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ESMERALDAS

ESCUELA DE EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

RESEARCH REPORT

**THE CONTRIBUTION OF LUDIC ACTIVITIES TO IMPROVE THE ENGLISH
LANGUAGE TEACHING- LEARNING PROCESS AT "NUESTRA SEÑORA DE LORETO"
HOME, IN ESMERALDAS**

INFORME DE INVESTIGACIÓN

**EL APOORTE DE LAS ACTIVIDADES LÚDICAS PARA MEJORAR EL PROCESO DE
ENSEÑANZA -APRENDIZAJE DEL IDIOMA INGLÉS EN EL HOGAR NUESTRA SEÑORA
DE LORETO, EN ESMERALDAS**

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LINE OF INVESTIGATION:

INNOVATIVE DIDACTIC METHODOLOGIES AND STRATEGIES

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TRIBUNAL DE GRADUACIÓN

Tema: The Contribution of Recreational Activities to improve the teaching-learning process of the English language in the “Hogar Nuestra Señora de Loreto”, in Esmeraldas

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DECLARACIÓN DE AUTENTECIDAD Y RESPONSABILIDAD

Yo, Miryan Leonor Tenelema Mendoza, afirmo que la investigación del presente informe es total, única, auténtica y personal.

El contenido de esta investigación es responsabilidad legal y académica limitada del autor y de la PUCE Esmeraldas.

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CERTIFICADO DEL DIRECTOR

Yo, PhD. Haydeé Ramírez Lozada, en calidad de Directora certifico haber revisado que el trabajo cumple los requisitos de calidad, originalidad y presentación exigibles y que se han incorporado las sugerencias del Tribunal al trabajo de grado.

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DEDICATION

I dedicate it to God, my husband and my son because they were there during the most difficult moments of my university career. It has definitely been a great experience, knowing how teaching can have a significant impact on people's lives. Plus, looking at those happy faces when you enter the classroom is priceless. Likewise, I want to thank those brave warriors who are no longer with me but were unconditional support: my grandmother Leonor and my aunt Miryan, who left me values and principles that I will never forget.

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ABSTRACT

To design ludic activities to improve the English language teaching-learning process at “Nuestra Señora de Loreto” Home, in Esmeraldas, a mixed investigation with a non-experimental design and a descriptive scope, was carried with a sample of 20 7th grade students of basic education. The results revealed that most of the students have never learned English through playful activities. However, they showed interest to learn this way. The ludic activities that they preferred were outdoor activities, songs, and rhymes, followed by role-playing, cooking, and baking. In relation with how the students feel when they participate in recreational activities, most of them answered positively. Ludic activities were designed based on the information collected.

Keywords: Students, English Language, teaching-learning, ludic activities

RESUMEN

Para diseñar actividades lúdicas para mejorar el proceso de Enseñanza-Aprendizaje del inglés en el Hogar “Nuestra Señora de Loreto”, en Esmeraldas, se realizó una investigación mixta con un diseño no experimental y alcance descriptivo, con una muestra de 20 alumnos de 7mo grado de educación básica. Los resultados revelaron que la mayoría de los estudiantes nunca aprendieron inglés a través de actividades lúdicas. Sin embargo, mostraron interés en aprender de esta manera. Las actividades lúdicas que preferían eran las actividades al aire libre, canciones y rimas, seguidas de juegos de rol, cocinar y hornear. En relación a cómo se sienten los estudiantes cuando participan en actividades recreativas, la mayoría respondió positivamente. Se diseñaron actividades lúdicas a partir de la información recopilada.

Palabras clave: Estudiantes, Idioma Inglés, Enseñanza-Aprendizaje, actividades lúdicas.

Introduction

Theme Presentation

Spanish is the native tongue in most Latin American nations, but with the development of technology, it is imperative that we broaden our horizons and learn a second language, like English, which is a universal means of communication that enables everyone to access fresh information. the light of modern technologies. Regardless of a person's country or place of origin, it is the most widely used language in the world; it is utilized in social networks, communications, and technology everywhere. For newborns to pick up a second language more readily and organically, it is critical that they develop linguistic communication abilities early on.

French, Italian, and even German, which were the most significant languages in the domains of science and the arts, were gradually supplanted by English as the most commonly spoken language during the 19th and 20th centuries. These days, receiving training is crucial not just for employment but also for improved job income, communication, information acquisition, staying current, etc. The language of scientific discourse in the United States is English, which has been the medium of communication for the most recent scientific and technological advancements and discoveries. Moreover, speaking with individuals from different nations is always a huge benefit or joy in discussions.

Children must also feel engaged in the teaching of the English language and learn it in a meaningful, engaging, and entertaining way if they are to pick up the language. This is accomplished by demonstrating to them the things they are familiar with, like music, TV, the Internet, video games, and so on. To encourage pupils to learn English, the teaching style must be creative and supportive of language usage in the classroom. It also has to involve the creation of

interactive activities, because pupils find English challenging, it has become a difficulty for teachers. The game is a tool that creates a positive learning environment in the classroom by utilizing fun methods and pedagogical currents.

Problem Statement

There have been several instances of vulnerability all throughout the world, particularly with regard to orphan's children who have lost both of their parents or just one of them, for which referrals to other family members, shelters, or children's homes have been necessary. where they've had less than ideal lives, such as in the Children's Home "Nuestra Señora de Loreto," which is home to orphans.

