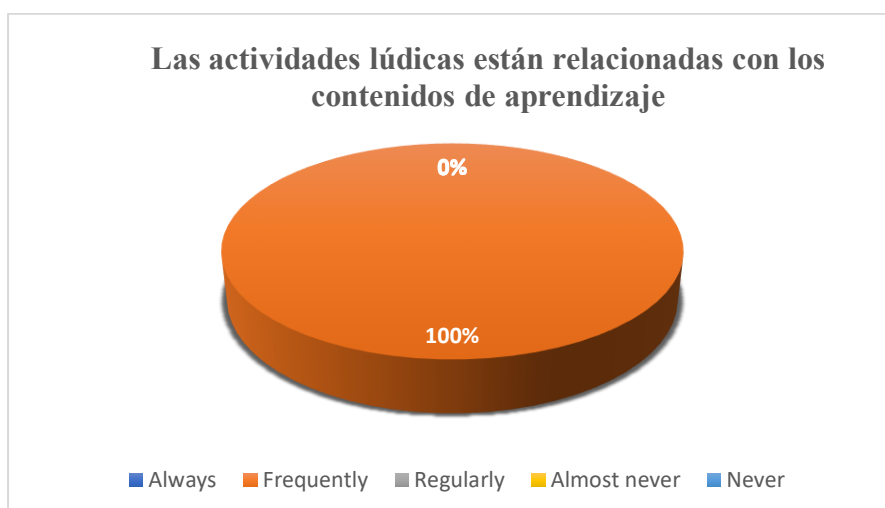
Teacher Uses Ludic Activities During the English Class - Post-test (5th "B")



Analysis: The results showed that 67% of students chose frequently and 33% of students chose always. This suggests that the intervention resulted in a regular use of ludic activities in English teaching. The presence of replies in the always category indicates that fun methods are more frequently used on a regular basis.

Figure 14

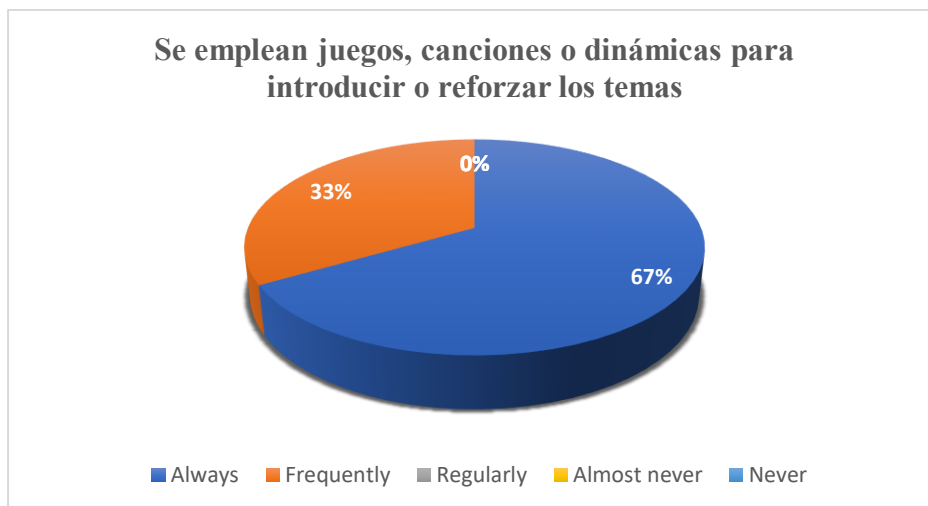
Ludic Activities are Related to the Learning Contents - Post-test (5th "B")



Analysis: 100% of students chose regularly based on the facts. This shows that all participants saw a clear connection between ludic activities and learning content. The results indicate that fun tactics are highly embedded with educational aims.

Figure 15

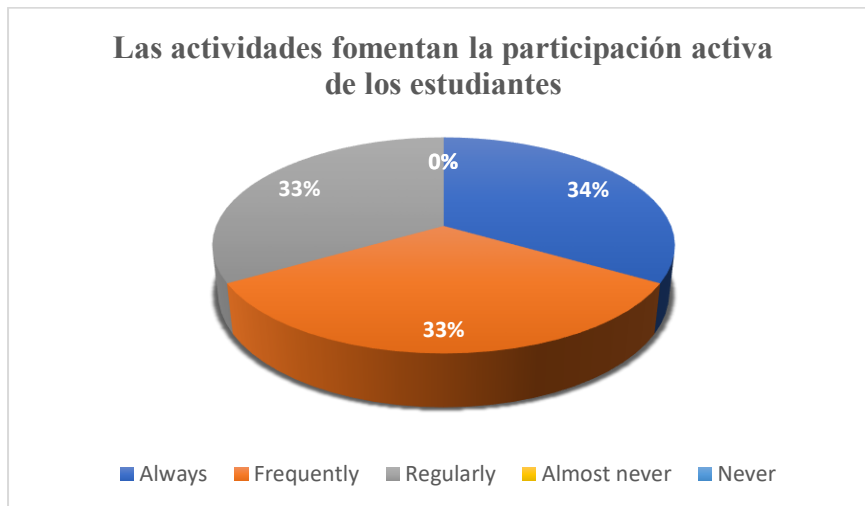
Games, Songs, or Dynamics are Used to Introduce or Reinforce Topics - Post-test (5th "B")



Analysis: Results showed 67% chose frequently and 33% chose always among pupils. This confirms that games, songs and classroom dynamics were regularly employed to introduce or reinforce English themes. These resources were very useful in the learning process.

Figure 16

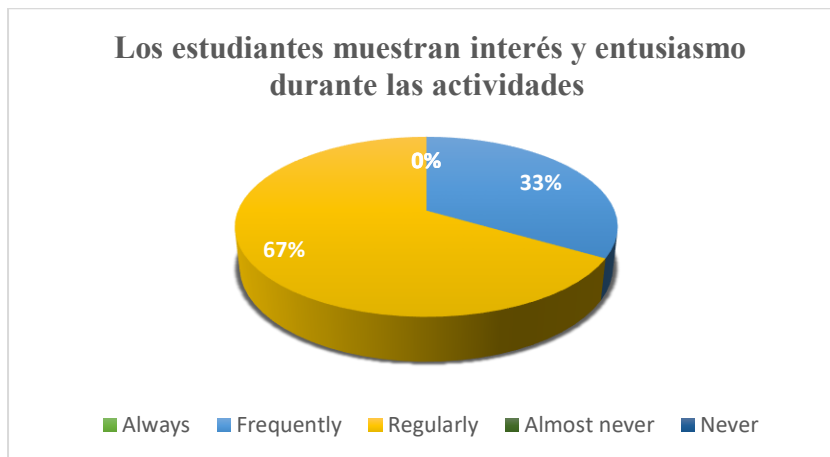
Activities Promote Active Student Participation - Post-test (5th "B")



Analysis: Responses were evenly split between always, frequently and regularly, at 33%. This shows that students saw possibilities to participate in classroom activities at varying levels.

Figure 17

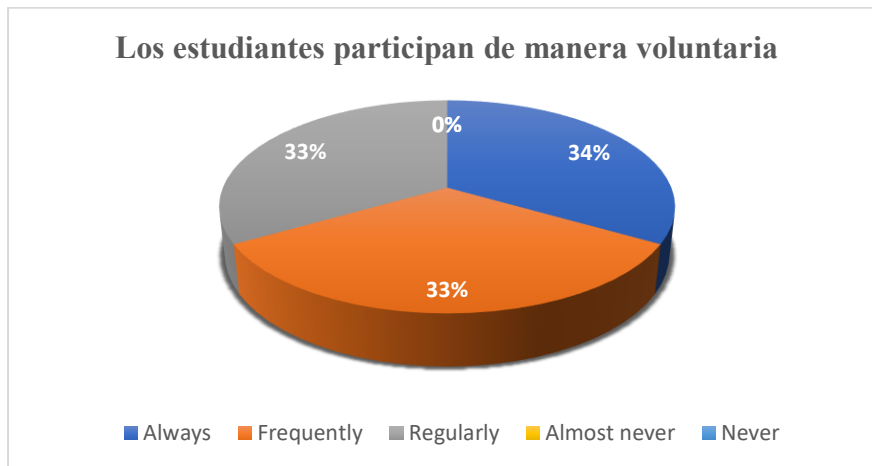
Students Show Interest and Enthusiasm During Activities - Post-test (5th "B")



Analysis: The results suggest that 67% of students were chosen regularly and 33% were chosen frequently. This means that pupils were interested and enthusiastic in general during the events. But there is scope for increasing motivation and involvement further.

