



# UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

English Language Department

*“Ludic Activities as Strategy on the English Language Learning Process with Students at “José Alejo Palacios” Kindergarten, Academic Period 2010 - 2011” .*

THESIS PREVIOUS TO OBTAIN THE BACHELORS DEGREE IN SCIENCES OF EDUCATION, ENGLISH LANGUAGE MAJOR.

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2012

## **CERTIFICATION**

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COMUNICACIÓN OF THE UNIVERSIDAD NACIONAL DE LOJA.**

### **CERTIFIES:**

That the present thesis titled Ludic Activities as strategy on the English Language Learning Process with students at “José Alejo Palacios” Kindergarten, Academic Period 2010 - 2011” , has been supervised and controlled in all its construction process in charge of my supervision, therefore, I authorize its presentation.

**Loja, 30 de Abril, 2012**

.....  
Dr. Bertha Lucia Ramón, Mg. Sc

## **AUTHORSHIP**

The opinions, analysis and procedures presented in this thesis named: “Ludic Activities as Strategy on the English Language Learning Process with Students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011” are in absolute responsibility of the authors.

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Ela Stefania García Salas

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Blanca Irene Padilla Guamán

## **ACKNOWLEDGMENT**

We offer our sincere gratefulness to the Universidad Nacional de Loja, to the Área de la Educación, el Arte y la Comunicación and to the English language Career to offer us a high quality education.

In the same way our eternal gratitude to the teacher Bertha Lucia Ramón who guided the research work.

The authoresses

## **DEDICATION**

I dedicate this work to my God. To my parents, for teaching me that everything is possible with effort and perseverance. To my husband Fredy who has given me all his unconditional support to fulfill my goals. Finally, to my children Karla and Andres to be the inspiration in my life.

### **Blanca**

This is dedicated with all my love to my parents and my husband, for encouraging me to fulfill my goals, also my little son, who is the reason for my existence, finally to the teachers who have shared with me their valued knowledge and experience

### **Stefania**

## **GEOGRAPHICAL SCOPE OF THE RESEARCH**

**NATIONAL : ECUADOR**

**REGION : ZONA 7**

**PROVINCE : LOJA**

**CITY : LOJA**

**AREA : SAN SEBASTIAN**

**NEIGHBOARD OR COMMUNITY: CIUDAD UNIVERSITARIA**

**“GUILLERMO FALCONI ESPINOSA**

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**a. THEME**

***“Ludic Activities as Strategy on the English Language Learning Process with Students at “José Alejo Palacios” Kindergarten, Academic Period 2010 - 2011”***

## **b. SUMMARY**

This thesis theme: “LUDIC ACTIVITIES AS STRATEGY ON THE ENGLISH LANGUAGE LEARNING PROCESS WITH STUDENTS AT “JOSÉ ALEJO PALACIOS” KINDERGARTEN, ACADEMIC PERIOD 2010 – 2011” allows to contribute with students training of the English Language Career of the University of Loja.

The main purpose is to know about Ludic Activities as Strategy on the English Language Learning Process with Students at “Jose Alejo Palacios” Kindergarten.

In this research work, the scientific method has been developed, and as particular methods, we have used the descriptive, analytic-synthetic methods, and the use of techniques as class observation and surveys, which helped us to determine the different results when using ludic activities.

The most important conclusion is that the use of Ludic activities improves the teaching – learning process in this group of students.

### **c. INTRODUCTION**

In Education, it is very important that all the members implied in the process of learning – teaching be aware of the importance of having a nice environment during the process of teaching- learning.

Teachers need to be updated in the use of new techniques, methods, strategies, that is why it is very important the use of recreational activities in education.

This present research work has been developed at “Jose Alejo Palacios” kindergarten, to determine how Ludic activities as strategy help to improve the English Language Learning with the Students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011.

As specific objective we have to identify the Ludic techniques that teachers apply to develop the English Language Learning with the students, and to find out the games that help to improve the kids’ integral development at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011.

The hypothesis is how Ludic activities as strategy impact on the English Language Learning Process with the Students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011.

The sub-problems derived from the general problem are related to the type of Ludic techniques teachers should use to develop the English Language Learning with the students, and how the application of games improve kids’ development in the English Language Process at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011.