After examining the English language instruction process at "Nuestra Señora de Loreto," it has been found that there are significant shortcomings in the way English is taught to young learners. In addition to helping babies develop their skills, this initiative aims to increase spoken language through tactics or ways that will give them hope and light in the realities of their everyday lives. The children of "Nuestra Señora de Loreto" will not change because they will not learn a foreign language, but it is anticipated that they will find joy and motivation in learning the language in a way that allows them to escape the harsh reality they live in. For this reason, we see the need to find playful teaching strategies to improve the English education of the children.

From this, the question arises: Do ludic activities contribute to improve the English language teaching-learning process at “Nuestra Señora de Loreto” Home in Esmeraldas?

Justification

A sense of concern has been generated about what is currently happening, especially when talking about children living in foster homes, and it is necessary to have a sense to be able to reach them, especially given the evident need for children to learn English in a playful didactic way, which they go through because the teachings of this language have been very structured, which for many infants is stressful or boring to adapt to the old teaching methods. This study is a result of the need for a humorous didactic approach to enhance the English language instruction of the kids at the "Nuestra Señora de Loreto" Home, where it's important to suggest fresh approaches based on the requirements of the kids, in addition to determining whether the suggested approaches benefit them, so that they may subsequently use resources that support appropriate learning in light of their existing circumstances.

The research seeks to provide information that will be useful to the entire family at "Nuestra Señora de Loreto" Home in order to find a better understanding of the seriousness of the problem in the community and to innovate not only didactic but also recreational strategies in order to create a favorable environment where all children can be part of a pleasant teaching where they can forget for a moment about their real situation. Since this is a subject that has not been investigated in depth at the referred institution or there has been a lack of social interest and questioning about how many children do at a local level to adapt to the strategies.

General objective

To design ludic activities to improve the English language teaching-learning process at “Nuestra Señora de Loreto” Home, in Esmeraldas

Specific Objectives:

- 1.-To make a diagnosis of the students’ English language learning
- 2.-To determine the methodologies used in the English language teaching - learning process.
- 3.-To identify the best ludic activities to be used for the English language learning process.
- 4.-To plan activities and procedures to include in the didactic strategy.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Scientific Theoretical foundation

1.1.1.Strategy

According to Bilancio (2006), “Strategy is undoubtedly an act of rebellion. Because the strategy is to formulate, re-formulate, revise, create, and recreate issues that are fundamental for all human undertakings” (pg.28). Therefore, it is considered essential when teaching English, even more so when it comes to children, because their way of learning is different than that of an adult.

1.1.2.Dynamic Strategy

Marin and Naranjo mention that the dynamic strategies in education are about creating a learning environment that adapts to the needs of students, embraces new methodologies, and prepares learners for the challenges of the future.

Lies in the need to solve a problem through the objective-content-method interaction. The objective is reflected in the problem of the communicator (student), the content is expressed in the discourse, and the method is in the communicator himself, who, based on his scheme of content and form, externalizes it in communicative operations (pg.46).

According to these writers’ didactic methods are dynamic since they are not static but rather strongly tied to one another. They may also be enhanced by the creativity that emerges throughout the implementation sessions.

1.1.3. Playful Dynamic Strategies

For Maila et al. (2020), playful dynamic strategies have a lot to do with "play, which is an activity inherent to the human being; from an early age, play is part of its physical, cognitive, and emotional development. In the first years of schooling, it forms an essential part of academic activities"(pg.63). Involve approaching or decision-making with creativity, exploration, and an adaptable mindset, using game-like elements to enhance problem-solving abilities in a changing environment.

1.1.4. Benefits of the Application of Ludic Dynamic Strategies

Motivation

Montero (cited by Álvarez et al., 2020) states: "From the playful methodology, the student manages to start learning a subject, with which it is intended to encourage the motivation to continue with this educational process"(pg.64). When students are intrinsically motivated, they tend to experience more positive emotions and less anxiety, be more creative and learn more deeply, persist in the face of challenges, and experience more interest, enjoyment, and satisfaction in learning.

1.1.5. The development of abilities and skills

For Chacón (cited by Álvarez et al., 2020), it allows body expression, enhances the speed of response to stimuli, and refines manual dexterity and coordination. It is true that the benefits of the game in this area are outstanding in the first years of human life; for young people and adults, it allows them to maintain and even strengthen their physical development.

This author classifies them into three areas:

Physical-Biological Area

- Movement capacity
- Quick reflexes
- Manual dexterity
- Coordination and senses

Social-Emotional Area

- Spontaneity
- Socialization
- Pleasure and satisfaction
- Expression of feelings and hobbies; conflict resolution
- Self-confidence

Cognitive-Verbal Area

- Imagination and creativity Mental agility
- Memory and attention
- Creative thinking
- Language and interpretation of knowledge
- Understanding the world
- Logical thinking
- Follow-up instructions
- Wide vocabulary; expression of ideas

1.1.6. Best recreational activities

For Castillo (2015), recreational activities are of great help in society since they promote understanding, comprehension, cooperation, and the ability to relate to others. Recreational activities as a strategy in education increase the interest of students and their motivation for the language, check the level of knowledge reached, rectify wrong actions, and point out the correct ones.