Figure 18

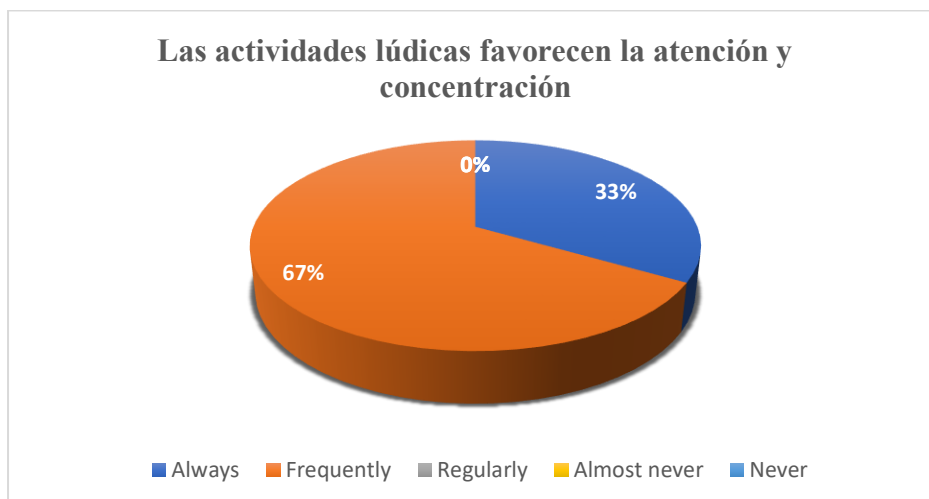
Students Participate Voluntarily - Post-test (5th "B")



Analysis: The results were evenly split between always, frequently and routinely, all accounting for 33%. This implies the presence of voluntary participation among students at different levels. This variation may reflect individual differences in confidence and willingness to engage.

Figure 19

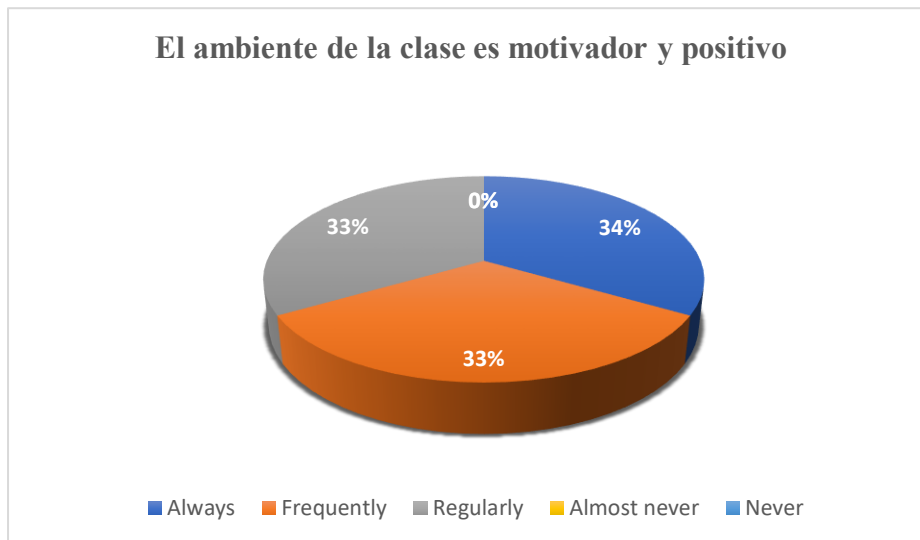
Ludic Activities Favor Attention and Concentration - Post-test (5th "B")



Analysis: 67% of students selected frequently and 33% of students selected always. The results suggest that ludic activities favored the students' attention and focus. The increase in the category shows more effectiveness following the intervention.

Figure 20

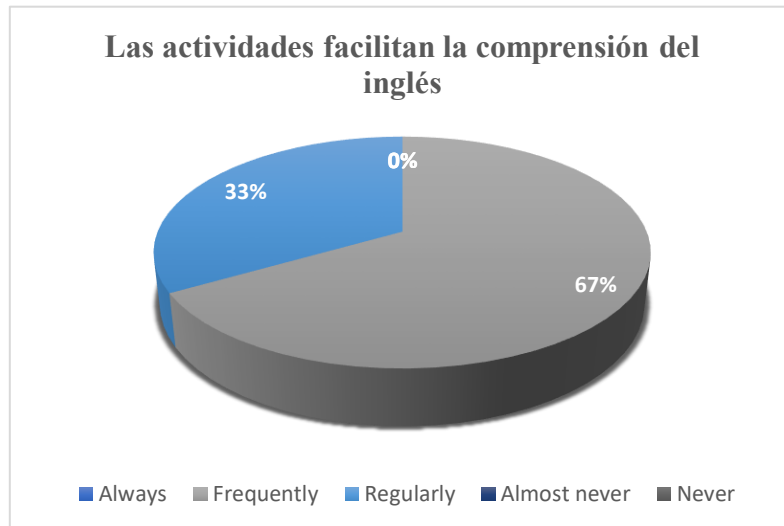
The Classroom Environment is Motivating and Positive - Post-test (5th "B")



Analysis: The responses were equally divided between always, frequently and regularly with 33% each. This suggests that pupils usually see the classroom environment as favorable and motivating. The results also suggest that the learning atmosphere was supportive of student participation and engagement.

Figure 21

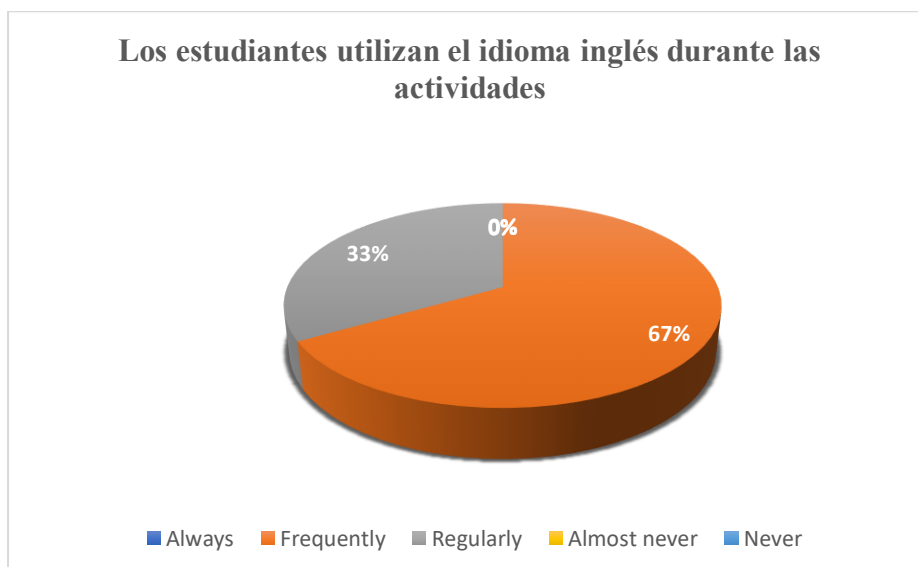
Activities Facilitate the Understanding of English - Post-test (5th "B")



Analysis: Data revealed that 67% of students selected frequently and 33% students selected always. This shows that the classroom activities were beneficial in boosting students' understanding of English. The inclusion of the category indicates a greater sense of support in learning following the session.