This research work has some important elements like:

- The Review of Literature which consists on the most relevant aspects of our theoretical frame that helped us to value how the use of recreational activities in class helps to improve the environment of an English class.
- In the Methodology, there is an analysis of the different techniques and methods used in this research, then we have an analysis of the obtained data to get the respective conclusions.

The results obtained are explained in the exposition of results with the respective statistics charts and graphs, after that, we have the analysis of the hypothesis.

Finally, the conclusions and recommendations are exposed in order to contribute with our investigation.

## **d. REVIEW OF LITERATURE**

- **LUDIC ACTIVITIES**

### **DEFINITION**

“A Ludic task is a pedagogical activity designed to promote fun, laughter and enjoyment, while attempting to motivate and to engage the learner in a language learning experience”<sup>1</sup>.

Ludic activities and sport share at least two elements: uncertain outcomes and sanctioned displays. The uncertain outcomes provide suspense and excitement; the sanctioned displays give participants socially acceptable opportunities to exhibit physical prowess.

- **TYPES OF LUDIC ACTIVITIES**

### **NARRATIVE**

The term narrative is to present a broad and expansive understanding of the concept, to think beyond the normal limits of

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<sup>1</sup> Avedon, Elliott, and Brian Sutton-Smith (1971). *The Study of Games*. New York: John Wiley & Sons

what we might consider narrative, to help uncover the common turf of stories and games<sup>2</sup>.

Miller's definition of the term "narrative," grossly paraphrased, has three parts:

1. A narrative has an initial state, a change in that state, and insight brought about by that change. You might call this process the "events" of a narrative.
2. A narrative is not merely a series of events, but a personification of events through a medium such as language. This component of the definition references the representational aspect of narrative.
3. And last, this representation is constituted by patterning and repetition. This is true for every level of a narrative, whether it is the material form of the narrative itself or its conceptual thematic.

- **INTERACTIVITY**

Interactivity is one of those words which can mean everything and

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<sup>2</sup> J. Hillis Miller: "Narrative," from the book *Critical Terms for Literary Study* (1995).

nothing at once. So in corralling this naughty concept, it is important to try to understand it in its most general sense, but also to identify those very particular aspects of interactivity which are relevant to "games and stories."

There is an adequate common-sense definition. But if we're triangulating our concept of narrative with this concept of interactivity, the problem is that by this definition all forms of narrative end up being interactive. Can you really say that the experience of reading a book isn't interactive? Aren't you emotionally and psychologically immersed? Aren't you cognitively engaging with language itself to decode the signs of the text? And doesn't the physical form of the book and your understanding of its contents evolve as you interact with it? Yes and no.

If what we are after is relationships between our terms, it's important to find the terrain of overlap between narrative and interactivity. But we don't want the two terms to be identical. It seems important to be able to say that some narratives are interactive and some are not -- or rather, that perhaps all narratives can be interactive, but they can be interactive in different ways.

- **PLAYING**

Perhaps more than any other one of the four concepts, play is used in so many contexts and in so many different ways that it's going to be a real struggle to make it play nice with our other terms. We play games. We play with toys. We play musical instruments and we play the radio.

What do all of those meanings have to do with narrative and interactivity? Before jumping into a definition of play, first let's try to categorize all of these diverse play phenomena. We can put them into three general categories.

**Category 1: Game Play, or the Formal Play of Games**

This is the focused kind of play that occurs when one or more players plays a game, whether it is a board game, card game, sport, computer game, etc. What exactly is a game? We're getting to that soon.

**Category 2: Ludic Activities, or Informal Play**

This category includes all of those nongame behaviors that we also think of as "playing:" dogs chasing each other, two college students tossing a Frisbee back and forth, a circle of children playing ring-around-the-rosy, etc. Ludic activities are quite similar to games, but generally less formalized.

### **Category 3: Being Playful, or Being in a Play State of Mind**

This broad category includes all of the ways we can "be playful" in the context of other activities. Being in a play state of mind does not necessarily mean that you are playing -- but rather that you are injecting a spirit of play into some other action. For example, it is one thing to insult a friend's appearance, but it is another thing entirely if the insult is delivered playfully.