Finally, the ludic activities are an accumulation of practices and representations that determine the entity and the creation of the human being, organizing the integrative core of improvement from the educational and perfect point of view, including an interaction between the particular self and the general self within the learning process. The ludic activities focus on interdisciplinarity between the students and the teacher through the use of games that help to expand the creativity of the students. Basic play activities are classified into two types: free play activities and directed play activities.

Free Playful Activities

Psychomotor: Game Dance, Walk Sports.

Cultural: Theater, Music, Reading, Photography

Social: Parties, Dances, Talks, and Songs

Guided recreational activities.

They are those that help to develop the intellect, and also increase the affective, social, and motor skills through the use of toys or positive models of imitation according to the individual needs of the human being. They propose the following:

Recreation

Activity-based model, emphasis on activity and individuality, proposal closed in the offer itself; value attributed to the competition; learning techniques, freedom of expression, and passing the time in a pleasant and fun way.

Educational Recreation

Experiential model, emphasis on the group, proposal open to group interests, value attributed to solidarity, life learning, participation in the development and management of experience, and doing more than looking at what others do.

1.1.7. Vygotsky's theories

In accordance with Vygotsky's theories (cited by Salas, 2001) where he focused on the development of ontogeny (the origin and development of an organism, generally from the moment of fertilization of the ovum to the adult), that is, the processes of appropriation of the historical-social forms of culture, in simple words for Vygotsky to understand the psyche and consciousness, the life of the person and the real conditions of their existence must be analyzed, since consciousness is "a subjective reflection of objective reality" (pg.60). Also takes Matos's studies where he mentions that to analyze it must be taken as "a sociocultural and historical product, based on a dialectical conception of development" (pg.61).

Children acquire knowledge and skills through interactions, usually with parents, teachers, or peers, and then individually. This means that the child's cultural development appears twice:

first at the social level and then at the individual level, first between people, which is interpsychological, and then within the subject himself (intrapsychological).

1.1.8. Zone of Proximal Development

According to Cook (2008), the distinctive aspect of Vygotsky's ZPD lies in the fact that the gap between the learner's current state and their future knowledge is bridged by assistance from others; learning demands social interaction so that the learner can internalize knowledge out of external action (pg. 229). It refers to what the student can achieve independently and what they can achieve with the help of a more focused person. The ZPD is important in social interaction and collaborative learning. Vygotsky said that students benefit from the scaffolding provided by another person who is able to help them understand the tasks within their ZPD.

1.1.9. Paulo Freire's Theory of Humanism

According to Freire (cited by Lopera, 2018) in his studies, considered that there were some problems in the practice of education. This was based on the writings of Octavi Fullat, where it is believed that every educational proposal implies a concept, and each humanist will demand a different practice.

Although Freire did not develop a specifically humanist theory, his ideas about the approach to education are aligned with humanist principles. He believed in dignity and inherent value, advocating for respect for education and its students. In addition, he emphasized that they develop critical thinking skills, engage in dialogue, and be active participants in their communities. On the other hand, Freire emphasized the role of dialogue in education; he believed that reciprocal communication between teachers and students promotes mutual understanding, empathy, and respect for different points of view.

The purpose of introducing the humanist ludic dynamic strategy is focused on the fact that it is supported by the belief that the dignity of the human being cannot be changed; rather, it is interested in everything that corresponds to the human being, such as Patiño affirm that “the development of critical reflection, creativity, curiosity, concern for ethical problems, and an overall vision over specialized and fragmented knowledge” (pg.24).

1.1.10. The Progressive Critical Approach

In accordance with Dewey's theories (cited by González, 2001), "considers that the concepts in which beliefs are formulated are merely provisional human constructions, since they have an instrumental function and are related to action and adaptation to the environment (pg.7)." That is to say, at present, a modern education and learning with a clear experimentalist vocation Faced with "objects" as something given and finished, we find ourselves with a science that works with "data." Faced with an immutable perspective, today we find ourselves in a perspective characterized by changes and the relationships between changes; and finally, compared to a closed universe with fixed forms, we currently conceive of an open universe, without limits and varied.

The Progressive Critical Approach in education emphasizes the principles of progressivism and critical theory, promoting social justice, equity, and critical thinking in education. This focuses on student-centered learning, active participation, and the integration of real-life experiences into the curriculum, valuing hands-on work, problem solving, and collaborative activities. On the other hand, this approach seeks to analyze and challenge the oppressive structural systems of society.

Ludic Games

Charlier et al. (2012) stated that game-based learning (GBL) is a strategy that allows learning with various digital and computational tools. The objective is enrichment in the teaching, learning, and evaluation processes. Furthermore, GBL is a powerful tool that actively involves

students, encouraging their participation in educational experiences. Likewise, several theories are expressed about human activity; some consider games as a release of repressed energy and others as a means to escape from reality. Many hypotheses recognize the importance of games to promote intellectual insight in learning. Certain scholars posit that in every playful undertaking, two dimensions must be recognized: the game as a method of dealing with traumatic situations and the game as an expression of the creative prowess of the self, devoid of conflicts. Despite differing theories, a unanimous agreement exists that games establish interpersonal connections, playing a pivotal role in personal advancement and human development. Some scholars determine that recreational activity is recognized in two dimensions: play as a method to face traumatic situations and play expressing creativity, free of conflict. However, games play a fundamental role in human development.

