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**TEACHING ENGLISH WITH THE LUDIC METHODOLOGY TO CHILDREN
IN THE SECOND BASIC GRADE AT “VELASCO IBARRA SCHOOL”, IN
ESMERALDAS CITY, ECUADOR.**

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**LA ENSEÑANZA DE INGLÉS CON LA METODOLOGÍA LÚDICA PARA
NIÑOS/AS DE SEGUNDO AÑO DE EDUCACION BASICA DE LA ESCUELA
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Teaching English with the Ludic Methodology to Children in the Second Basic Grade at “Velasco Ibarra School” in Esmeraldas City, Ecuador 2013-2014

ABSTRACT

Though efforts have been made by the Ministry of Education concerning the introduction of English Teaching in the Ecuadorian school at all levels, the English teachers of the Second Basic Grade at “Velasco Ibarra” school, Esmeraldas city, Ecuador, have some methodological difficulties that make it hard to carry out the teaching learning process successfully. The purpose of this investigation was to propose a handbook with games to improve the English Language Learning of students from the level referred. A diagnosis of the problem was made by means of observation and surveys applied to students and teachers, during the academic year 2013-2014. After computing the results, a handbook with games was designed based on the learning needs of the students and the methodological difficulties of the teachers. The games were designed carefully, matching the content units of the textbook for Second Graders, and taking into consideration the didactic components, principles and laws. Precise methodological orientations were also designed for the English Teachers to work with the handbook in order to achieve good results. The handbook allows an increase of interaction, motivation, stimulation, and activation of learning. Besides, it helps the students develop the four principal abilities of the English language by means of fun and pleasant situations that are adequate for children.

La enseñanza del inglés con la Metodología Lúdica en el Segundo año de Educación Básica en la escuela “Velasco Ibarra”, en la ciudad de Esmeraldas, Ecuador. 2013- 2014.

RESUMEN

A pesar de los esfuerzos hechos por el Ministerio de Educación con relación a la introducción de la Enseñanza del Idioma Inglés en la Escuela Ecuatoriana en todos los niveles en la actualidad, los profesores de Inglés del Segundo Grado Básico en la escuela “Velasco Ibarra”, de la ciudad de Esmeraldas, Ecuador, tienen algunas dificultades metodológicas para llevar a cabo el proceso de enseñanza aprendizaje exitosamente. El propósito de esta investigación fue proponer un cuaderno de juegos para mejorar el aprendizaje del idioma inglés por los estudiantes del nivel mencionado. Se hizo un diagnóstico del problema a través de la observación y encuestas aplicadas a estudiantes y profesores, durante el curso académico 2013-2014. Después de computarizar los resultados, se diseñó un cuaderno con juegos basados en las necesidades de aprendizaje de los estudiantes y las dificultades metodológicas de los profesores. Los juegos fueron diseñados cuidadosamente, relacionados con los contenidos del libro de texto del Segundo Grado de Básica, y tomando en consideración los componentes, principios y leyes de la Didáctica. Se diseñaron, además, orientaciones metodológicas precisas para que los profesores de Inglés trabajen con el cuaderno y obtengan buenos resultados. El cuaderno permite el incremento de la interacción, motivación, estimulación y activación del aprendizaje. Además, el mismo ayuda al desarrollo de las cuatro habilidades del idioma a través de situaciones cómicas y agradables, adecuadas para los niños.

1. INTRODUCTION

English is global. It refers to a language that is recognized and understood by people everywhere. Today it is very important to be bilingual. This is because most communities in the world are multicultural. This means that there is more than one language spoken, more than one ethnic group represented in many communities and more than one worldview established in many communities.

If a person wants to develop other types of activities; such as business and career opportunities, it is necessary to learn at least one other language and English is the most appropriate. It dominates international business, politics and culture more than any other language.

The fact that English is the International Language of communication and that the increasing development of science and technology demands worldwide communication, educational systems all over the world must carry out changes in relation to the incorporation of the English teaching in all levels of education.

Ecuador is not an exception from those aspirations. The English language is a subject which is being taught in all levels of education in the country. It demands the increasing upgrading of teachers on methodologies for achieving a good teaching –learning process, by means of which the students can learn to communicate effectively in the target language.

Though efforts regarding the English language teaching-learning process in the Basic Education in Esmeraldas city, Ecuador, have been made, the author of this investigation noticed in her teaching practice at “Velasco Ibarra” school, in the academic year 2012-2013, that the Second Graders were not improving in the language, and that the English teachers taught boring lessons.

The main concern of teachers was that their students did not understand or develop the four basic skills of the English language: writing, listening, reading and speaking.

The causes of these problems might be diverse and they might be associated with multiple factors, such as:

Conceptual factors:

- Teaching strategies showed that teachers in that school did not use an active methodology which would maintain the student with high motivation, thus improving learning.
- The teaching style was theoretical and simplistic, causing boredom in the classroom.
- The professors did not use enough materials to stimulate students English language learning.
- The students did not develop abilities to learn the language.

This permitted the present author to state the following **problem of investigation**:

How could the Second Graders' English language learning process be improved at "Velasco Ibarra School"?

The recreational activities as a pedagogical strategy in promoting education in children are a bunch of ethical and moral values that result in spontaneity, socialization and integration. At the same time, the permanent training of school teachers is a process that demands mastery and procedures to teach, that's why investigators must rely on strategies to achieve the children's interest and the children's development.

The use of effective recreational activities develops the abilities and the skills of the primary level students.

The game should be assumed, from the didactic educational point of view, as a very important way to express thoughts and emotions, allowing the child to externalize internal conflicts and minimize the negative experiences.

Students will benefit from this research, because the design of a didactic material based on games will help them increase their English language learning level. In addition, the

teachers will gain knowledge in the use of the Ludic Methodology for English Language Teaching to Second Graders.

OBJECTIVES:

GENERAL OBJECTIVE:

To design a didactic material with games for Second Graders from “Velasco Ibarra” School, of Esmeraldas city, Ecuador, in order to improve their learning of English.

SPECIFIC OBJECTIVES:

- To diagnose the English language teaching methodologies for Second Graders from “Velasco Ibarra” School, of Esmeraldas city, Ecuador.
- To diagnose the English learning of Second Graders from “Velasco Ibarra” School from Esmeraldas city, Ecuador.
- To design a handbook with games to improve the Second Graders’ learning of English.

1.1 THEORETICAL FRAMEWORK

1.1.1 Methods for English Language Teaching

Richards and Rodgers (1986), provide a summary of the different language teaching methodologies, as follows:

The Direct Method

The Direct Method, also called the natural method, proclaims the use of the target language and the teaching of oral skills. It demands vocabulary practice by means of visual materials and the teaching of grammar making use of an inductive approach.

Grammar-Translation

The **Grammar Translation Method** results from the classical (sometimes called traditional) method of teaching Greek and Latin. It demands learning grammatical rules and translation. The grammatical rules are taught deductively. In the teaching process more time is devoted to the way the sentences are translated, not to the content.

Audio-Lingual

The **Audio-Lingual Method**, also called **The Army Method**, has its **theoretical foundations** on the behaviorist theory, which proclaims learning through a system of reinforcement. Similar to the Direct Method, the Audio-Lingual Method demanded the direct teaching of the language, without using the native language for the explanation of rules the teacher drilled the students.

These include:

- Repetition: where the student repeats an utterance as soon as he/she hears it
- Inflection: where one word in a sentence appears in another form when repeated
- Replacement: where one word is replaced by another
- Restatement: the student re-phrases an utterance

The Structural Approach

This method has the view of language as a complex of grammatical rules that need to be learned at the same time following an order.

Suggestopedia

Suggestopedia is a method carried out by the Bulgarian psychotherapist Georgi Lozanov (1971). It is used mostly to learn foreign languages. First the theory applied positive suggestion in teaching when it was developed in the 1970s, but afterwards, it has focused more on “desuggestive learning”, so it is often called “desuggestopedia.”

Total Physical Response (TPR)

Total Physical Response (TPR) is a language teaching method developed by James Asher (1969), a professor emeritus of Psychology at San José State University. This method is centered on language coordination and physical actions. The teacher has to give commands in the target language, the students answer with body movements. With this method, much

vocabulary can be learnt. Grammar is learnt from the language input. It is very popular with beginners and with young learners, though it may be used with adults as well.

Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT), also known as *the Communicative Approach*, emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse.

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations he/she would be likely to find himself/ herself in. The content of CLT courses use functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, and location.

The Silent Way

The Silent Way is a discovery learning approach, invented by Caleb Gattegno in the late 1950s. The teacher is largely silent, giving more space for the students to explore the language. They are responsible for their own learning and are encouraged to express themselves; beginners talk about what they see, more advanced students talk about their lives and what they think. The role of the teacher is not to model the language but to correct mistakes by giving sensitive feedback. With respect to teaching pronunciation, the Silent Way is a good example of the Articulatory Approach.