Figure 22

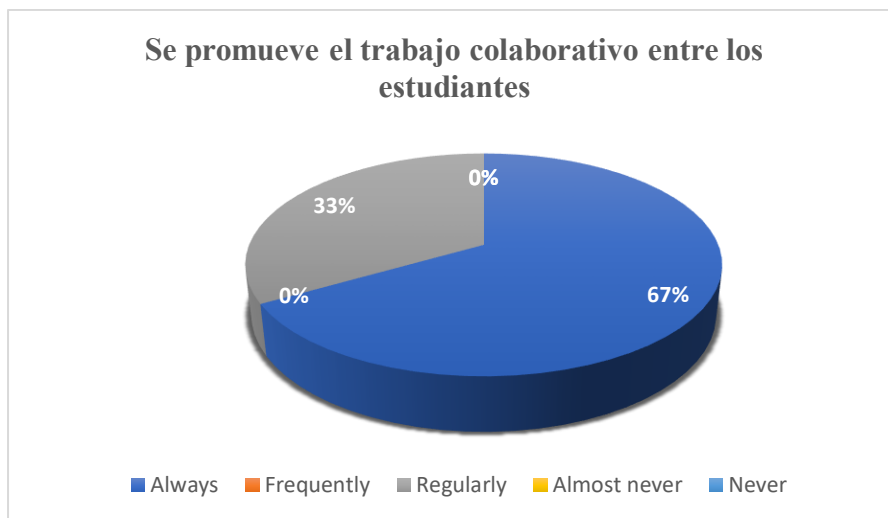
Students Use the English Language During Activities - Post-test (5th "B")



Analysis: The data show 67% of pupils selected frequently and 33% selected always. This means that the kids actually used English in the classroom activities. The results indicate that the intervention provided additional opportunities for meaningful language practice.

Figure 23

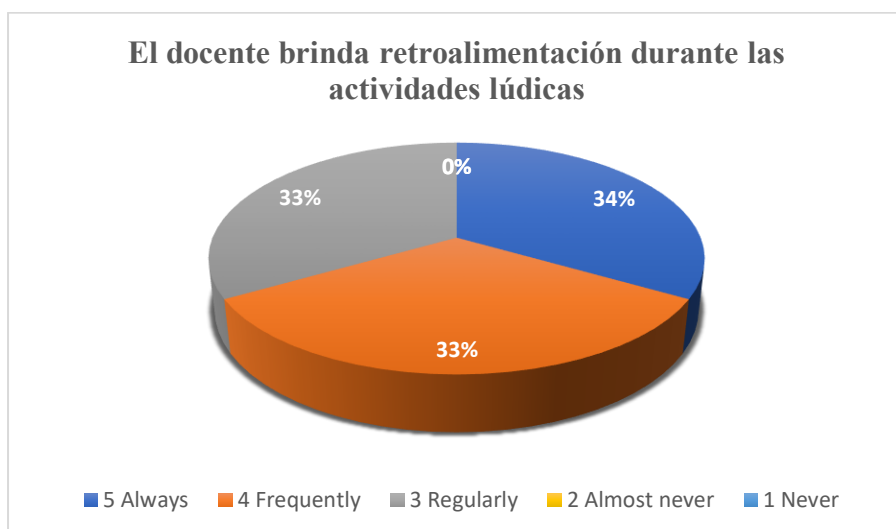
Collaborative Work is Promoted Among Students - Post-test (5th "B")



Analysis: 67% of students opted often. 33% of students opted always. The data indicates that collaborative work was very promoted in the classroom. Group activities probably fostered better interaction and collaboration among pupils.

Figure 24

The Teacher Provides Feedback During Ludic Activities - Post-test (5th "B")

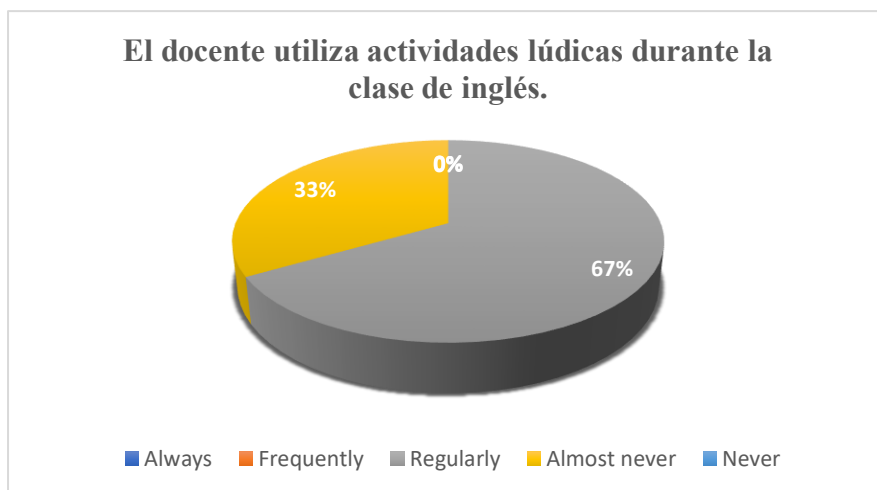


Analysis: The replies were evenly dispersed with 33% each for always, frequently and regularly. This means that feedback was always part of the ludic activities. The results show that students received guidance and support during the learning process.

Pre-Intervention Results – Parallel C

Figure 25

Teacher Uses Ludic Activities During the English Class - Pre-test (5th "C")

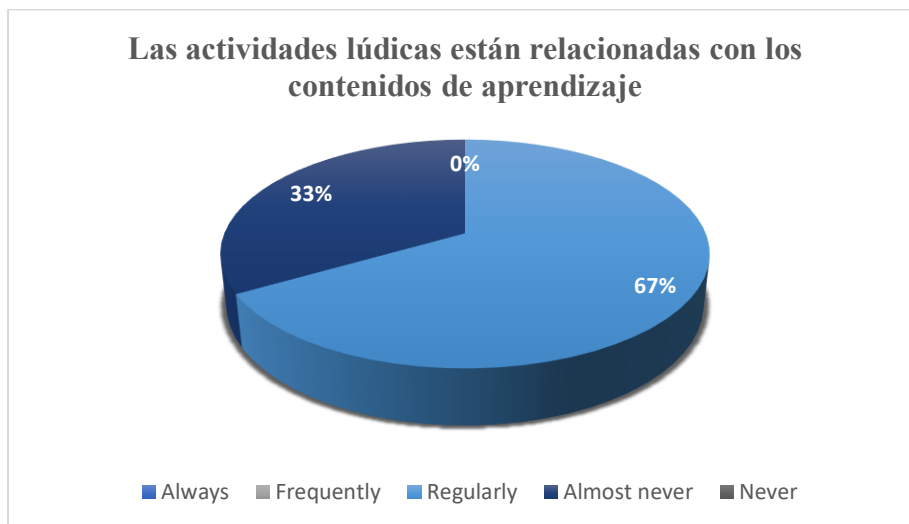


Analysis: The data suggests that 67% of students claimed the teacher often uses ludic activities and 33% reported routinely. This shows that fun methods were already prevalent in the

classroom before the intervention. However, their implementation was not entirely consistent for all kids.