1.1.11. Function of ludic games

The role of play is crucial for a child because they need to play so much that they need food. These playful activities not only offer them emotional satisfaction, but they also keep them busy, preventing negative behaviors such as irritability and tantrums. Play helps children practice coordination, hand eye and discover ways of communication and expression. This helps with concentration, observation, and experiential learning by demonstrating a better understanding of how things work. Likewise, the game improves interpersonal relationships. Children cooperate, participate in activities, and understand the consequences of scolding, isolation, and the loss of friendships. Promotes values such as honesty and team spirit.

By engaging in play, a child accumulates a wealth of knowledge about their environment, laying the foundation for their entry into the school environment. Many aspects of this acquired

knowledge are incorporated through play, shaping a child's readiness for the challenges of formal education (Fulleda, 2016).

1.1.12. Characteristics of ludic activities

Ludic games are a human invention that help people acquire vital skills that are useful in life. Playing these games helps you improve a variety of abilities, including language proficiency. Humans have utilized leisure games to create lifelong talents that have been vital throughout history. You may improve your abilities, particularly those related to the English language, by playing these games.

Games include shared disagreements, human activities, and interpersonal interactions, according to Danniil B. Elkonin. According to Elkonin (1980), these games are a useful tool for reconstructing activities by highlighting their social and human elements, such as tasks and social conventions.

Knowledge is gained through the growth of leisure activities, which supports the development of intellect, empathy, and a grasp of the game's rules in addition to English language ability. Due to their naturally active personalities, pupils engage in board games, sports, and artistic endeavors without restriction, leading to enjoyment and a sense of social and personal fulfillment.

1.1.13. Features that set leisure games apart

One example of a kid's game is rubber jumping.

Understanding reality is aided by organizing efforts in a distinctive and targeted manner.

Assisting in the affirmation of students

Assistance with socialization procedures

Carrying out integrative and restorative roles

Players' acceptance of the games

Carried out in a way that aids in students

1.2. ANTECEDENTS

There are some authors who have been interested in studying and analyzing from different points of view, the topics corresponding to playful dynamic strategies, especially humanists, because it has been a subject little studied or that has been left aside, where researchers perhaps they have not paid as much attention to it, focusing only on dynamic playful strategies.

Vásquez (2017) did research on "The Effects of Ludic Activities as a Motivational Strategy to Increase and Use English Vocabulary in Sixth Level Learners at Asunción Elementary School". The study aimed to determine the impact of recreational activities on students' vocabulary learning processes. A mixed-methods diagnosis revealed that both teachers and students struggle with English teaching. A 32-hour intervention focused on designing recreational activities as the basis of the class, aiming to improve motivation and vocabulary acquisition. Results showed significant transformations in vocabulary use and positive contributions from students.

Nascimento (2017) did research on "The Role of Ludic Activities in Primary English Classrooms- do they really help children to learn?". The project aimed to convert English into a curricular context in Brazil's primary school, focusing on the use of recreational activities in English language learning. Ten lessons were implemented, and student questionnaires, teacher interviews, and field diary data were collected. The study highlighted the importance of proactive lesson planning, resource creation, and incorporating playful methodologies in teaching. The results suggest the need for a textbook to facilitate learning and student engagement.

Saavedra, Rivera, & Cango (2023) did research on " Effectiveness of using ludic activities to enhance students ' speaking skills ". This article investigates the effectiveness of recreational activities in enhancing English speaking ability among second-year students. The research used an action research method and quantitative data analysis. Results showed a significant improvement in oral skills scores, with students scoring an average of 8.12 points in the post-test. The study suggests that future generations should incorporate recreational activities to enhance oral skills.

Clavijo (2019) did research on "Ludic-Cooperative Based Didactic Strategy to improve the students' communicative competence in English at the A1 Level According to the Common European Framework of Reference for Languages at PUCE Esmeraldas, 2018". This document aims to design a didactic strategy to improve communicative competence at Level 1 of English. A study with 20 students and five teachers revealed that English teachers use collective work, pairs, and practice-based learning strategies. The study suggests a playful strategy, involving cooperative work with games, songs, and role plays, to help students overcome speaking and listening difficulties.

Tomalá (2021) did research on Strategies for Improving the Basic Vocabulary in the Reading Skills at Seven Grade Students in basic education school Mercedes Moreno Irigoyen, Academic Year 2021-2022'. The document proposes an Ecuadorian system for English teachers to improve students' reading skills, focusing on real-life goals and a comfortable teaching-learning environment. This approach addresses students' deficits in understanding texts, articles, or books, and aims to enhance their reading abilities. The solution aims to promote key knowledge acquisition and skill promotion in a comfortable and effective learning environment.

Alcedo (2011) did research on "English in Primary Education Children". In Venezuela, English teaching is often linked to secondary and advanced education, leading to demotivation and

isolation. To address this, playful activities, particularly in the early stages of Basic Education, are essential. Early exposure to English through recreational activities promotes cognitive and affective development, making it crucial to teach English according to a specific Educational System Curriculum.

Cruz (2021) did research on "Leisure activities to strengthen the vocabulary of the English language in sixth grade students of the IED Fray José Ledo". A pedagogical proposal aimed to improve English language skills in sixth-grade Fray José Ledo de Chaguaní school students. Recreative activities like games, teamwork, songs, and conversations improved oral communication skills, motivating students to learn new vocabulary and promote competence.