Community Language Learning

In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher and then repeated by the student.

Immersion

This corresponds to a great extent to the situation we have at our school. ESL students are immersed in the English language for the entire school day and expected to learn subjects such as: math, science and humanities etc. through the medium of the target language, English.

Immigrant students who attend local schools find themselves in an immersion situation; for example refugee children from Bosnia attending German schools, in American schools.

Task-based Language Learning

Task-based Language Learning is a refinement of the Communicative Approach to Language Teaching, making emphasis on the completion of tasks, which must be interesting to the learners. In order to complete the tasks, learners make use of the language they have. The teacher corrects errors, but do not interfere the learners' communication. The tasks involve the four principal communicative abilities: listening, speaking, reading and writing.

The Natural Approach

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

The Lexical Syllabus

This approach is based on a computer analysis of language which identifies the most common (and hence most useful) words in the language and their various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic materials.

Most of the methods presented, have been widely used by teachers of English all over the world. Some teachers use a combination of methods to achieve success in the classroom. Others however, do not know how to use a given method so, they decide just to teach contents.

1.1.2 The Ludic Methodology

The fact that teachers have little knowledge about the methods to be used; the English lessons limited to the classroom, with children sitting for hours, bored and thus discouraged. Most of the lessons are based on repetitive and traditional methods teachers are not dynamic, they do not use games or other activities that may bring enthusiasm. This is why students prefer to play outside of the classroom. The participation in the classroom is forced by the teacher.

The majority of the teachers don't use ludic activities in their daily work because they do not have adequate methodological orientations to work with them, therefore, it's important for the English teachers to receive support, so that they can organize the ludic activities and apply them correctly.

According to Jimenez (2002) "The Ludic Method is a fundamental part of the human dimension, not a science, not a discipline, much less a new fashion. Ludic is rather an attitude, a predisposition toward life be compared to the daily. It is a way of being in life and relates to it in those everyday spaces that occur enjoy, accompanied by bloating producing and imaginary symbolic activities like gambling."

The Ludic Method is an attractive and successful way to teach because the game in the child is a vital, exciting and pleasurable activity form. It is not only fun, this method focused on socialization, construction, research, creation, is adaptation to reality, respect, and follows rules.

The game is not opposed to learning. On the contrary, it is part of every child's experiences to know himself/herself, placed in their media, and thus it makes him/her able to relate to others, developing his capacity to symbolize, to structure the language better, understand the surrounding environment and adapt to his/her interests, recomposing reality. (Molina, Garcés, Reyes, 2006)

1.1.2.1 Games and Language Learning.

Taking into consideration that games constitute a fundamental topic when using a Ludic Methodology, some aspects about them are necessary to be stated.

1.1.2.2 Definition of Games

The game is ludic, but not all ludic is to play games. The Ludic Methodology is a set of strategies designed to create a harmonic environment in the students that are immersed in the learning process. This methodology states that students may master the contents taught by teachers through the use of games, besides, it not only means to play for recreation but for learning. Piaget (1962) saw children's games as "the most admirable social institutions".

1.1.2.3 Importance of Games

There are many good ideas about English teaching. Among these, using games in the English class is the one which is most easily accepted by students and which is also a very useful and helpful aspect of the Communicative Method, because students can interact with their classmates and also with the English teacher.

As is known to everyone, a game is an activity providing entertainment, as a result of it is a dynamic activity in which students can have new opportunities to develop in a good environment, to feel more confident with people that are around them. Games are a good way to improve students' four basic skills like: listening, reading, writing and speaking. "A game is an activity carried out by co-operating or competing decision – makers, seeking to achieve, within a set of rules, their objectives" (Rixon, 1981).

Nowadays, the use of games is also an easy way to learn a second language, because the younger they are the faster they can absorb and enjoy the process of learning.

Games can be used at any stage in a lesson: at the beginning to diagnose what students remember about the last class, during the lesson to practice the new vocabulary, or maybe at the end of the lesson to check all the new contents that the teacher taught during the lesson.

1.1.2.4 Classification of games

Teachers can use different types of games at different stages that are appropriate for different types of language learning.

According to Hadfield (1999), language games can be classified into linguistic and communicative games. The former are accuracy focused, such as supplying synonyms or antonyms whereas the latter are information exchange focused , such as two people identifying the differences between their two pictures which are similar to one another, but not exactly alike.

The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

1. **Sorting or Ordering Games.** For example, students have a set of flash cards with different animals on them, and they sort the cards into the box that has the name of each animal.
2. **Information Gap Games.** In such games, one or more people have information that other people need in order to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.
3. **Guessing Games.** These are a variation of information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.
4. **Search Games.** These games are yet another variant of two-way information gap games, with everyone giving and seeking information. Find someone who is a well known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid while helping classmates complete theirs.
5. **Matching Games.** As the name implies participants need to find a match for a word, picture, or card. For example, students place 30 word cards; composed of 15

pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory.

6. **Labeling Games.** These are a form of matching, in that participants match labels and pictures. For example, students have to match labels with pictures of animals, different objects, according to the vocabulary suggested.
7. **Exchanging Games.** In these games, students barter cards, other objects, or ideas. Many card games fall into this category, such as the children's card game.
8. **Board Games.** Scrabble is one of the most popular board games that specifically highlight language. For example students have a board with different objects and according to the instruction they have to move the dice and the chips.
9. **Role Play Games.** The terms *role play*, *drama*, and *simulation* are sometimes used interchangeably but can be differentiated. Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

The use of games is excellent for increasing motivation for language teaching, this improving language learning.

1.1.3 Motivation

The study of motivational processes and dynamics has received increased empirical attention within the field of educational psychology over the past decade (Murphy & Alexander, (2000); Pintrich, (2000)). One theory that has proven useful in explaining the variation in students' learning strategies, performance, and persistence is self-determination theory (SDT; Deci & Ryan, 2000; R. M. Ryan & Deci, 2000a).

The referred theory is concerned with examining the quality of learners' motivation. Quality of motivation refers to the type or kind of motivation that underlies learning behavior. It can be distinguished from the quantity, level, or amount of motivation that learners display for a particular learning activity (R. M. Ryan & Deci, 2000b; Vansteenkiste, Lens, De Witte, & Feather, in press).

Motivation can be understood as a developed behavior or ability that permits to achieve an optimal academic performance (Wendkors, S 1985). Motivation in the educational environment is very important, since it contributes to create habits, techniques, methods of study and learning strategies for the students.

According to what was mentioned in the previous paragraph, it can be stated that when talking about motivation to learn, it is important to take into consideration external or internal strengths, which promote the accomplishment of personal objectives (like: family, academics, profession, etc.)

Santos (1990), defines motivation as "the degree of students' effort to achieve academic goals that they consider useful and meaningful". In this sense, motivation is a feature that allows students to differentiate their reasons for studying. Some experts state that there are two types of motivation: intrinsic and extrinsic motivation, which have a great influence on their studies.

Motivation has to be present in every moment of learning, and pedagogical process, either explicitly or implicitly. And it can only be interpreted by analyzing the incidences and the own characteristics of the actors and educational community involved. Here, the teacher's role is to induce their students, their learning and behaviors, so that students will voluntarily work in their classes.

Aispur, G (2010), deduces "The factors that determine motivation in the classroom are given by the interaction between teacher and students". It means according to the ways teachers stimulate students, students can be motivated, which means they can raise the students' interest in learning a second language.

1.1.3.1 Types of Motivation

For the purpose of this investigation, the categories that will be taken into consideration are intrinsic and extrinsic motivation.

1.1.3.1.1 Intrinsic and Extrinsic Motivation:

In order to know the types or quality of motivation that guide students' learning, it is important to know whether the learning was intrinsically motivated (i.e., was undertaken for its inherent interest and enjoyment) or was extrinsically motivated (i.e., was done to attain an outcome that is separable from the learning itself; (Deci, 1971, 1975). A more refined conceptualization followed in which extrinsic motivation was differentiated into types of regulation that vary in their degree of relative autonomy (R. M. Ryan & Connell, 1989; R. M. Ryan & Deci, 2000b). With this extension, the primary focus changed to autonomous motivation versus controlled motivation.

Autonomous motivation has to do with the experience of volition and choice, whereas controlled motivation involves the experience of being pressured or coerced.

Intrinsic motivation and well-internalized forms of extrinsic motivation are considered autonomous, whereas poorly internalized forms of extrinsic motivation are considered controlled (Deci & Ryan, 1985)

When a student is intrinsically motivated his/her motivation is generated from within the self. In addition, his/her behaviors are a result of interest and satisfaction related to the task they are performing. On the other hand, extrinsic motivation does not inherently stem from within oneself. It happens when a person engages in a task for an external outcome, such as a reward.