Figure 26

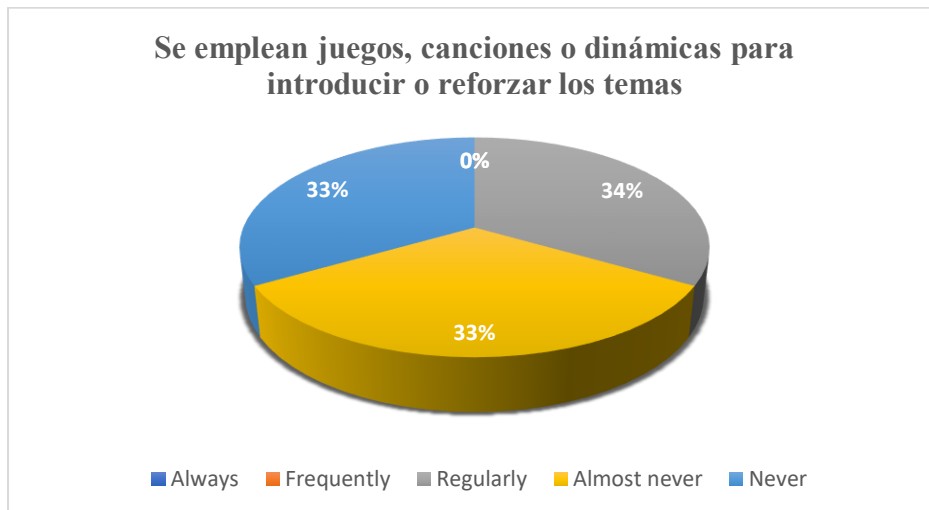
Ludic Activities are Related to the Learning Contents - Pre-test (5th "C")



Analysis: The results showed that 67% of students responded that ludic activities were often related to learning content and 33% opted for routine. This shows that majority of the activities were supporting educational objectives. But more integration could lead to better learning results.

Figure 27

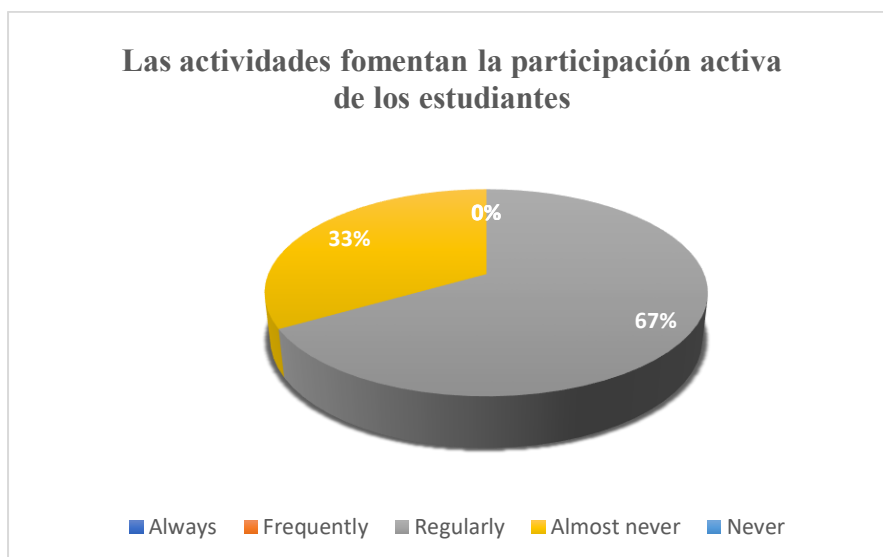
Games, Songs, or Dynamics are Used to Introduce or Reinforce - Pre-test (5th "C")



Analysis: Responses were evenly distributed with 33% in Always, Frequently, and Regularly. This shows that games, songs and dynamics were employed but not throughout lessons on a constant basis. Greater usage of these materials would enhance student involvement.

Figure 28

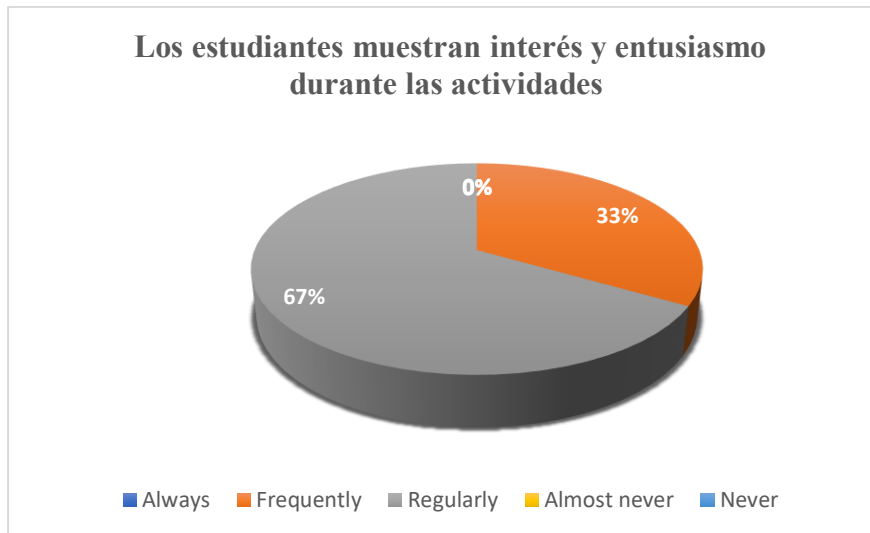
Activities Promote Active Student Participation - Pre-test (5th "C")



Analysis: As shown in the statistics, 67% of the students believed that activities encouraged involvement often and 33% selected regularly. This suggests that students were primarily engaged in classroom tasks. However, further tactics may further improve active engagement.

Figure 29

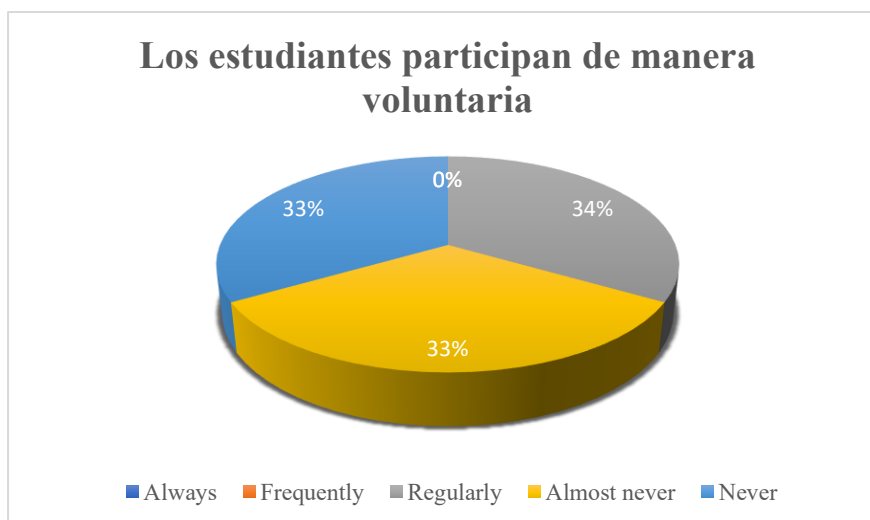
Students Show Interest and Enthusiasm During Activities -Pre-test (5th "C")



Analysis: The data shows that 67% of students selected regularly and 33% selected frequently. This means that pupils expressed interest and excitement in classroom activities. However, the amount of incentive can be further improved for more consistent involvement.

Figure 30

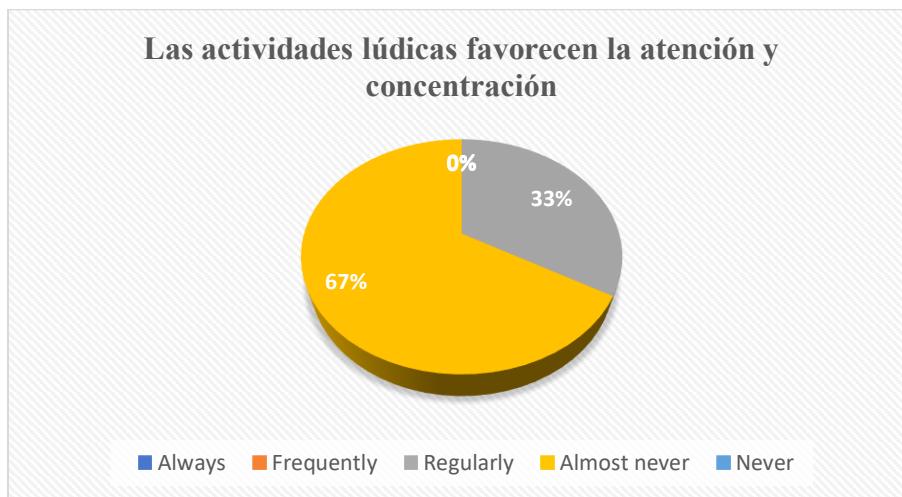
Students Participate in Voluntarily-Pre-test (5th "C")



Analysis: The results were equally split across Always, Frequently and Regularly with 33% in each category. This is a demonstration of varying levels of willingness to participate among the kids. This discrepancy may be related to differences in motivation and confidence.