A quick structural note -- the latter categories contain the earlier ones. Game play (1) is a particular kind of ludic activity (2) and ludic activities (2) are a particular way of being playful (3). But what overarching definition could we possibly give to the word "play" that would address all of these uses?

Play is the free space of movement within a more rigid structure. Play

exists both because of and also despite the more rigid structures of a system.

- **GAMES**

We have arrived at our fourth and final term: games. With this concept, we have a new kind of naughtiness. Play, interactivity, and narrative threatened us with over inclusion. "Games," on the other hand, needs some discipline because it's difficult to understand exactly and precisely what a game is. My approach with this concept is to define it as narrowly as possible so that we can understand what separates the play of games from other kinds of ludic activities. We are, after all, looking at games and stories, not play and stories.

The fact that games are a formal kind of play was referenced before. But how exactly is that formality manifest? Here is a definition that separates games from other forms of play:

A game is a voluntary interactive activity, in which one or more players follow rules that constrain their behavior, enacting an artificial conflict that ends in a quantifiable outcome.

- **CHILDREN LEARNING**

According to specialists in the field of education and kids school aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. Thus academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of an efficient learning<sup>3</sup>

The main aspects that need to be taken into consideration to have a successful children learning are:

- Teamwork, games and the sense of competitiveness.
- Demonstration not explanation.
- Rules and routine.
- Encouraging the usage of target language.
- Getting the students' attention.
- Praise and rewards.
- Drama and acting.
- A helper.
- Movement.

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<sup>3</sup> <http://www.leafy-resources-teachers.com>, took on February 12<sup>th</sup>, 2012

- Fast finishers.
  - Problematic students.
  - Positive attitude.
- 
- **SUGGESTED GAMES TO DEVELOP A LUDIC CLASS**

### **ICE CREAM GAME**

Draw two huge ice cream cones on the board. One for kids. One for the teacher. Put all the picture cards from today's theme on the board, now circle several of the picture cards. Ask today's question and point to a card. The kids have to answer with whatever is on the card. If they do, you erase part of your ice cream and add it to theirs. But... if the card has a circle they must remain totally silent! If they speak part of their ice cream and add it to yours! Keep going faster and faster! You are the winner if you eat the other team's whole ice cream!

### **MATCHING PICTURES**

Give each child one picture. As the children to study their pictures closely and think about how they would describe them to someone.

Tell the children to put their pictures face down on their desks, move around the class. And try to find the child who has a picture that matches theirs by describing their pictures to each other. For example:

A: my picture is a big black dog

B: My picture is a small brown dog

When two students with matching pictures find each other, have them check by comparing their pictures and sit down if they are right. The first pair to sit down are the winners, but the game continues until all the children have matched their pictures.

## **JUMP**

Hand out one mini card to each student. Everyone gets in a circle, everyone holds up their card. The rule is you cannot move your heads or eyes. You have got to be still!!!.. the teacher says "Is it red" Everyone says 3,2,1 jump you jump to face and point to where you think someone who has a red card is. You either say red or have something red as you point. The person then picks another color or any vocabulary and continues.

## **MIX AND MATCH**

Divide the group into pairs. Have each pair and decide to be a set of a pair of something (eg. Salt, pepper, bacon and eggs, sweet and sour, etc.) each child is one thing or element in the pair or set. Allow the players to scatter around the play area. Ask all players to close their eyes or put on blindfolds. Have the players shout the name of the object in the pair that the other partner picked. The point of the game is to reunite the partners. The pandemonium of the search adds to the fun. End the game when all pairs have been matched. The players open their eyes, and it is quiet.

Variation: A simple enhancement is to work with trios instead of pairs. Have the children identify one of the partners as the word that describes both elements in the pair. (for example, condiments goes with salt and pepper, animals with cats and dogs.) the object of the game is to reunite the trios.

## **HOP, SKIP AND JUMP A WORD**

Scatter the alphabet cards of the floor, leaving small spaces between the cards. Have the children form a line near the cards. If the children are real beginners, say a verb and a letter of the alphabet, such as “jump B” have the first child in line jump onto B. then say another verb and letter of the alphabet, such as “Hop G” have the child hop onto G. continue until the child has moved to several letters using a different action each time. Once the child has finished his or her letters and actions, the child should move to the back of the line and allow the next child to begin.