External sources of motivation are based on operant conditioning, which is "the process by which a person learns how to operate effectively in the environment" (Reeve, 2009). Some descriptions of the different sources of extrinsic motivation may be:

- Incentives

Incentives precede behavior; drawing a person either toward action or away from it. Incentives, therefore, can be positive such as a smile from a shop keeper, or they can be negative, like an angry face from a parent. In both examples, an individual is either drawn to act (going into the shop and making a purchase) or drawn to flee (hiding out at a friend's house).

- Consequences

Consequences are the results of behavior, which increase (reinforcers) or decrease (punishers) the probability that the behavior will be performed again.

Like incentives, reinforcers can be positive or negative. An example of a positive reinforcer is a pay check after a hard work week, which encourages working hard. Negative reinforcers are stimuli that when removed, increase avoidant behavior. Headache medicine can be a negative reinforcer, since it removes pain and increases the likelihood of being used to treat future headaches.

Punishers decrease future undesirable behavior. An example of a punisher is jail-time, since it decreases an individual's likelihood to commit a crime.

- Rewards

Rewards are "any offerings from one person given to another person in exchange for his or her services or achievement" (Reeve, 2009). A great example of a reward is giving child money if they receive good marks in school, or a bonus check given to an employee who excels at work.

Extrinsic rewards have been found to reduce intrinsic motivation, but not in all circumstances. The majority of published research has dealt with the effect on motivation rather than performance, but consequent effects can be evident in performance, and there are many theoretical predictions supported at least in part by empirical findings.

When people are intrinsically motivated they tend to be more aware of a wide range of phenomena, while giving careful attention to complexities, inconsistencies, novel events and unexpected possibilities. They need time and freedom to make choices, to gather and process information, and have an appreciation of well finished and integrated products, all of which may lead to a greater depth of learning and more creative output.

Intrinsic motivation is meant to be a process of arousal and satisfaction in which the rewards come from carrying out an activity rather than from a result of the activity. In this case the rewards are intrinsic to a task rather than the task being a means to an end that is rewarded or satisfying.

The students get motivated intrinsically when they are involved in the games, improving knowledge, not exactly because they are winning points at the end, though sometimes it may happen.

The Ocean Group, (2003), argues that:

“Learning takes place in the subject and then often manifests itself in observable behaviors. It is not possible to observe directly how and when something is learnt, but through the behavior, as manifested during the learning process. ”(p.348).

The authors mention that the behavior in learning can be perceived daily in students in a positive or negative way.

When the students are not motivated, their learning is affected because of impaired self-esteem, autonomy, school interest, confidence and self-acceptance, to develop their creativity. This makes the students depressive, submissive, mechanical and rote. They also diminish their human relations, developing anti-values, lack of morals and habits. The study of this problem permits teachers and investigators to know the causes of demotivation and its contribution to poor learning.

Through Ludic activities based on games, learning will be improved in the students, because they will be motivated. This motivation will be shown by means of their behavior in the classroom and their improved learning.

From the psychological point of view, another theory that explains how the students improve learning when resources (games) are used, is the Zone of Proximal Development.

1.1.4 The Zone of Proximal Development (ZPD)

The Zone of Proximal Development (ZPD) has been defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

For Vygotsky, interaction with peers is a very much effective way of developing skills and strategies. He suggests that teachers use cooperative learning exercises where less competent children develop with help from more skillful peers - within the zone of proximal development. (McLeod, S. A. 2010).

In the case of the present study, cooperative learning may be used by means of games, with the Ludic Methodology. The students develop the language while they play the games.

The ZPD has become synonymous in the literature with the term scaffolding. This term was introduced by Wood et al. (1976). Vygotsky, however, never used this term in his writing. Once the student, with the benefit of scaffolding, masters the task, the scaffolding can then be removed and the student will then be able to complete the task again on his own.

Wood et al. (1976, p. 90) offered the following definition of scaffolding: 'Those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence'.

Scaffolding (i.e. assistance) is most effective when the support is matched to the needs of the learner. This puts him/her in a position to achieve success in an activity that he/she would previously not have been able to do alone.

Wood et al. (1976) named certain processes that aid effective scaffolding:

- Gaining and maintaining the learner's interest in the task.
- Making the task simple.
- Emphasizing certain aspects that will help with the solution.
- Control the child's level of frustration.
- Demonstrate the task.

'From a Vygotskian perspective, the teacher's role is mediating the child's learning activity as they share knowledge through social interaction' (Dixon-Krauss, 1996, p. 18). Scaffolding is a key feature of effective teaching and can include modeling a skill, providing hints or cues, and adapting material or activity (Copple & Bredekamp, 2009).

In the classroom scaffolding can be performed with just about any task. Silver, (2011) stated these guidelines for scaffolding instruction.

- Assess the learner's current knowledge and experience for the academic content.
- Relate content to what students already understand or can do.
- Break a task into small, more manageable tasks with opportunities for intermittent feedback.

Vygotsky's theories also feed into current interest in collaborative learning, suggesting that group members should have different levels of ability so more advanced peers can help less advanced members operate within their zone of proximal development.

Second graders may improve their learning of the English language interacting with others in the games. Provided with appropriate support at the right moments, weak students in classrooms may be able to achieve tasks that would otherwise be too difficult for them

1.1.5 Research Antecedents

The bibliographic investigation revealed some didactic strategies for language teaching, such as those represented by Concepción, (2012), Ballesteros, (2003), Díaz-Barriga, (2002), Monereo, (2001), Pozo, (1999), Jensen (1995).

These authors establish the relation among contents, objectives, methods, material aids, and evaluation, to get an instruction of quality by means of motivating tasks, sequenced activities that allow the effective integration of the four principal abilities of the language: listening, speaking, reading and writing.

Factors concerning motivation, activation and stimulation for the Teaching-Learning Process have antecedents in the investigations of Concepción, (2012), Deci & Ryan,

(2000), Jensen, (1995), Minujin, (1989), Krashen, (1986), González, (1995), and Mc Donough, (1989). They refer to the importance of taking into consideration the needs of the students to design materials that permit their motivation, which is very much beneficial for learning.

For the introduction of didactic games, the investigations of Concepción, (2012), Boquete, (2011), Colomina, (2001), Testa, (1997), Parada, (1997), Dobson, (1992), García, (1990), Byrne, (1989), and Antich, (1981) made reference to the motivating character of games, their contribution to productive thinking, to creativity, to the elevation of self-esteem, security, independence, persistency, trust and self-determination of the students. These investigations let this author know information in relation with the didactic principles that must rule the use of games in the classroom.

The contributions of Ramírez, (2013), Concepción, (2012), Silver, (2011), McLeod, (2010), Copple & Bredekamp, (2009), Dixon-Krauss, (1996), Wood et al. (1976), based on the theory of Vygotsky, (1978) in relation with the ZPD and the need to use mediators to better the transition of the students from the Zone of Present Development to the Zone of Potential Development, were taken into consideration.

2 METHODOLOGY

RESEARCH LINE:

The research line to which this investigation belongs is METHODOLOGY.

2.1. Methodological Approach

The investigation carried out was bibliographic, documentary, and in the field, because literature concerning the topics was consulted. Also techniques such as the observation and the surveys were applied to students and English teachers.

The methods used were inductive and deductive, because the following steps were followed from the particular to the general:

- a. Observation
- b. Experimentation
- c. Comparison
- d. Abstraction
- e. Generalization

2.2. Type of Study

The present investigation included the following levels: descriptive, because the results of the investigation were described; explicative, because by means of the results, a proposal was made; the study was also correlational, because a relationship between the two variables proposed were established.

2.3 Variables:

Dependent: Students' learning the English language

Independent: Ludic Methodology for Language Teaching

2.4. Universe and Sample

The universe of study was composed by 20 Second Graders and 2 English Teachers from "Velasco Ibarra" School, Esmeraldas city, Ecuador.

The sample coincided with the universe.

2.5. Data Collection

The collection of the information and data was possible through the application of bibliographic records and statistical methods, which made the elaboration of graphs possible.

The development of the present investigation had the principal objective of assuring the validity and reliability of the study, and had the following phases:

- Elaboration of the project of investigation by the investigator.
- Approval of the project of investigation by the Linguistics School, Pontifical Catholic University of Ecuador in Esmeraldas.
- Design and preparation of the instruments to collect the data (Guide of observation and surveys)
- Data collection.
- Tabulation of the information.
- Analysis and interpretation of the results.
- Verification of the objectives.
- Drafting of conclusions and recommendations.
- Drafting of the final report.

2.6. Plan of Analysis

Once the instruments were applied, the tabulation and interpretation of the results was done using graphs designed through computerized statistics, which helped to verify the objectives of the investigation and make the proposal.