Figure 31

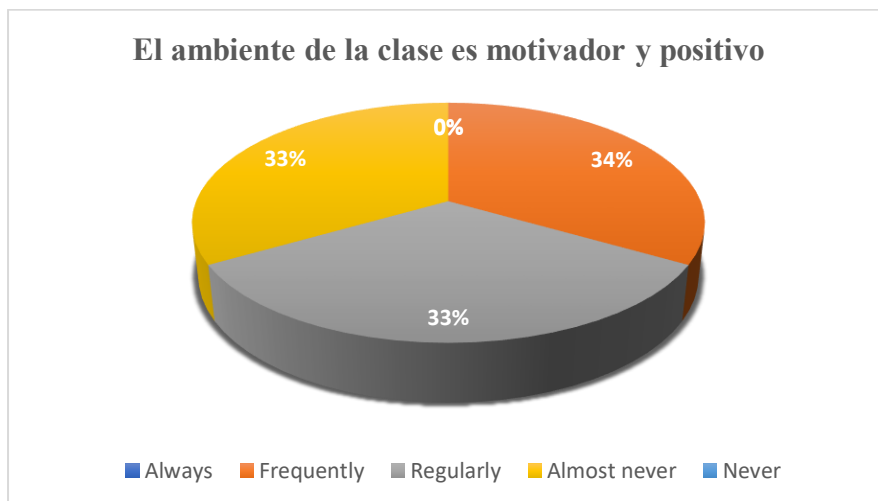
Ludic Activities Favor Attention and Concentration - Pre-test (5th "C")



Analysis: Regarding the attention and concentration, 67% of the students said that ludic activities encouraged it frequently and 33% chose regularly. These results showed that fun activities helped students to stay attentive. However, there was opportunity for growth in sustaining attention consistently.

Figure 32

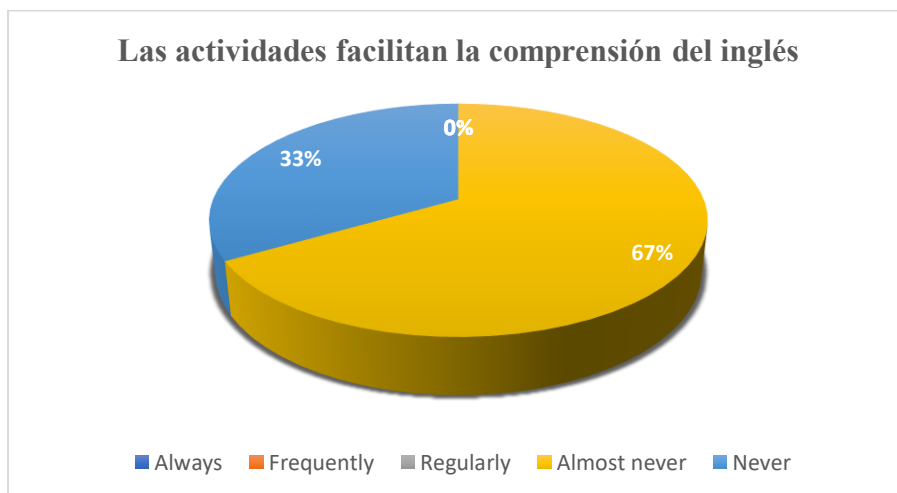
The Classroom Environment is Motivating and Positive - Pre-test (5th "C")



Analysis: The answers were equally divided between Always, Frequently and Regularly, each being 33%. The results show that the students had different impressions of the classroom atmosphere. Environment was positive overall although motivation could yet be improved.

Figure 33

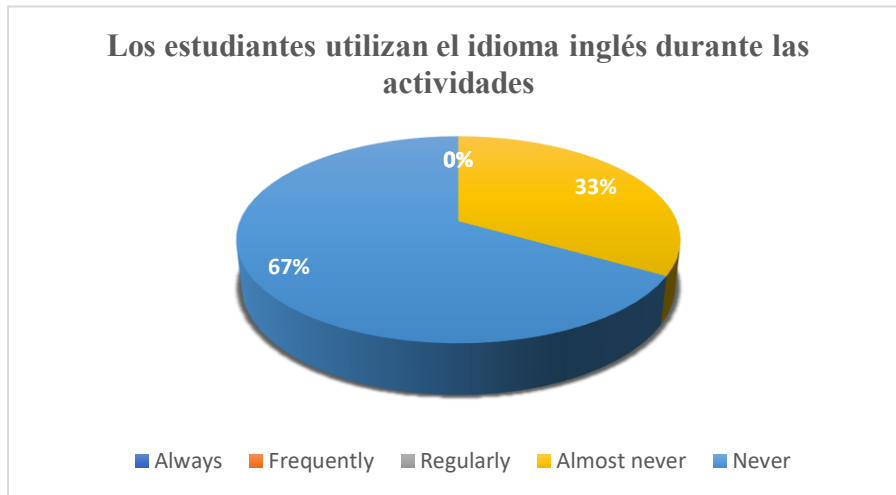
Activities Facilitate the Understanding of English - Pre-test (5th "C")



Analysis: The results showed that 67% of students thought that activities helped them understand English very often and 33% chose often. It indicates that the classroom activities contributed to language learning. But subsequent enhancements could increase English content understanding.

Figure 34

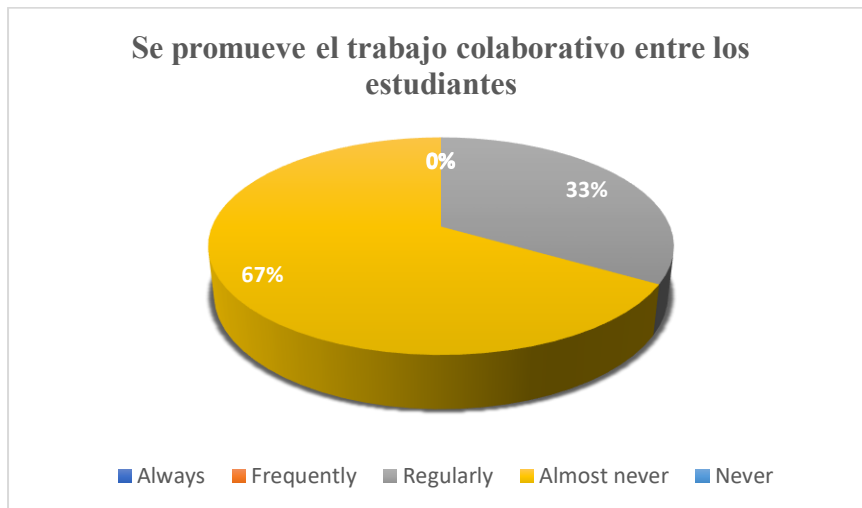
Students Use the English Language During Activities - Pre-test (5th "C")



Analysis: In terms of the activities, 67% of students said they used English in the activities sometimes, while 33% said they used it often. This indicates that there were already opportunities to practice language. Nevertheless, increased communication activity can result in increasing use of English.