Guerra, et al., (2018) was also found. A study at Sierra Nevada Institution in Santa Marta found that incorporating play and recreation in primary school English teaching led to 95% of students feeling more comfortable and achieving better academic results, indicating that students show greater motivation and ease of learning in environments with play and recreation.

Chimarro (2020) did research on "Playful strategies in learning English, for children in the fifth grade of basic education, province of Pichincha, Cayambe canton, Cayambe parish". The article emphasizes the importance of personal development in learning English as a second language. It explores the use of playful strategies in fifth-grade students at the Mariana de Jesús Unit. A critical propositional approach was used to analyze data from surveys and teachers. The study proposes a guide to playful strategies for meaningful English learning.

CAPÍTULO II

MATERIALS AND METHODS

2.1. Context

This research was carried out at "Nuestra Señora de Loreto" Home in the city of Esmeraldas, in the school year 2023.

2.2. Type of Investigation

The present study was designed under the mixed approach, as it is the one that best suits the characteristics and needs of the research and question. Since the objective of the study was to analyze what strategies teachers use to improve the English language vocabulary of students at the "Nuestra Señora de Loreto" Home.

A non-experimental design was used. Non-experimental design is considered as the process in which only phenomena are observed in their natural environment to analyze them, without the manipulation of released variables" (Hernández et al., 2014). In addition, descriptive research was conducted to find out what strategies teachers have used to improve the process of teaching English language learning in 7th grade students of Basic Education.

2.3 Population and Sample

"Nuestra Señora de Loreto" Home has a population of 370 students from which we will take a random sample of 29 7th grade students.

2.4 Hypothesis

Ludic didactic activities may be useful to improve the English language teaching- learning process at "Nuestra Señora de Loreto" Home in Esmeraldas.

2.5 Variables

Dependent Variable

English Language Teaching- Learning process

Independent Variable

Ludic Activities

2.6 Methods

The following methods were used:

Analytical-synthetic method: It promotes a deep understanding of the components and their relationship with each other, to address broader problems.

Hermeneutics: The hermeneutical method recognizes that no text is completely objective and that interpretation is always influenced by the context and perspectives of the interpreter.

Inductive: It is based on the observation and experimentation to reach a conclusion

Deductive: It is general and logical reasoning based on laws and principles.

2.7 Techniques and Instruments

The techniques that were used were:

Survey: A survey was developed with specific questions related to the type of strategies teachers have used in class.

Documentary Review: The review helps to identify relevant concepts that will help us in the study of the research and provide a theoretical basis for it.

Observation: It allows to appreciate the situation of the 7th grade students learning English and attitudes to learning and the English teachers teaching methodology.

Interview: The purpose of the interview is to gain first-hand knowledge or information that is not available from other sources, such as documents or literature reviews.

2.8 The instruments that were used were:

Questionnaire: A questionnaire was designed with specific questions related to the type of strategies that teachers have used in class.

Observation guide: It was used to collect data in a systematic and structured way through direct observation of specific events, behaviors or phenomena in given environment.

Review Guide: many articles about ludic activities to teach and learn English were reviewed.

Open questions: for the students to express freely

2.9 Data Processing

It involves converting the collected data that were processed manually, into figures using the MICROSOFT EXCEL program.

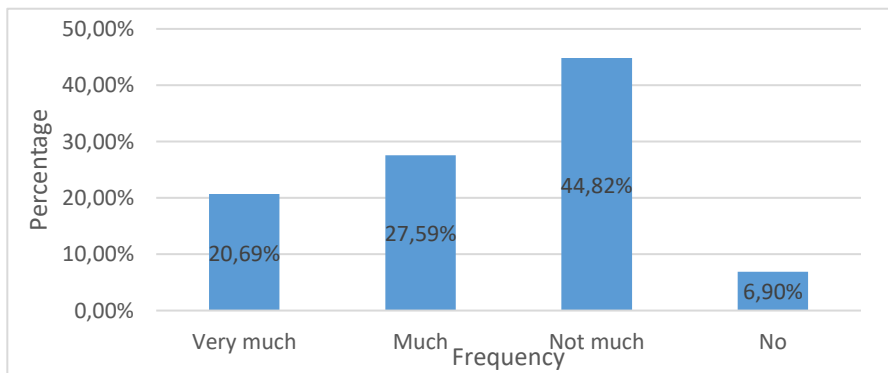
CHAPTER III

RESULTS

Teaching the English language has been a challenging topic in the educational field because many teachers do not have sufficient knowledge about recreational activities and how to apply them in the classroom. Likewise, the results obtained in the survey applied to the students of the "Nuestra Señora de Loreto" Home revealed that most students have not learned English through recreational activities, and in terms of their preferences, students prefer outdoor activities for teaching the English language.

When asking if the students have ever learned using playful activities (Figure 1), the results revealed that the majority (44,82%) stated Not much, followed by a 27,59% who stated Much.