2.7. Data Processing

The data processing of the investigation was manually done by the investigator. It consisted in determining the results with the objective to give an answer to the problem of the investigation, fulfill the objectives, and make a proposal directed to better the Second Graders' English Language Learning at "Velasco Ibarra" School, Esmeraldas, Ecuador. The data were tabulated by means of the Microsoft Excel Programme.

2.8 Human Resources

- 1 Investigator.
- Authorities.
- Second Graders from "Velasco Ibarra" School, Esmeraldas, Ecuador.
- Second Graders' English Teachers.
- Thesis' Director.

2.9 Material Resources

- Office materials
- Transportation
- Copies
- Computer

- Internet
- Books

2.10 Techniques and Instruments

Techniques

The following techniques were used:

Bibliographic technique: It was used for the construction of the theoretical framework with the objective to recreate the scientific knowledge for the study and analysis of the present investigation.

Survey: This technique was designed according to the objectives and was applied to students and teachers involved in the investigation.

Statistic Technique: This technique permitted the tabulation of data from the surveys.

Observation Technique: It permits to appreciate the situation of the Second Graders' learning of English and attitudes to learning, and the English teachers' teaching methodology.

Instruments

The instruments which were used for each technique were:

- Bibliographic records
- Questionnaires

- Guide of observation
- Statistic graphs and tables

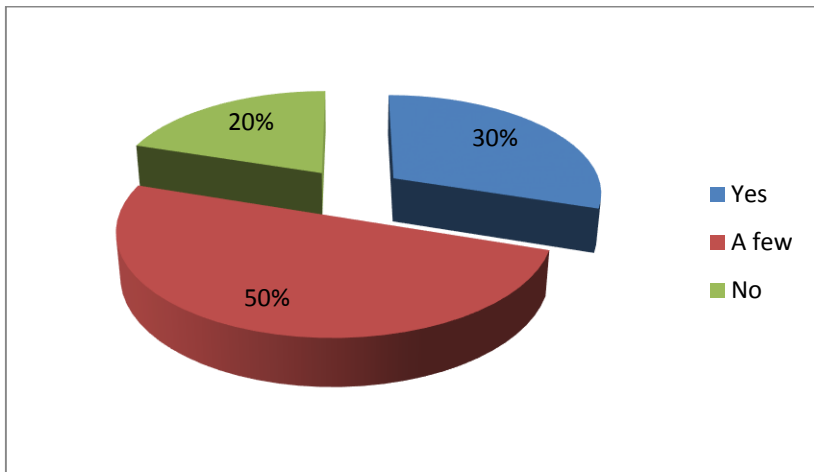
3 RESULTS

The results of the investigation are presented as follows:

3.1 Results of the Observation

The method of observation was applied to English lessons taught to Second Graders at “Velasco Ibarra School”, Esmeraldas, Ecuador. The lessons were visited by the investigator for 10 days, on different dates, from June 13th to July 15th 2014. The data was registered in a diary of investigation, and are illustrated as follows:

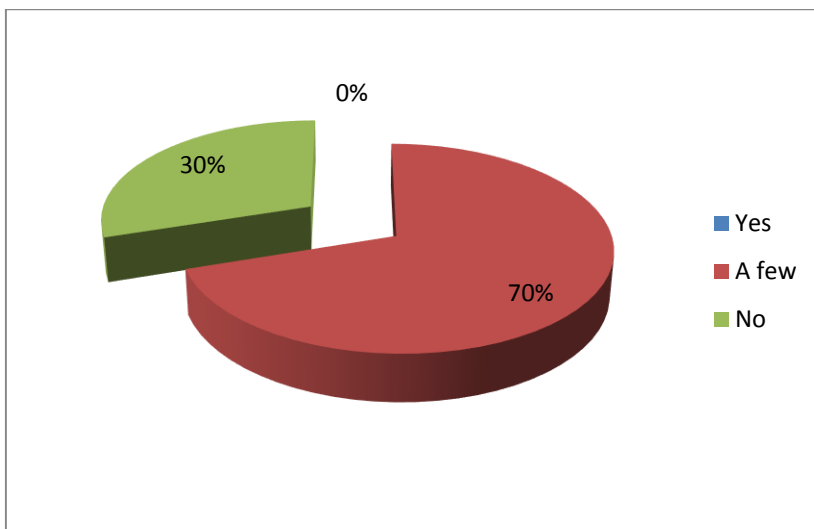
- Students’ Participation in Class



Graphic 1. Students’ Participation

Regarding the students' participation in class, 30% of the students who were observed were included in the category **Yes**, 50% in the category **Few**, and 20% in the category **No**. To consider these categories the author analyzed if the students answered questions, if they paid attention to the teacher's explanation and manifested interest. The data showed that the students' participation in the lessons was not good. This may have been caused by lack of interest, no motivation for the lesson or problems with the methodology used by the English teachers.

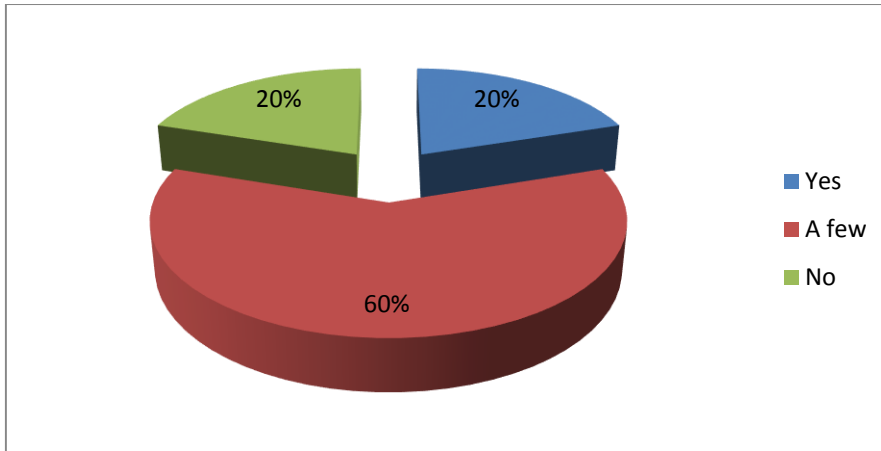
- If the methodology used for language teaching benefits the students' interaction.



Graphic 2. Methodology for Language Teaching

When the methodology used was evaluated to see if it benefitted language teaching, by observation, 0% corresponded to the category **Yes**, 70% corresponded to the category **Few**, and 30% to the category **No**. This means that the methodology used, which was basically traditional, did not benefit the students' interaction in the classroom, so it affected learning. There is a connection between the methodology used and language learning. If teachers do not activate learning through creativity, interaction, promoting an active participation of the students, the lesson may be very boring, and the results of learning may not be good.

- If the teacher uses material aids to activate learning.



Graphic 3. Teacher's use of material aids to activate learning

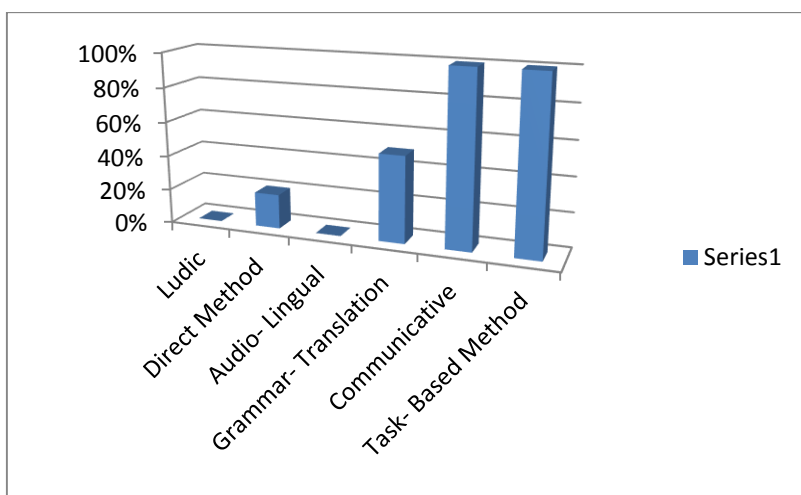
When analyzing the results concerning the use of material aids by teachers to activate learning, the 20% matched the category **Yes**, 60% the category **Few**, and 20% the category **No**. It shows that the minority of times the teachers used material aids to promote activation in learning. The activation of learning is directly connected with the use of material aids that may promote stimulation and activation of the brain, and consequently of learning.

The method of observation let the investigator know the following:

- Teachers' lack of a methodology to activate language learning.
- Teachers' lack of material aids to carry out the Teaching-Learning Process.
- Students' disinterest for language learning.
- Students' poor participation in class.

3.2 Results of the survey applied to English Language Teachers of Second Graders at “Velasco Ibarra School”, Esmeraldas, Ecuador.