Figure 35

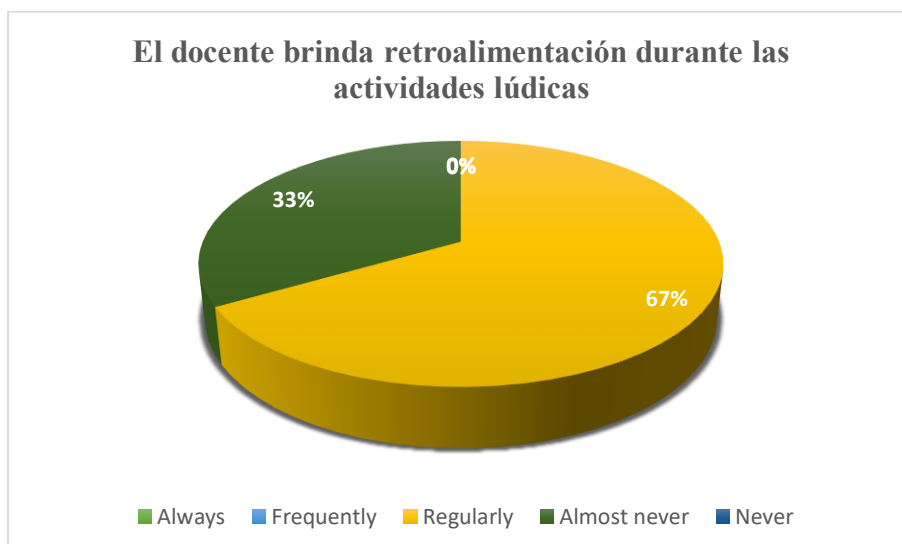
Collaborative Work is Promoted Among Students - Pre-test (5th "C")



Analysis: The results indicated that 67% of the students felt that collaborative work was often encouraged, and 33% selected routinely. This suggests that cooperation was promoted in the classroom. More group activity could help to enhance the teamwork skills even further.

Figure 36

The Teacher Provides Feedback During Ludic Activities - Pre-test (5th "C")



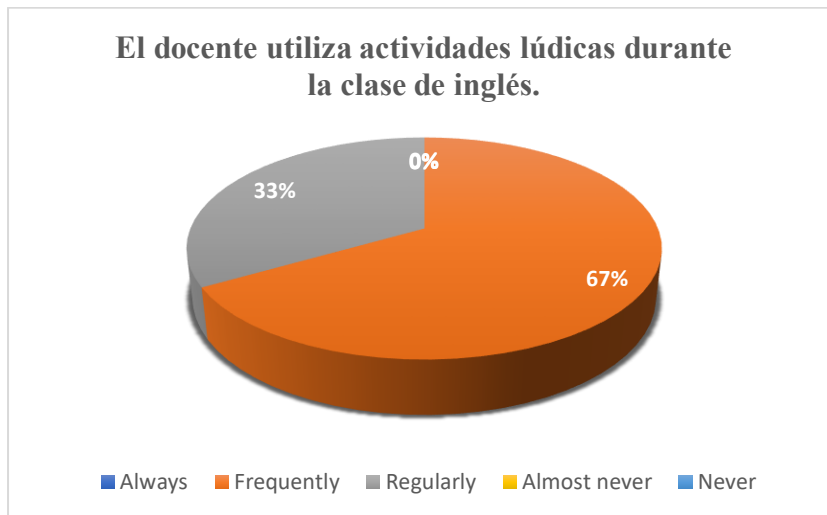
Analysis: The observation checklist data indicates that the teacher provides feedback "regularly" in 67% of the cases, and "almost never" in 33%. This shows that while some

guidance exists, it lacks the constant frequency needed to fully support the children's learning process during the activities.

Pros-Intervention Results – Parallel C

Figure 37

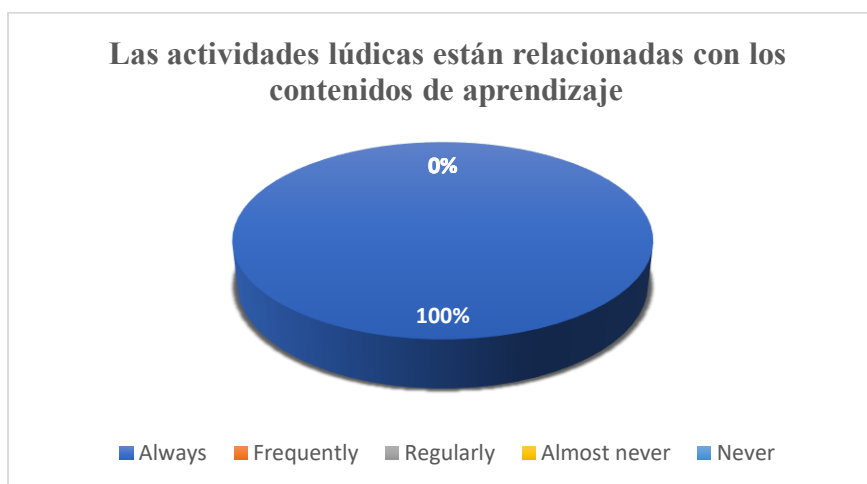
Teacher Uses Ludic Activities During the English Class – Post-test (5th "C")



Analysis: The data suggests that 67% of the pupils selected frequently and 33% selected always. This means that ludic activities were systematically included in English lessons in the post-intervention. In the always group, the increase indicates a more frequent and consistent application of playful didactic tactics.

Figure 38

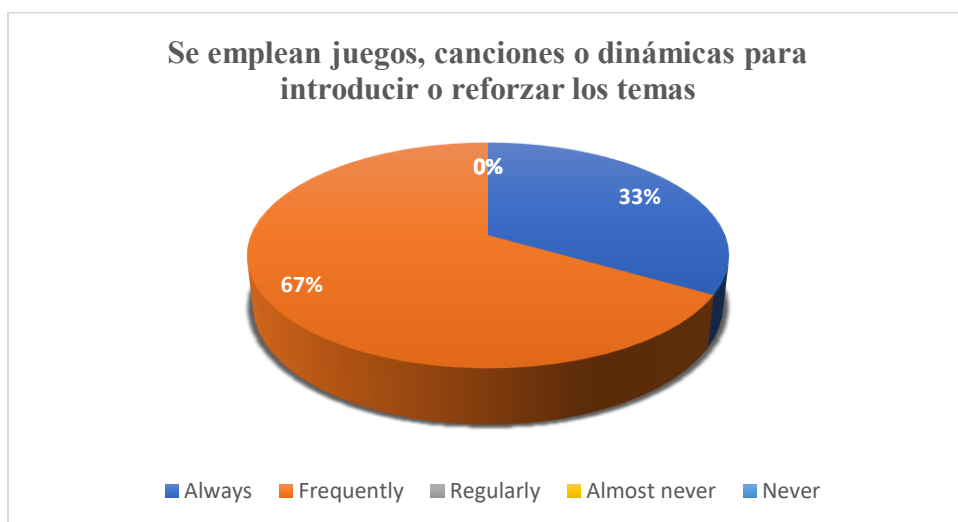
Ludic Activities are Related to the Learning Contents – Post-test (5th "C")



Analysis: The data shows 100% of students always responded. This means that all participants had a clear perception of the direct relation of ludic activities with the learning content. The results indicate a very high degree of integration of playful tactics with instructional goals.