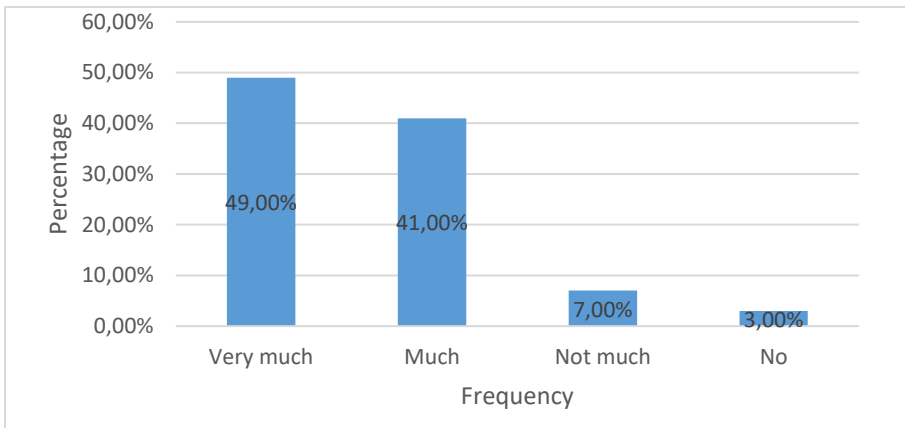
Figure 1. If the students have ever learned using playful activities



Source: survey applied

Concerning the students' interest to learn English using playful activities (Figure 2), the results showed that the higher percentage of students, (49% and 41% respectively) wanted to learn English in this way, marking the categories Very much and much.

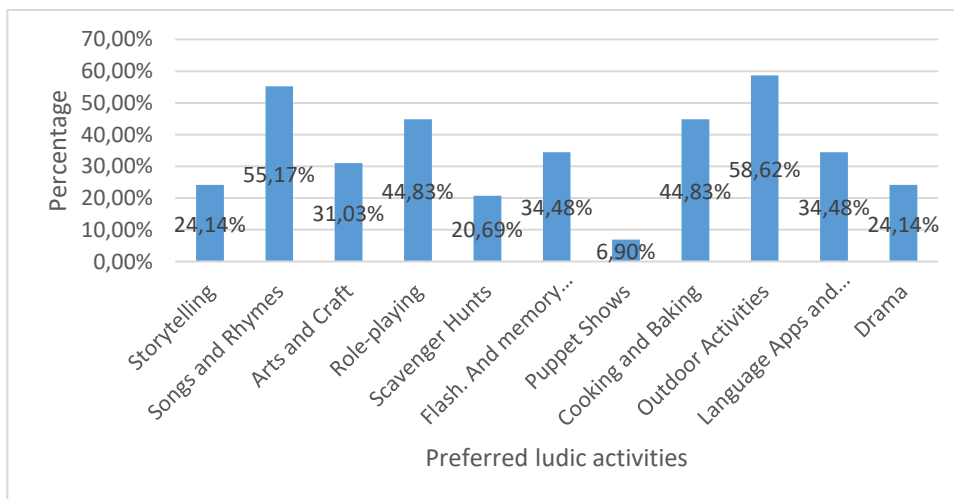
Figure 2. Students' interests to learn English through playful activities



Source: Survey applied

About the ludic activities that the students preferred (Figure 3), the results disclosed Outdoor activities (58,32%), Songs and Rhymes (55,17%), followed by Role-playing and Cooking and baking (44,83%).

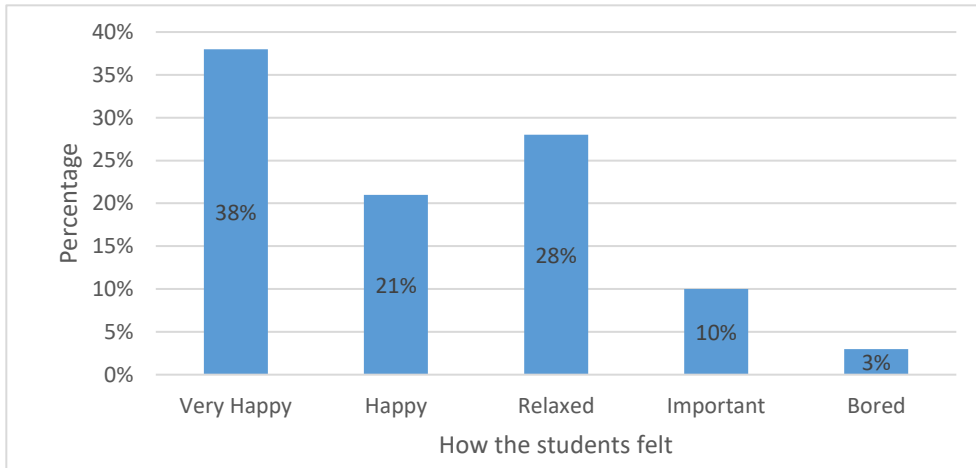
Figure 3. The ludic activities that the students preferred



Source: Survey applied

In relation with how the students feel when they participate in recreational activities (Figure 4), most of them selected the category Very happy (38%), Relaxed (28%), followed by Happy (21%).

Figure 4. How the students feel when they participate in recreational activities



Source: Survey applied

Results of the observation applied to students.

Results of the observation carried out at "Nuestra Señora de Loreto" Home, in Esmeraldas, Ecuador, on the learning of the English language by 7th grade students and the methodologies carried out by teachers.

ASPECT	RATING
Students' language learning in class.	Students demonstrate occasional difficulties in discussions.
If the methodology used for language teaching benefits the student's interaction.	The methodology lacks coherence and depth to promote active participation.

If the teacher uses material aids to activate learning. The teacher sporadically uses material aids that do not effectively involve the students.