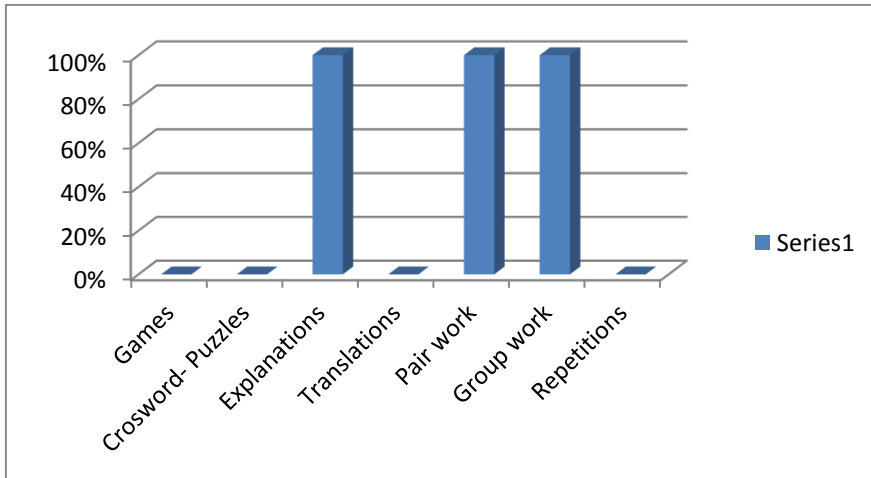
1. The kind of methodology used for language teaching



Graphic 4. Kind of methodology used for language teaching

This graph shows that 0% of the teachers from the sample used the **Ludic Methodology**, 20% the **Direct Method**, 0% the **Audio- Lingual Method**, 50% **The Grammar Translation Method**, and the 100% considered that they used the **Communicative Method** and the **Task- Based Approach**. The results demonstrate the inconsistency in the teaching methodology the teachers have, and the lack of knowledge or personal choice concerning the Ludic Methodology.

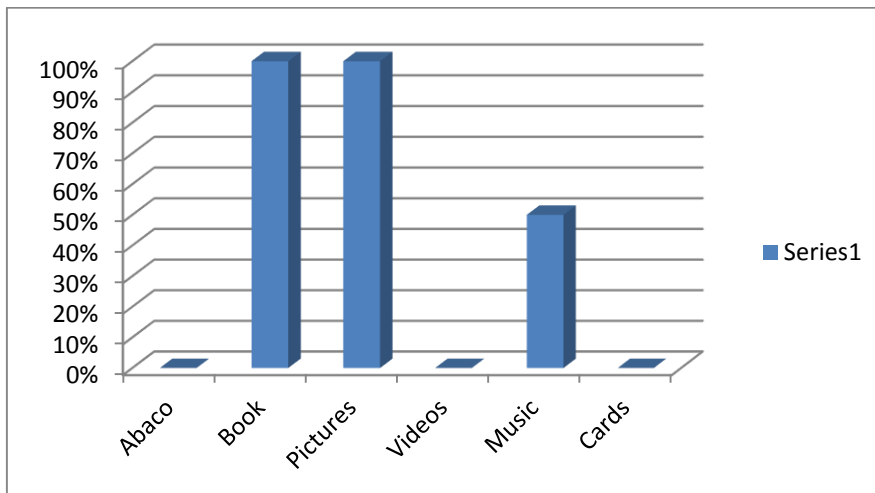
2. Techniques and procedures used for language teaching



Graphic 5. Techniques and procedures for language teaching

This graph shows that 0% of the sample used games for language teaching , 0% crossword – puzzles , 100% explanations, 0% translations , 100% pair work and group work , and 0% repetitions. The results reveal that games, which are very useful for teaching children, are not used in the classroom. They may activate the students’ learning and promote a better use of pair and group work. Though the teachers say that they use these last two techniques, the results show that they may not use them adequately according to the latest methodological trends of language teaching.

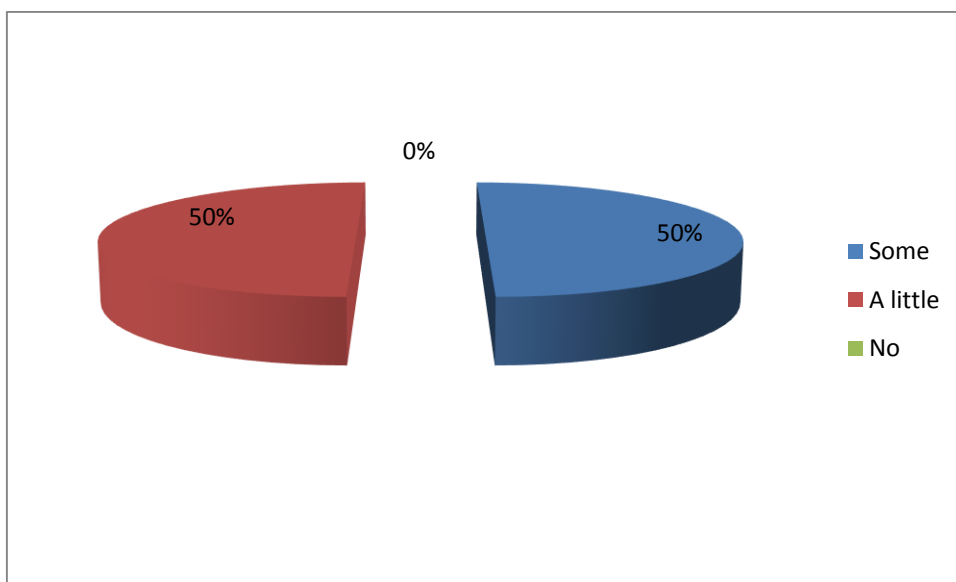
3. Materials used for Teaching English



Graphic 6. Materials used for Teaching English

The results concerning materials used for teaching English show 0% use of **Abaco**, 100% use of **Books**, 100% use of **Pictures**, 0% use of **Videos**, 50% use of **Music** and 0% use of **Cards**. It reveals that the teachers use mainly the book designed for Second Graders. The lack of videos and cards, and the insufficient use of music, contribute to boring classrooms, so to learning difficulties. The students are not actively ready for learning.

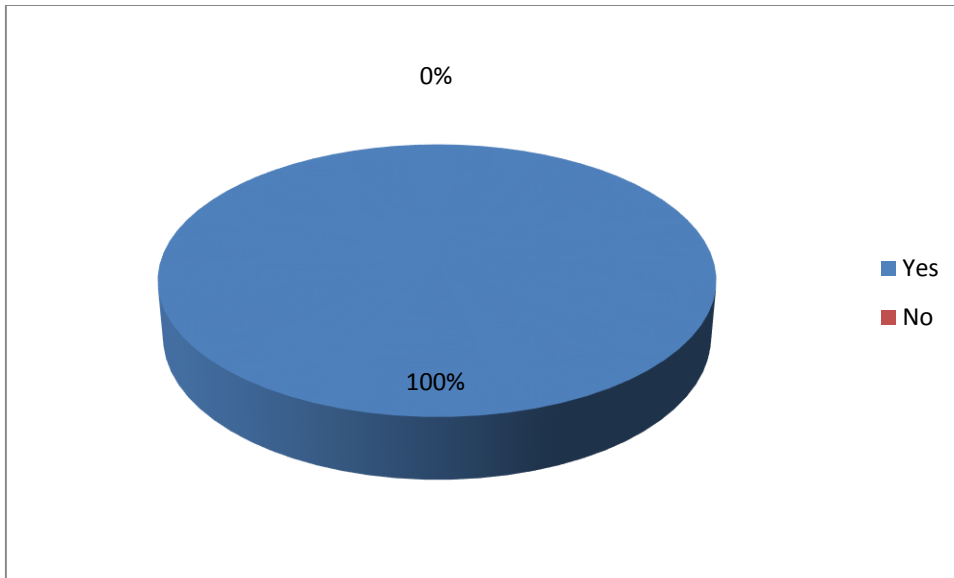
4 Information about the Ludic Methodology



Graphic 7. Teacher's information about the Ludic Methodology

The results concerning the teachers' information about the Ludic Methodology reveal 50% in the category **Some**, 50% in the category **A little**, and 0% in the category **No**. It means that the teachers need help in relation to the Ludic Methodology for language teaching. This justifies the necessity to provide them with the necessary material aids and methodological orientations to use the Ludic Methodology in the classroom, by means of games.