Figure 39

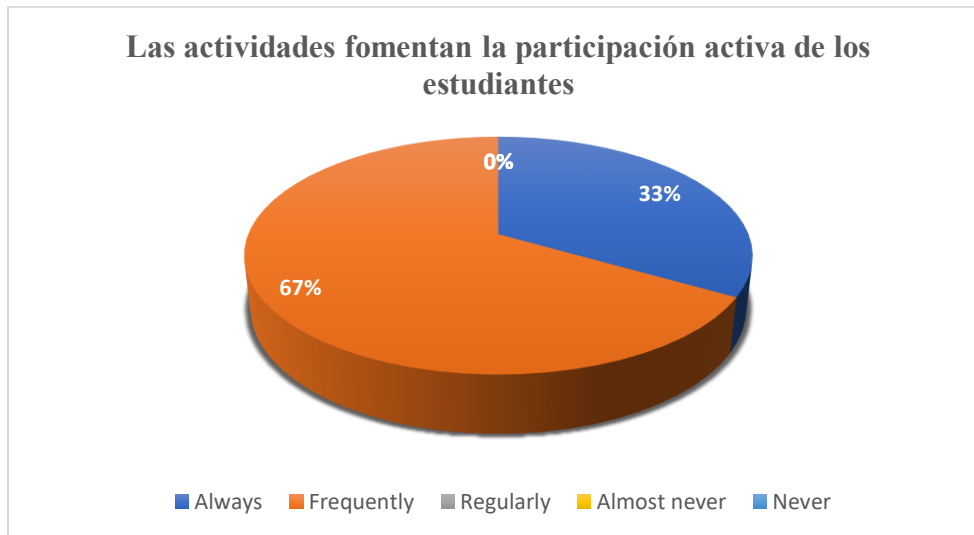
Games, Songs, or Dynamics are Used to Introduce or Reinforce Topics – Post-test (5th "C")



Analysis: The results indicated that 67% of the pupils selected frequently and 33% selected always. This indicates that games, songs and classroom dynamics were commonly used for introducing or reinforcing English themes. These resources have become a vital help to the teaching-learning process.

Figure 40

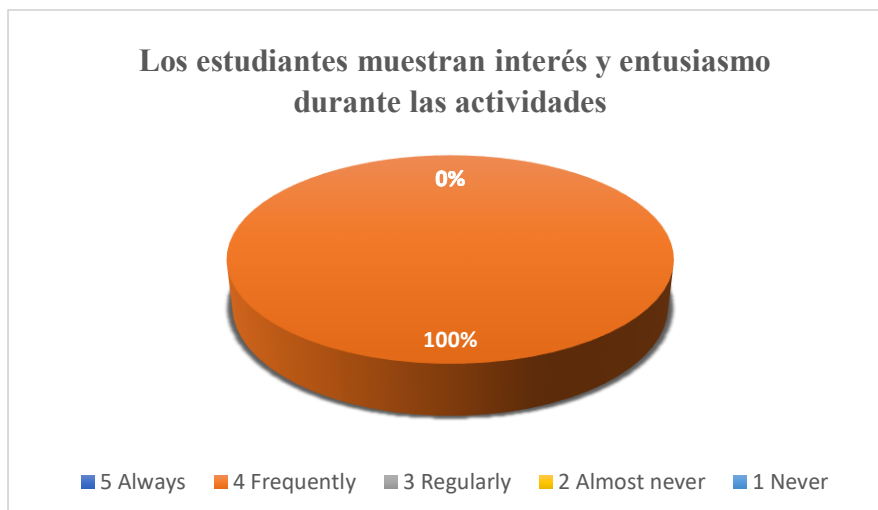
Activities Promote Active Student Participation – Post-test (5th "C")



Analysis: The findings suggest that 67% of the students chose frequently and 33% chose always. This suggests that the activities were beneficial in promoting active student involvement in English lessons. The inclusion of the responses in the always category indicates that the intervention led to increased students' involvement and engagement in classroom activities.

Figure 41

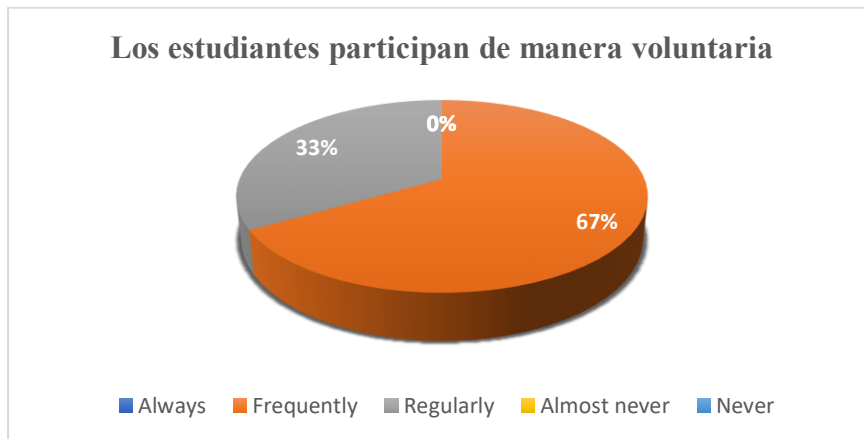
Students Show Interest and Enthusiasm During Activities – Post-test (5th "C")



Analysis: The results suggest that 100% of the students selected always. This indicates a high level of attention and excitement throughout classroom activities. The findings indicate that the intervention had a considerable beneficial effect on student motivation and engagement.

Figure 42

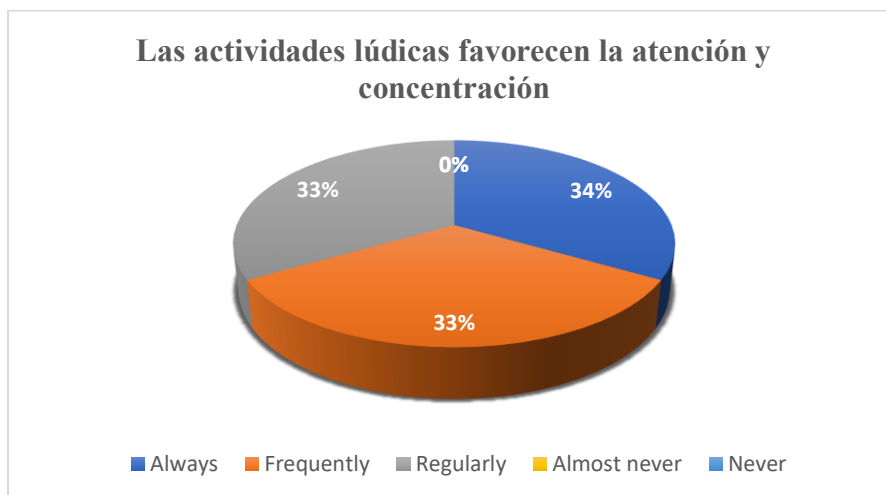
Students Participate Voluntarily – Post-test (5th "C")



Analysis: The data indicates that 67% of students chose always and 33% chose frequently. This shows that the intervention caused a substantial rise in volunteer involvement. The students were more confident, and ready to participate in the classroom activities.

Figure 43

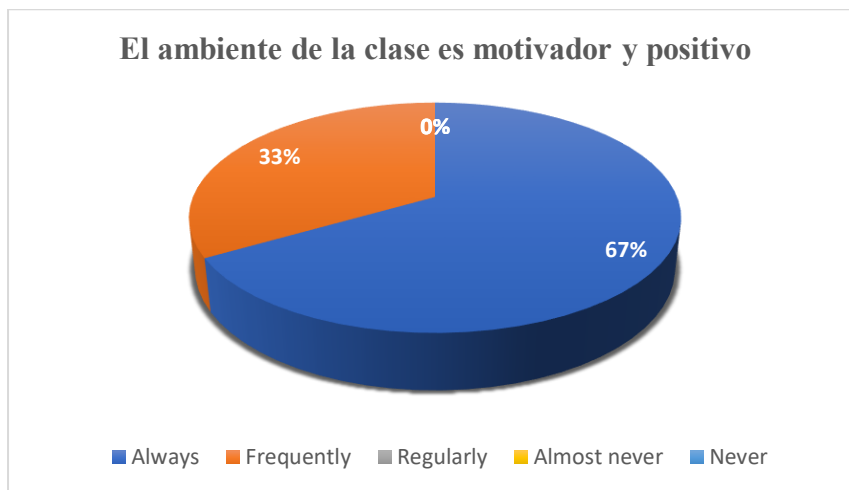
Ludic Activities Favor Attention and Concentration – Post-test (5th "C")



Analysis: Equal responses were received for 33% of each, frequently and regularly, 33% each. This shows that pupils in general saw ludic activities as good for concentration and attention. However, the diversity in responses indicates that the effect was not equally powerful for all learners.