- **LUDIC TECHNIQUES AND THEIR ROLE IN FOREIGN LANGUAGE LEARNING**

## **SONGS**

Acknowledged linguists give numerous reasons for using songs in foreign language teaching. Music and songs are the natural environment for various human activities, among others – learning. Music can act as a powerful mnemonic device (Wach 2002), as it helps remember material easily. We tune in to the music and

sometimes it simply cannot get of our head. Murphey refers to it as “the song stuck in my head phenomenon” (Murphey 1990)<sup>4</sup>.

Activating repetition mechanism of the language acquisition device facilitates the process of remembering vocabulary or grammar structures. Music is said to enhance perception and improve our concentration (Bogdanowicz 1989 in Wach 2002), which in turn develops our cognition. Songs are a great motivating tool – especially for some age groups like children, teenagers and young adults as they represent some kind of subculture and ideology young people identify with. Using songs and music fulfills a social function of integration and feeling the sense of belonging. Music can also be used in therapy helping people to reveal or overcome their emotions. Siek-Piskozub categorizes these various functions of music and songs and distinguishes some other functions apart from those mentioned above – organizing, didactic and cognitive (Siek-Piskozub 1995). In the lesson scripts presented in the second part the predominant aim of using songs in the classroom was to trigger the cognition mechanism – the students are supposed to learn something listening to the song, analyzing its lyrics.

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<sup>4</sup> Jourdain 1997 in Wach 2002, took on February 12<sup>th</sup>, 2012

- **PROJECTS**

Project work is rarely referred to as “ludic strategy” in methodological handbooks. Its nature, however, has some elements in common with what is defined as ‘ludic strategy’.

Project work activates students because they work on something they are really interested in and very often these interests are centered outside the classroom. Projects develop students’ communicative abilities as the main assumption about project work is that it is done in groups and based on exchanging information. Very frequently, the very idea of group work initiates some competitiveness as students want to perform best in their groups.

Also, project work can evoke “peer group enthusiasm” which suggests that the activity is enjoyable and entertaining (Fried-Booth 2002). Among many strengths of the project work we can list the opportunity to draw together mixed-ability students, the idea of establishing student’s autonomy, developing their confidence and independence in themselves as both individual human beings and learners, and all this seems to be the side effect of the main idea behind the project work, which is being able to communicate. The

goal of the project presented in the second part was to raise students' cultural awareness, but also to do it in an entertaining way.

- **ROLE-PLAYS**

Role-plays are part of a very broad play strategy which are simulations. Lardousse says "...it is included in simulations but not confined to them". By the very nature of their definition role-play is playing the role of somebody else. This "playing" element suggests that students are free to feel as inventive and creative as possible in the environment which does not cause any inhibitions. In the "imagined world" the students feel safe to adopt any role they would otherwise oppose to in the real life. Role-play is being somebody rather than being like somebody or thinking like somebody, but no matter if the participants play themselves as in the case of simulations or imaginary characters like in role-plays, both these kinds of activities prepare them for real-life communication, the language of which is often impossible to predict. The communicative benefit of role-plays seems obvious; this communication however can also be achieved in other pair-work activities. What makes role-play so significant in language learning is its social aspect enabling the students to build up some social skills, preparing them for playing

these roles in real life and also encouraging more intimidated students. Another benefit coming from role-plays which certainly cannot be undermined is pure fun they get from pretending to be someone else and setting their imagination free<sup>5</sup>.

- **GAMES**

Research shows that games enhance learners' concentration span, their activity and efficacy in using a foreign language. Games contribute to limiting our inhibitions and improving fluency and length of the utterances, Kruszewski underlines the motivating function of the competition element in games (Kruszewski 1992), Rinvolucris pays attention to the benefits of getting most students involved in work at the same time without making the teacher a key figure in the learning process (Rinvolucris 2000)<sup>6</sup>.

Most linguists agree that games are a powerful motivational tool in the language learning process as they provide variation, enjoyment and stimulus for meaningful communication in the language

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<sup>5</sup> Lardousse 1987, took on February 12<sup>th</sup>, 2012

<sup>6</sup> Siek-Piskozub 1995; Wright, Betteridge and Buckby 2001; Lee 1991, took on February 12<sup>th</sup>, 2012

classroom. This meaningfulness of the game has often been undermined by the teachers who treat play strategy as something additional to the learning process, often leaving it to the end of the week or term. It has been proved, however, that the games provide the learner with meaning, or rather that the learners fill the games with their experience and meaning, making them more personal activities and the language input they provide – more memorable.