5 Desire to use the Ludic Methodology in the English lessons

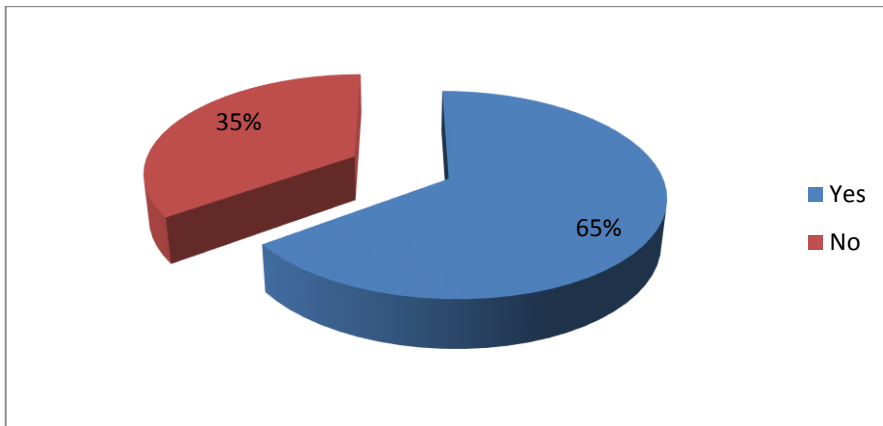


Graphic 8. Teachers' Desire to use the Ludic Methodology

The results show that 100% of the teachers from the sample has the desire to use the Ludic Methodology for language teaching because they selected the category **Yes**, whereas 0% selected the category No. These data showed that although the teachers do not have the necessary knowledge concerning the Ludic Methodology, they want to use it in the classroom. This is beneficial because it reveals a good attitude on the part of the teachers to use the proposed methodology.

3.3 3.2 Results of the Survey applied to Second Graders at “Velasco Ibarra” School, Esmeraldas, Ecuador.

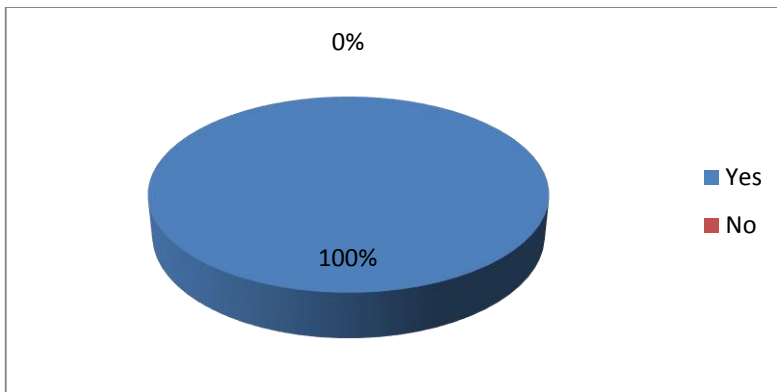
1. If the students like English



Graphic 9. If the students like English

The results show that 65% of the students liked English because they selected category **Yes**, whereas 35% did not like it and selected the category **No**. It shows that some methodology should be introduced in language teaching to get all the students motivated to study English. The lack of a methodology that activates learning may cause some students to dislike the language, so they will have bad learning results.

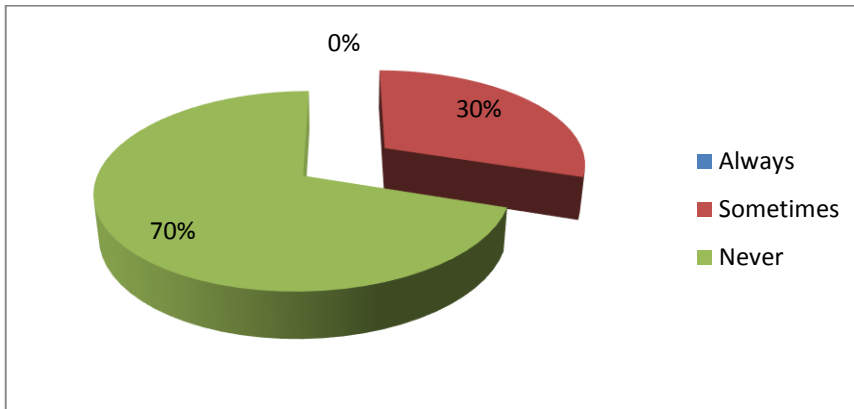
2. If the students like to learn English by means of games



Graphic 10. If the students like to learn English by means of games

Concerning this topic, the results revealed that all the students would like to learn English by means of games, demonstrated by 100% in the category **Yes**, and 0% in the category **No**. This revealed how games would contribute to English Language Learning since the students have a good attitude towards learning by means of games. They may like this method because it creates fun, permits learning in a relaxing atmosphere, and freedom in the classroom.

3. If the English teacher uses games in the classroom



Graphic 11. Teachers' use of games in the classroom

The results show that 0% of the sample selected the category **Always**, 30% selected the category **Sometimes**, and 70% selected the category **Never**. This information showed that one of the activities that develop active learning, games, is not used frequently by teachers. This may explain why the results of language learning are not good in the students assessments. In addition, it may explain why the students are bored and indifferent in the classroom.

4. DISCUSSION

To discuss the results obtained, a comparison with the ones received by other authors in relation to the theme of this investigation was made. It is stated as follows:

-The majority of the students remained passive in the classroom. Students showed drowsiness and disinterest. This was caused by the methodology used by the teacher, because it did not permit students' interaction. When the students do not interact, they get bored and it damages learning. It coincides with the results obtained by researchers Jensen, (1995), Minujin, (1989), Krashen, (1986), who demand the stimulation and activation of learning, by means of the activation of the brain.

-The methodology used did not benefit the language teaching process. The teacher used traditional approaches to teach children. When this happens, the students are not active because their learning is not motivating or stimulating. It coincides with the results shown by Concepción, (2012), Deci & Ryan, (2000), González, (1995), and Mc Donough, (1989) in relation to the importance of taking into consideration the students' learning needs and to make learners active and motivated in the classroom. When the learning needs are taken into consideration, the lesson is more attractive and purposeful. Besides, the students notice that they are important. It elevates the students desire to participate actively, so language learning is improved.

-The teacher used few material aids to activate learning. If there is no activation, there is no learning. It coincides with the findings from Concepción, (2012) and Mc Donough (1989). Visual aids help the processes of thinking, by means of analysis, synthesis and evaluation. This showed that visual aids are very important for teaching, so the design of a didactic material for language teaching is necessary for the Second Graders studied.

-The methods that the teachers considered that they use more are, in order of frequency, the Communicative Method, the Task-Based Learning and the Grammar-Translation Method. Though the professors surveyed provided this information, the method of observation

showed that they did not use interaction in the classroom, so they showed lack of knowledge concerning the two first methods. They demand much interaction in the classroom.

-The teachers said that the techniques they used for language teaching were explanations, pair work and group work. It coincided with the results obtained by the method of observation in relation to explanations, but just few explanations. It was what the teachers did in the classroom. But in relation to pair work and group work, there was no coincidence with the results obtained by the observation. The students did not interact in the classroom. It may be that the professors used these two techniques sometimes in the teaching process, but not frequently.

-The teachers mostly used pictures and the textbook. There was no use of cards or abaco, or any other material created for teaching. There was lack of stimulation in the teaching-learning process, therefore, poor learning. This shows the necessity to help teachers with a good resource for teaching. Resources for teaching are very important for improving learning, shown by Concepción, (2012) and Ramírez, (2013) in their investigations.

-Half of the teachers evaluated had some information about the Ludic Methodology, and the other half stated that they had a little information. This may show that either they knew about the Ludic Methodology and they didn't have enough want to use it for language teaching, or they thought they knew about it, but it was not true.

-All the teachers would like to use the Ludic Methodology in the classroom. So, after, some orientations on how to use it with games, they would use it, improving the learning results of the students, coinciding with the results exhibited by Concepción (2012).

-The majority of the students revealed that they liked English. Despite of the fact that they are bored in the classroom, inactive, and without motivation, they said that they liked English. However they would like the subject more if they were provided with a handbook of games, which would make them learn with pleasure and in a fun way.

-All of the students would like to learn by means of games. This justifies the author's proposal of a handbook of games. It is appropriate for children because they engage in learning without realizing it.

-The majority of the teachers do not use games for teaching. This justifies why the majority of the students did not show motivation for language learning and were inactive in the classroom, thus with bad learning results. It also justifies the need to provide the teachers with a handbook of games for the English language teaching- learning process. This coincides with the results of the investigations done by Concepción, (2012), Boquete, (2011), Colomina, (2001), Testa, (1997), Parada, (1997), Dobson, (1992), García, (1990), Byrne, (1989), and Antich, (1981), in relation to the design of games for language teaching.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- When traditional methods for English language teaching are used with children, the learning process is not motivating, stimulating or active, so the language learning is affected. There is no development of communicative abilities, no learning of lexicon, syntax, semantics or grammar.
- A boring classroom is very harmful for children. They need permanent active participation by means of joy and pleasure. When activities with these characteristics are used, children may learn without realizing they are doing it. Games will be an excellent resource for teaching English to children. All of them like it.
- Second Graders' teachers at "Velasco Ibarra" school, in Esmeraldas, Ecuador, have lack of knowledge concerning the use of the Ludic Methodology for language teaching. Therefore, a handbook with games with methodological orientations for language teaching will be a good material for teaching English, supporting the activities taught with the textbook of the level.
- The handbook with games for teaching English to Second Graders at "Velasco Ibarra" School, the investigator provides a good mediator for helping children go from the Zone of Present Development of learning, to the Zone of Potential Development. This confirms Vigotsky's theory of the Zone of Proximal Development.