If the teacher uses ludic activities to activate learning. Lack of enthusiasm and commitment to learning.

If the students have an active participation in class. Students sporadically participate in class activities

If the students look happy and engaged in the English class. Students actively participate in the activities even if they sometimes show a lack of commitment and enthusiasm in class.

Results of the Interview applied to teachers

According to the interview applied, these were the following results: In general, teachers use traditional methodologies such as the communicative method and exercises from the book. However, when asked about the use of recreational activities, teachers prefer more traditional techniques such as group work and repetition. Some teachers use materials such as texts and images, but they seem to lack knowledge about games in general. Despite this, when asked if they would like to use recreational activities in their classes, the teachers show considerable interest.

PROPOSAL

The activities proposed below were designed to improve the teaching-learning process of the English language. These activities foster skills such as speaking and writing.

ACTIVITY 1

VOCABULARY WORD SEARCH

Objective: to improve the vocabulary of the English language.

Methodology: Ludic

Procedures:

- First, the teacher divides the students into small groups.
- Next, students are provided with a list of English vocabulary words related to a specific topic.
- After this, students create a list of words using provided vocabulary words for the group to exchange and solve.



Figure 4 WORD SEARCH

ACTIVITY 2

VOCABULARY CHARADES

Objective: To practice vocabulary words through gestures and pantomime.

Methodology: Ludic

Procedures

-The teacher divides the class into two teams where they will be able to represent vocabulary words silently.

-Afterwards, students guess their words and each team keeps their guesses correct.

-After guessing all the words, the class reviews them.

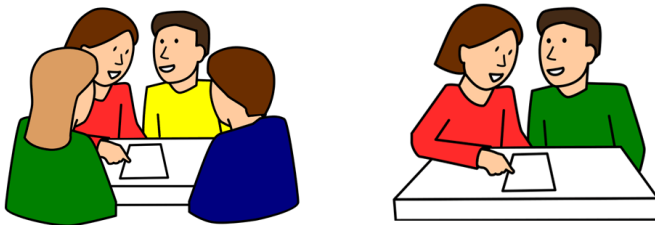


Figure 5 CHARADES

ACTIVITY 3

VOCABULARY MEMORY MATCH

Objective: To reinforce vocabulary learning through a memory matching game.

Methodology: Ludic

Procedures

-Students create matching cards with English vocabulary words and their corresponding definitions or images.

-They flip over the cards to find matches between words and their definitions.

-The game can be adapted to find different English language curriculum themes and is engaging and interactive.



Figure 6 MEMORY MATCH

ACTIVITY 4

STORYTELLING CIRCLE

Objective: To enhance creativity, communication skills, through collaborative storytelling.

Methodology: Ludic

Procedures

- The activity involves dividing the class into small group, passing a ball and starting the story.
- Each group adds a plot point, focusing on building upon previous contributions.
- The story ends with a resolution, and the class shares the story.



Figure 7 STORYTELLING CIRCLE

ACTIVITY 5

THE FRUIT SALAD

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

Methodology: Ludic

Procedures

The teacher assigns a fruit related game where one student guesses their classmate's name by touching their leg.

The game ends when the correct guess is correct, with the director.



Figure 8 THE FRUIT SALAD

CHAPTER IV

DISCUSSION

At diagnosing if the students had learned English before with ludic activities, most of the students referred that they had not, which is a clear reference that they need to be reinforced as a second language learning methodology as happens with teaching English. This agrees with what was said by Cock (2022) who states that the identification of innovative didactic strategies is necessary to achieve the teaching and learning of English, since currently there is a loss of the relationship between the motivation for learning English, due to because the school environment usually becomes the only place where the student constructs and practices an idea of the language.

Additionally, when determining the methodologies used in the English language teaching - learning process. in this document it was found that the majority of students would like it very much or look and learning English with recreational activities, which would be a good possibility to implement them as part of the teaching methodologies, which is confirmed by what was said by Chimarro (2023) who states that learning English is essential for the development of the human being and being a second language involves the use of strategies at a playful level to promote motivation for acquiring a new language by students, hence the importance of identifying playful strategies and their impact on the English language.

Also, when identifying the best ludic activities to be used for the English language learning process at "Nuestra Señora de Loreto" Home. According to more than half of the students, they would like to learn recreational activities such as those outdoors, or with songs or rhymes, such as those that interest students the most, although they also talk about learning with role playing and cooking and baking, as an alternative without leaving aside other recreational activities such as

language applications and games, the use of arts and crafts and others such as the use of puppets ultimately. When comparing the above with what Camargo (2021) said, it was indicated that among the main recreational activities used are games, teamwork, songs, conversations, which results in the promotion of speech levels in English.

Regarding planning activities and procedures, the result was that the majority of students feel very happy when participating in recreational activities, although many also feel relaxed when using them, which is a good reference for their use, since when compared with What was said by Cevallos and Palma (2022) states that recreational strategies add value by achieving an innovative practice for the promotion of meaningful learning that provides the students with acquiring skills and aptitudes throughout their life for learning the English language.

In short, the need to promote recreational activities as an innovative and motivational methodology for learning the English language, mainly in basic education students, is evident.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

A diagnosis was made about the students' English language learning process at the “Nuestra Señora de Loreto” Home in Esmeraldas, which revealed that the students had many difficulties with their different abilities and a lack of motivation and interest in learning. This demands the use of activities that may activate and motivate students to learn.