## **e. RESOURCES AND METHODS**

### **DESIGN OF THE RESEARCH**

This research was framed into the Ethnographic Research, during the development of it, we applied many methods and techniques that helped us to have a proper view of the Ludic activities as strategy to improve the English Language Learning with students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011

### **METHODS FOR THE DEVELOPMENT OF THE RESEARCH**

#### **Scientific Method**

It was needed these methods to analyse appropriately all the sources of bibliographic information we already had and the information we required, because it was a group of logical procedures that researchers used to discover and enrich the science, in the scientific method there are some essential parts that were taken into account, some of them were used in the process of the thesis.

#### **Descriptive method**

The descriptive method was useful in this research work because it helped us with data collection, tabulation and interpretation of the surveys that were applied to teachers and parents and the observation guides to describe Ludic activities as strategy in the English Language Learning with students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011

### **Hypothetic – Deductive Method**

The Hypothetic-deductive Method was essential in this research work because cases were managed through the hypotheses to discover it using an intensive research of the real situation at “José Alejo Palacios” Kindergarten.

### **Analytic – Synthetic Method:**

The Analytic-synthetic Method helped to process the obtained information through the analysis and the synthesis of the collected data with the use of different sources, also it was helpful to note down the theoretical references.

- **TECHNIQUES**

**The survey**

The survey was designed and applied to Parents and Teachers at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011

**Classroom Observation**

The classroom observation helped to get in touch with the real situation in the classroom in relation with students and teachers’ behaviour of students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011

- **PROCEDURES**

To process the information obtained through the survey we tabbed the numerical data, and for the data acquired in the classroom observation was interpreted and documented it based on the theoretical reference we had. Also, we ordered it into information charts and after it was represented those using graphic organizers which helped us to analyze and interpret the data taking into account the numerical statistics and the possible comments that may appear in the survey. To state the conclusions we needed to summarize the analysis we I had done in the previous steps, this was essential to verify the hypothesis in a positive or negative way based on the real facts that will are shown to give validity and reliability to the present work.

- **POPULATION AND SAMPLE**

The population of this research work was represented by parents at “José Alejo Palacios” Kindergarten, who represented a total of 234 and one English Teacher

In order to get the sample of the students’ population from at “José Alejo Palacios” Kindergarten, it was necessary to apply the following formula:

$$n = \frac{N}{1 + N(e)}$$

n = sample size  
 N = population  
 e = maximum error admissible (1%)

$$n = \frac{234}{1 + 234(0.01)}$$

$$n = \frac{234}{3.34}$$

$$n = 70.059 = 71$$

- **SAMPLE DISTRIBUTION**

To get the sample by course the following formula was used:

F = distribution factor  
 n = sample size  
 N = population

$$F = \frac{n}{N}$$

$$F = \frac{71}{234}$$

$$F = 0.303$$

This factor was multiplied by students' population of every class at "José Alejo Palacios" Kindergarten, therefore in this way we obtained the sample per group.

We detail the sample in the next chart:

STUDENTS AND TEACHERS POPULATION AT "JOSÉ ALEJO PALACIOS" KINDERGARTEN

<b>COURSES</b>	<b>POPULATION</b>	<b>SAMPLE</b>
PRE- BÁSICA	107	32
PRIMER AÑO	127	39
<b>TOTAL</b>	<b>234</b>	<b>71</b>
Teachers' population	1	1

- **RESEARCH PROCESS**

In the application of the instruments as a main technique two surveys were designed, one survey was applied to the parents and the other surveys with its respective questionnaire was applied to the only teacher in this institution, the surveys had different types of closed questions about the researched variables.

Also, an observation guide was designed in order to know the development of an English lesson.

- **ANALYSIS AND INTERPRETATION**

After the surveys were applied, the results were processed following these phases:

**Tabulation.-** For the tabulation of the obtained data, we used the descriptive statistics for the closed questions.

**Organization.-** The information was classified to prove each hypothesis.

**Description.-** Statistics tables were used to show the frequency and the percentages of the obtained indicators in the applied instruments.