5.2 RECOMMENDATIONS

- This investigation paves the way for other investigations, such as upgrading programs on The Ludic Methodology for Second Graders' English language teachers, also a pedagogical experiment to evaluate the use of the handbook with games in the Second Graders' English classroom.
- The handbook with games proposed for English language teaching, after being evaluated by means of a pedagogical experiment, should be published and used in Second Grade Basic Education all over the country.

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6.2 ANNEXES

6.2.1 GUIDE OF OBSERVATION OF THE ENGLISH LANGUAGE TEACHING – LEARNING PROCESS OF SECOND GRADERS. “VELASCO IBARRA” SCHOOL. ESMERALDAS, ECUADOR. FROM JUNE 13TH TO JULY 15TH 2014.

Date:		Grade: 2nd grade	
Institution: VELASCO IBARRA SCHOOL			# of record: 1
Objective: to diagnose the kind of methodology that is used by the English teachers and the results of language learning.			
	YES	A FEW	NO
Students´ Participation in class			
If the methodology used for language teaching benefits the student’s interaction.			
If the teacher uses material aids to activate learning.			

6.2.2 SURVEY TO BE APPLIED TO ENGLISH LANGUAGE TEACHERS OF SECOND GRADERS AT “VELASCO IBARRA” SCHOOL. ESMERALDAS, ECUADOR.

Objective: To evaluate the kind of methodology used for English Language teaching-learning process.

1. What kind of methodology do you use for English language teaching in your class?

- Ludic -----
- Direct Method -----
- Audio-Lingual Method -----
- Suggestopedia -----
- Grammar Translation -----
- Communicative -----
- Task Based Learning -----

1. Of the following techniques and procedures for language teaching, which ones (one) do you use in your class?

- Games -----
- Crossword- puzzles -----
- Explanations -----
- Translations -----
- Pair work -----
- Group work -----
- Repetitions -----

2. Of the following materials which ones (one) do you use in your class?

- Abaco -----
- Texts -----
- Images -----
- Videos -----
- Music -----
- Cards -----

3. Do you have any information about the Ludic Methodology?

- Some -----
- A Little -----
- No -----

4. Would you like to use the Ludic Methodology in your English lessons?

- Yes -----
- No -----

6.2.3. SURVEY TO BE APPLIED TO SECOND GRADERS AT “VELASCO IBARRA” SCHOOL. ESMERALDAS, ECUADOR.

Objective: To evaluate the students' preferences concerning the English Language teaching- learning Process.

1. Do you like English? (Te gusta el Inglés?)
 - Yes (Sí)___
 - No (No)___

2. Would you like to learn English by means of games? (Te gustaría aprender Inglés a través de juegos?)
 - Yes (Sí)___
 - No (No)___

3. Does the English teacher use games in the classroom? (el profesor de Inglés usa juegos en la clase?)
 - Always (Siempre) ___
 - Sometimes (A veces)___
 - Never (Nunca) ___

6.2.4 METHODOLOGICAL GUIDE TO WORK WITH THE HANDBOOK OF GAMES

Objective: to know the different steps that are needed to work with the handbook of games in order to teach English to Second Graders.

Stage I. Preparation for the classroom activity

Objective: to organize the classroom and plan the teaching activities.

Procedures:

- To make a diagnosis of the learners' needs according to the contents presented/to be presented in the textbook for Second Graders.

The teacher is going to diagnose what contents the students need to know, in relation to the unit of the textbook. There are some games which are useful for introducing the new content: for example, the fruit game. As cards are used with illustrations of fruits and their names, it can be used to introduce the content of the unit Names of Fruits. Some games, on the contrary, will be better used after the content of the unit is presented, i.e. to systematize contents. This is the case of The Word Soup, because the students need to know vocabulary already presented to carry out this type of game.

- To study the contents of the unit from the textbook and decide if the game will be used to introduce the contents or to systematize the contents that already have been presented.

In order to match the units of the textbook and the game from the handbook designed, the teacher has to study the contents in each unit of the textbook. Then, according to the complexity of the content, and the characteristic of the game,

he/she will decide whether the game may be used to introduce or to systematize contents.

- To select the adequate game

After the teacher has the previous information regarding the complexity of the contents and the characteristic of the game, he/she finally decides the game which is adequate according to the contents, and the students' learning needs.

- To prepare the materials

As soon as the teacher selects the game to be used in the classroom or outside the classroom, he/she has to start preparing the necessary materials for it. These materials can be sheets of paper, cards, objects, pictures, etc.

- To plan the correct instructions of the game

In order to carry out a successful activity with games, the teacher has to write the precise instructions he/she is going to give the students. They should have clear ideas, simple words, and an example should be provided. This step is very important so that the students feel confident about success. When there is threat to fail, learning does not happen as it is expected.

- To study how to organize the classroom or if the game is going to be developed outside the classroom.

The organization of the site where the game is going to be carried out is very much necessary. There are different types of organization. The seats may be organized in

a circle, or they may not be used at all. The materials designed should be placed in the necessary place.

- To preview some of the lexicon that is going to be presented or systematized.

Before starting the game, it is advisable to preview some of the words that are going to be used in it. The teacher may say, for example. I like fruit, do you like fruits? (Showing a banana) I like the banana. It's delicious.

- To design the kind of evaluation of the learning process he /she is going to use

After playing a game, the teacher needs to evaluate the results of learning. This is why in this phase he/she has to think how he/she will measure the results. It is recommendable to add items to the game and use those for evaluation, or to give out some papers to mark the names of fruits, objects, etc.

Stage 2. Implementation of the Game

Objective: to carry out the game in the classroom or outside the classroom.

Procedures:

- To organize the classroom or the site where the game is going to be played. It should be according to the game.

The day where the game is going to be played, the teacher has to organize the classroom or the site, which can be the school yard. This organization has to be accomplished according to the plan the teacher has made in the first step of the methodology.

- To organize the students in pairs or groups according to the game.

After the place is organized, the students are going to be arranged in pairs or groups according to the characteristics of the game. The teacher should wisely arrange the pairs or groups taking into consideration the particular characteristics of the students, if some students are shy, they should be placed together with others who are more extroverted. The weaker students in the language should be placed together with the stronger. The students who do not like English very much should be placed with the ones who have a desire to learn English because they like it.

- To give the students the necessary instructions. Make sure the students understand what they have to do during the game.

The teacher is going to give clear instructions to the students about how the game is going to be performed and what they have to do in order to win.

- To act out as a facilitator of the game.

The teacher is going to act out as the game facilitator. He/she will not lose the control of the activity, but will let the students to play freely, without interrupting while they are interchanging with the language. He/she may jot down the mistakes for further correction, or correct them if communication is not interfered.

- To make the students participate actively, but with discipline and order.

It is another role of the teacher to get the students to participate actively, motivating them all the time with rewards and expressions of agreement and satisfaction. The students may make progress in learning if they have a feeling of achievement.

- To control the participation of the students

Although the students may participate freely, the teacher is going to control their participation indirectly, to be aware of their learning improvement.

- To be active and keep the students active.

The teacher has to remain active all the time. He/she cannot leave the students on their own and start doing another thing. He/she may incorporate to the game sometimes to make more joy and pleasant learning. This promotes confidence in success.

- To promote creativity and motivation

If the teacher notices that some students are bored, he/she should be able to create other situations or make a change quickly, promoting creativity and motivation.

- To be able to solve conflicts that may arise in the classroom because of the contest characteristics of the games.

The teacher should be prepared because, as the games have characteristics of a contest, children may have arguments while they play. He/she should be creative enough to change unpleasant situations into favorable ones, or even to avoid conflicts.

Stage 3. Evaluation

Objective: to evaluate the students' learning of the language.

Procedures:

- To evaluate the learning process within the game or after it

While the students are playing, the teacher can evaluate the development of the students in the language, if they have learned the contents systematized, if they make use of them, if they are actively engaged in the process of learning. This will be an indirect evaluation.

The teacher may also apply the evaluations planned before. It may be by means of questions or pictures, or even with an extension of the game or with another game. So he/she may use a direct evaluation.

- To give a qualitative mark to the evaluations.

The students are going to be evaluated qualitatively, taking into consideration the language learning: use of lexicon, grammar, pronunciation, etc. The teacher is going to evaluate the participation of learning, based on motivation, happiness, confidence, etc.

- To plan remedial teaching for the students who failed to learn some contents.