Figure 44

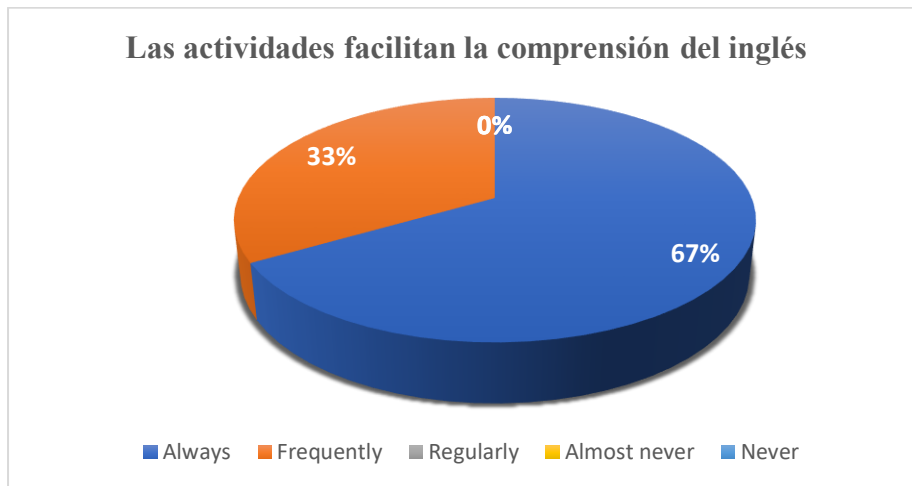
The Classroom Environment is Motivating and Positive – Post-test (5th "C")



Analysis: The statistics indicate 67% of students selected often and 33% selected always. This indicates that the kids found the classroom environment to be encouraging and good after the intervention. The increased positive assessments indicate the learning environment is improving.

Figure 45

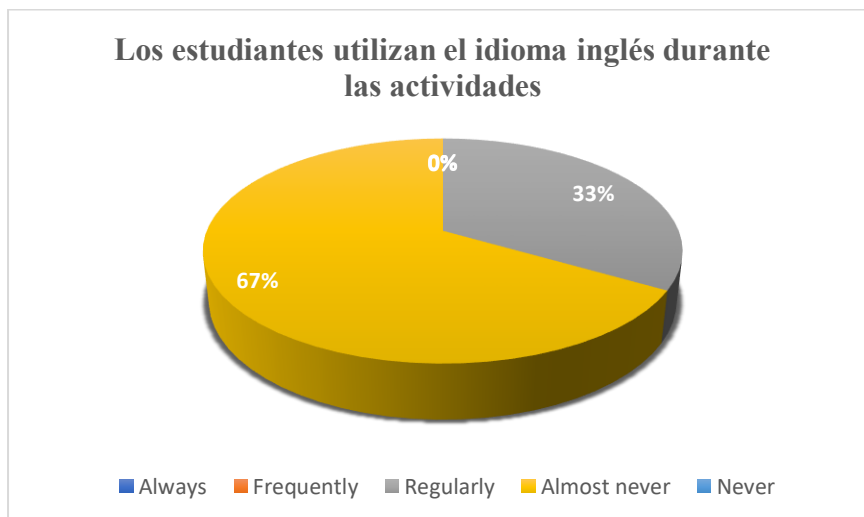
Activities Facilitate the Understanding of English – Post-test (5th "C")



Analysis: The finding showed that 67% of students chose frequently and 33% chose always. This means that classroom activities really help children to understand English. The always category indicates a stronger impression of learning assistance after the intervention.

Figure 46

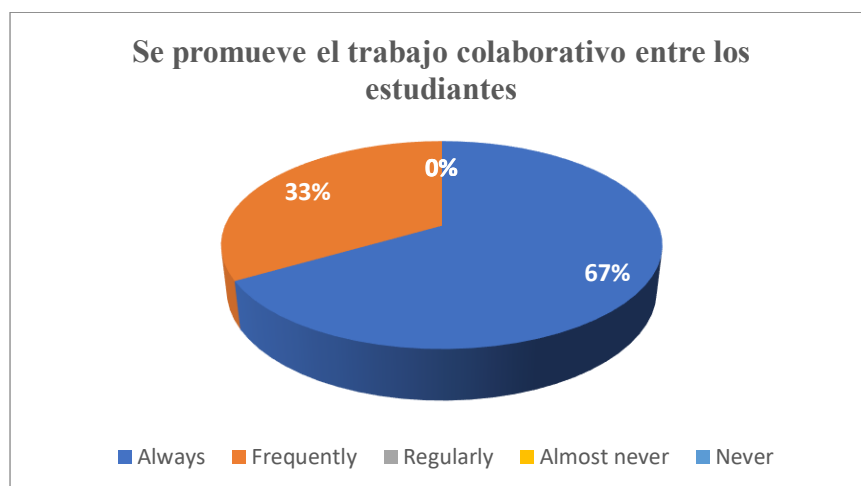
Students Use the English Language During Activities – Post-test (5th "C")



Analysis: The results show that 67% of students choose often and 33% choose always. This reveals that the students actively employed English during the classroom activities. The results show that the intervention provided more chances for meaningful language practice.

Figure 47

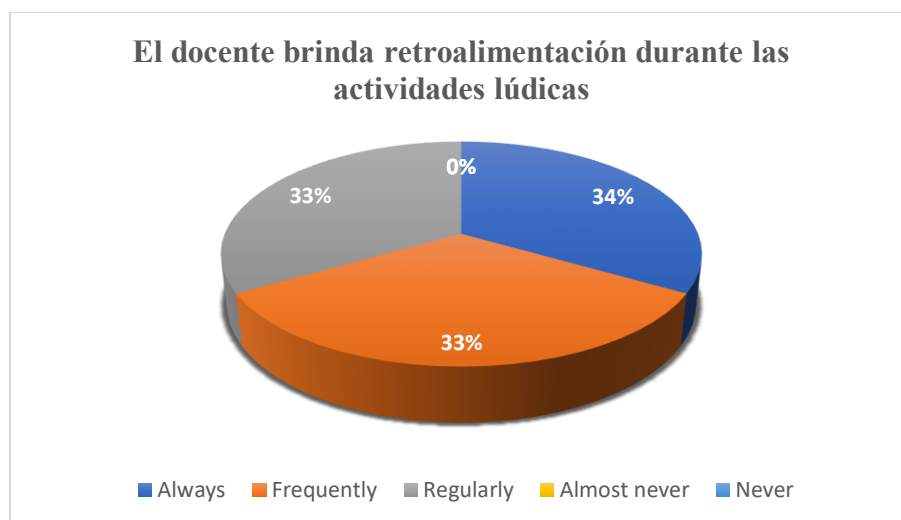
Collaborative Work is Promoted Among Students – Post-test (5th "C")



Analysis: The results suggest that 67% of the students chose frequently and 33% chose always. This shows that collaborative effort was highly promoted in the classroom. Group activities certainly boosted interaction, cooperation and peer learning among pupils.

Figure 48

The Teacher Provides Feedback During Ludic Activities – Post-test (5th "C")



Analysis: Responses were evenly split between always, often and regularly, at 33% each. This implies that input was always present during the ludic tasks, although students perceived its

frequency differently. The results indicate that guidance and support were incorporated into the learning process.

Annexes IX. Photograph of the Institution

Figure 3

Main Entrance and Facilities of Unidad Educativa Fiscomisional "Sagrado Corazón de Jesús"



Note. Photograph taken at the main facade of Unidad Educativa Fiscomisional "Sagrado Corazón de Jesús", located in Tulcán, Ecuador. Elaborated by the author (2026).

Annex X. Photographic Evidence of the Intervention Process

Figure 4

Student Participation in Vocabulary Flashcard Game (5th Grade "B")



Figure 5

Collaborative Word-Building Activity in Small Groups

**Figure 6**

Group work: image association (5th grade "C")



Figure 7

Student Worksheet Sample Evaluated with Positive Reinforcement