The methodologies used in the English language teaching-learning process were determined, showing to those teachers mostly used traditional methods, something that causes boredom and lack on students' motivation.

The best ludic activities for learning were determined. They were recreational activities such as that outdoors or with songs or rhymes. This means that a proposal including these activities may be designed.

The main ludic activities and procedures were planned, following the structure of Activity, Objective, Methodology, and procedures They made possible the design of the proposal of this research.

5.2 Recommendations

This study permitted to state some recommendations to:

-English teachers of “Nuestra Señora de Loreto” Home, to consider these activities to develop the students' speaking abilities.

-English teachers, to integrate the activities proposed with technological tools that permit students' inclusion with the teachers' support and guidance.

-Researchers, to continue investigating about the importance of using ludic activities to teach English to vulnerable students.

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APPENDIX A. OPERATIONALIZATION OF THE VARIABLES

OBJECTIVES	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	TECHNIQUES	ITEM
<p>-To make a diagnosis of the students' English language learning.</p> <p>-To determine the methodologies used in the English language teaching and learning process.</p> <p>-To identify the best ludic activities to be used for the English language learning process.</p>	<p>DEPENDENT</p> <p>English Language Teaching Learning process.</p>	<p>It is the process by which teachers use approaches, techniques, and methods to teach English, and students learn the main skills of the language.</p> <p>According to Navarro & Piñeiro (2012), didactic strategies are a set of several didactic methods.</p>	<p>The methodology of teaching the English language is the process by which teachers demonstrate different strategies, approaches, and tactics to learn a language.</p> <p>Teaching strategies comprise a variety of</p>	<p>A ludic method</p> <p>Vocabulary</p>	<p>-Games</p> <p>-Songs</p> <p>-Videos</p> <p>-Numbers</p> <p>-The Alphabet</p> <p>-Names of objects.</p> <p>Family</p>	<p>Survey</p> <p>Test</p>	<p>1</p> <p>2</p> <p>3</p>

APPENDIX B



ESMERALDAS

A guide OF observation of the English language teaching and learning process of seventh graders at “Nuestra Señora de Loreto” Home in Esmeraldas, Ecuador.

DATE:		GRADE: 7 th		
INSTITUTION: “Nuestra Señora de Loreto”				# RECORD:
Objective: To diagnose the students’ English language learning and the teachers’ methodologies used in the English language teaching-learning process at “Nuestra Señora de Loreto” Home, in Esmeraldas, Ecuador.				
	VERY GOOD	GOOD	FAIR	BAD
Students’ language learning in class.				
If the methodology used for language teaching benefits the students’ interaction.				

<p>If the teacher uses material aids to activate learning.</p>				
<p>If the teacher uses ludic activities to activate learning.</p>				
<p>If the students have an active participation in class.</p>				
<p>If the students look happy and engaged in the English class.</p>				
<p>OBSERVATIONS:</p>				

APPENDIX C



**Pontificia Universidad
Católica del Ecuador**
Seréis mis testigos

ESMERALDAS

**Survey to be applied to seventh graders at “Nuestra Señora de Loreto” Home,
Esmeraldas, Ecuador**

Objective: To identify the students’ preferences concerning the use of ludic activities for
English Language learning

(El propósito de esta encuesta es identificar las preferencias de los estudiantes con relación a
las actividades lúdicas para aprender el idioma inglés).

**1.-Have you ever learned English through ludic activities? (Has aprendido inglés alguna
vez a través de actividades lúdicas)**

Very much (muchísimo)

Much (mucho)

Not much (no mucho)

No (no)

2.-Would you like to learn English by means of ludic activities? (Te gustaría aprender el inglés por medio de actividades lúdicas)

Very much

Much

Not much

No

3.-Select which ludic activities you would prefer to learn English (Selecciona qué actividades lúdicas prefieres para aprender inglés)

Storytelling (contar historias)

Songs and Rhymes (canciones y rimas)

Arts and Crafts (artes y manualidades)

Role- playing (juego de roles)

Scavenger Hunts (búsqueda de tesoro)

Flashcards and memory games (tarjetas didácticas y juegos de memoria)

Puppet shows (espectáculos de marionetas)

Cooking and Baking (cocinar u hornear)

Outdoor Activities (actividades al aire libre)

Language Apps and Games (aplicaciones y juegos de idiomas)

Drama (Drama)

4.- How do you feel (would you feel) when/ if you participate in ludic activities? ¿Cómo te sentirías/ sientes cuando si participas en actividades lúdicas?)

__Very happy (muy feliz)

__Happy (Feliz)

__Relaxed (Relajado)

__Important (Importante)

__Bored (Aburrido)

APPENDIX D



Survey to be applied to English Language teachers of seventh graders at “Nuestra Señora de loreto” Home, Esmeraldas, Ecuador.

Objective: To determine the kind of methodology used in the English Language teaching learning process.

1.What type of methodology do you use foe English language teaching in your class?

Ludic

Direct Method

Audio Lingual Method Suggestopedia

Grammar Translation

Communicative

Task Based Learning

2. 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

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

Texts

Images

Videos

Music

Cards

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

Very much

Much

Not much

No

5. Would you like to use the Ludic Methodology in your class lesson?

___Very much

___Much

___Not much

___No