Through the evaluation process, the teacher is going to make a diagnosis of the difficulties that still remain in the learning process. Thus he/she will have information for planning remedial teaching. It can be done with other games, or specific activities based on the contents of the unit and the characters of the games. The teacher may also repeat games with other situations for remedial teaching.

By Evelin Estupiñan Jaramillo.

Play , Learn and Grow.... Together!



ENGLISH THROUGH GAMES FOR SECOND GRADERS.

Foreword

This handbook represents a further step in my efforts to provide Second Grade English teachers with a didactic material based on games. It can be used to teach in a more natural way, taking into account the students' needs. It is the result of the ideas derived from my own teaching experiences with Second Graders at “Velasco Ibarra” School, in Esmeraldas, Ecuador.

This design is a proposal of how to approach the teaching of English with a ludic methodology, according to the materials available in each of the schools, and according to the teachers' own experiences and desires.

All the games that appear in the handbook can be useful for the teacher in order to make the English lesson more active, stimulating, and motivating, thus facilitating the students' learning, with a combination of the four principal abilities of the language: listening, speaking, reading, and writing.

I believe that with this handbook, we are providing a useful tool for helping the students go from the Zone of Present Development of Learning to the Zone of Potential Development, with the help of the teacher and the students.

The Author.

Necessary Explanation

This handbook has been divided into six different parts according to the units designed in ENTERPRISE, the students' textbook for Second Graders. The games have been planned according to the contents of each didactic unit of the textbook.

Part 1: UNIT "COLORS". Games "SPELLING COLORS" AND "THE FRUIT GAMES"

Part 2: UNIT "ANIMALS". Games "FIND THE DIFFERENCES" AND "MY LITTLE FARM"

Part 3: UNIT "I LOVE MY FAMILY". Games "QUEEN/KING SAYS" AND "MY FAMILY"

Part 4: UNIT "THIS IS MY HOUSE". Games "MATCHING WORDS WITH PICS"

Part 5: UNIT "LET'S BUY". Game "BINGO"

Part 6: UNIT "MY FACE". Games "KNOWING MY FACE" AND "WORD SOUP"

All the situations included in each game have been recorded to help the development of the work with the four basic skills.

INTRODUCTION:

To discover the importance of mastering the English language makes parents and teachers worry about the English level that children acquire. To study English in a bilingual school, travel, or watch movies in the English language, can be excellent options to learn; but an attractive, fun, active, stimulating, motivating and economic way to learn a new language is precisely through GAMES.

English can be acquired easily at early ages, because English games for kids allow them to learn without realizing it. Learning through play is one of the most positive ways to assimilate information.

The games proposed in this handbook are interactive, so they help children improve their participation in class. These interactive games benefit language learning. The students may improve their lexicon, syntax, pronunciation, intonation and grammar of the English language, according to their level.

The games can be combined to reinforce the contents of the units. Some may be used to introduce new contents, others, however, are useful to systematize those contents which have been already introduced.

SPELLING COLORS

Objective: to learn colors.

Material aids: flash cards, a box.

Organization: groups.

Game development:

- The teacher is going to form different groups depending on how many colors he/she wants to use.
- Each group is given a color.
- The teacher has to cut into pieces of paper the letters of the names of colors, written in their respective colors as well: the letters R - E - D in the color red, the letters B - L - U - E in blue, etc. and placed in a box.
- Covering her/his eyes, a student is going to pick up a card from the box. If one of the students takes a letter that does not correspond to his/her team, it is returned again to the box and the students must wait for a new turn.
- The first group to put letters of their colors in the correct order wins.



THE FRUIT GAME

Objective: to learn vocabulary in relation to names of fruits.

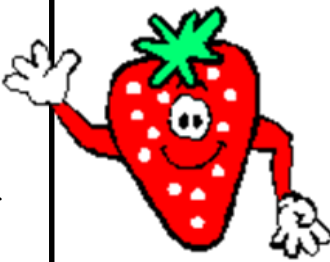
Place: outside or inside the class

Material aids: flash cards with fruits.

Organization: individual

Game development:

- Each child is given the name of a fruit.
- The teacher has to sit on a chair and get one student come and put his/her legs upside down with his/her eyes closed.
- Then the teacher says: “comes the Apple, the student with the apple touches the student in the leg and leaves.
- If the student that was touched correctly guesses the name of his/her classmate, wins.
- Otherwise the game's director may tell another child, “comes the banana ...” and so on, changing the names of fruits



WORD SOUP

Objective: to learn general vocabulary.

Place: classroom

Material aids: pencil, paper.

Organization: pairs.

Game development:

- The teacher is going to give a sheet of paper with a soup of words to each student.
- Then students have to find words.
- When someone completes all the words he/she win!



MATCHING WORDS WITH PICS

Objective: to learn vocabulary in relation to objects.

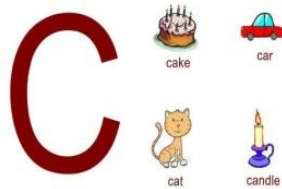
Place: classroom

Material aids: work sheets, color pencils.

Organization: individual/ pairs.

Game development:

- The teacher will give a sheet of paper with words and pictures to each student.
- Then students have to match words with the pictures.
- The first student who finishes wins!



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FIND THE DIFFERENCES

Objective: to learn vocabulary in relation to names of objects, colors, prepositions and word order in sentences.

Place: classroom

Material aids: work sheets, color pencils.

Organization: pairs.

Game development:

- The teacher ask students to work in pairs.
- Give one copy of each pair receives one copy of each picture.
- The teacher explains to the students how many differences are in the pictures.
- The pairs are not supposed to show their copies to each other.
- Partner A will describe his/ her copy and partner B will listen and examine his/her own copy to find the differences.
- The pair that finds all of the differences in the pictures wins.



BINGO

Objective: to learn the numbers.

Place: classroom

Material aids: pencil and a bingo card.

Organization: group

Game development:

- The teacher is going to give a bingo card to each student.
- Then the teacher is going to take out a card number from a bag, a hat, or a basket, and read it.
- Students listen to the number, and check if their cards contain the number.
- If the number is in the card they have to mark it.
- When someone completes a row he/she must shout BINGO



KING/QUEEN SAYS

Objective: to learn vocabulary in relation to names of objects and colors.

Place: outside the class

Material aids: a crown made of cardboard or FOMIX

Organization: group

Game development:

- The teacher is going to assume the role of a (King/Queen) and is the one who runs the game.
- Students have to form two teams.
- Each team chooses a name.
- Each team chooses a person that is going to serve the King/Queen, obeying his/her orders.
- The King/Queen says aloud, for example: “find a Brown shoe”. And the person who was chosen from each team to serve is going to try to get a brown shoe.
- The first team that brings the must items that the King/Queen ask for Wins!



MY FACE

Objective: to learn vocabulary in relation to the parts of the body.

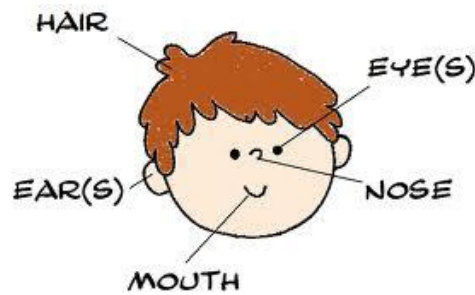
Place: classroom.

Material aids: cards

Organization: group

Game development:

- The teacher has to make cards with the parts of the face “mouth, nose, ears...”
- The students have to form 2 teams.
- Each team chooses a girl/boy to play.
- The student that starts the game says. “Where does it hurt”
- The other participant has to choose a card look at the picture and answer ...for example “my nose”, “my eyes”.
- The teams take turns asking “where does it hurts?”
- The shifts are repeated until all participants have played at least once.



Objective: to learn vocabulary in relation to animals.

Place: classroom.

Material aids: magazines, scissors, glue.

Organization: group

Game development:

- The teacher will instruct the children to cut out pictures of domestic animals.
- When they finish, the teacher will ask the children to show the pictures of the animals. He/she will point at the pictures and ask: "What is it?"
- Then the teacher will spread a large picture of a farm on the floor and will say: "This is a farm. Place the animals on the farm."
- The teacher will ask the children to close their eyes and make a quick change to the picture, for example, put a chicken into a cowshed.
- After they open their eyes, the teacher will ask them to find what has been changed on the farm ("What has been changed on the farm?"). "What's different?" The children will give simple answers such as "Chicken, chicken ...",
- The teacher will finish the sentence: "Yes, the chicken is here now." or "The chicken is in a cowshed now."



GESTURE GAME

Objective: to learn vocabulary in relation to the Family.

Place: classroom.

Material aids: no materials.

Organization: Group

Game development:

- The teacher has to divide the class into two or more teams.
- Then he/she brings one volunteer to the front and has him/her act out one of the family members without talking and without using the family finger symbols.
- The first team which correctly identifies the family members gets the point.

(This will elicit some very funny interpretations of family members.)