**Graphic representation.-** Graphics were used to interpret the information and to get the critical analysis of the different question. The bars diagram has been used to show the results.

**Interpretation.-** The different percentages gotten were interpreted, analyzed and compared.

## **f. RESULTS**

### **EXPOSITION AND DISCUSSION OF THE RESULTS AND HYPOTHESIS VERIFICATION**

#### **SURVEY APPLIED TO THE ENGLISH TEACHER**

The following survey with opened questions about Ludic activities and their importance in the English Teaching- learning process was applied to the English Teacher at “José Alejo Palacios” Kindergarten:

##### **1. How would you describe the word “Ludic”?**

The English teacher describes this word as a learning using games.

What can be said according to the literature is that ludic activities are a particular way of being playful, also they and sport share have at least two elements: uncertain outcomes and sanctioned displays. The uncertain outcomes provide suspense and excitement; the sanctioned displays give participants socially acceptable opportunities to exhibit physical prowess.

## **2. Do you consider you could work well using Ludic activities?**

The teacher thinks that using ludic activities, children get a better development in the teaching-learning process.

In the review of literature, it is found that ludic activities help to motivate and to engage the learner in a language learning experience during the class.

## **3. How important is for you to have a dynamic class?**

The teacher said that having a dynamic class is very important because students have more resources and options.

Research shows that games enhance learners' concentration span, their activity and efficacy in using a foreign language. Games contribute to limiting our inhibitions and improving fluency and length of the utterances, Kruszewski underlines the motivating function of the competition element in games (Kruszewski 1992), Rinvolucri pays attentions to the benefits of getting most students involved in work at the same time without making the teacher a key figure in the learning process (Rinvolucri 2000).

#### **4. Do you use role-plays to work in class?**

She said that she uses role-plays in class so that students understand much better.

What can be highlighted from Role-plays is that they are part of a very broad play strategy which are simulations. Lardousse says "...it is included in simulations but not confined to them". By the very nature of their definition role-play is playing the role of somebody else. This "playing" element suggests that students are free to feel as inventive and creative as possible in the environment which does not cause any inhibitions. In the "imagined world" the students feel safe to adopt any role they would otherwise oppose to in the real life. Role-play is being somebody rather than being like somebody or thinking like somebody, but no matter if the participants play themselves as in the case of simulations or imaginary characters like in role-plays, both these kinds of activities prepare them for real-life communication, the language of which is often impossible to predict. The communicative benefit of role-plays seems obvious; this communication however can also be achieved in other pair-work activities. What makes role-play so significant in language learning is its social aspect enabling the students to build up some social skills,

preparing them for playing these roles in real life and also encouraging more intimidated students. Another benefit coming from role-plays which certainly cannot be undermined is pure fun they get from pretending to be someone else and setting their imagination free.

#### **5. How do you manage the class discipline?**

By using dynamic games, singing active songs and working on cutting, gluing, etc.

According to specialists in the field of education and kids school aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. Thus academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of an efficient learning

#### **6. Do you make any extra-activities for students?**

The teacher said that she prepares extra-activities especially for vocabulary.

Extra activities are a good tool to maintain the class discipline and take as much advantage as we can of the time we have with

our students, extra activities are also a good support for the teacher to avoid the bothering of problematic students, fast finishers, and those students who need to be paid more attention.

**7. As teacher, do you consider that if you have better conditions to work you could reach out better results?**

The teacher said she always uses realia.

Better conditions can be helpful for the teacher, but if teacher does not have the motivated attitude to work efficiently, nothing is going to be enough to do it. Efficacy teachers can take a lot of profit from little things.

**8. Do you use games to work in class?**

She said she uses games in class like: puzzles.

Most linguists agree that games are a powerful motivational tool in the language learning process as they provide variation, enjoyment and stimulus for meaningful communication in the language classroom. This meaningfulness of the game has often been undermined by the teachers who treat play strategy as something additional to the learning process, often leaving it to the end of the

week or term. It has been proved, however, that the games provide the learner with meaning, or rather that the learners fill the games with their experience and meaning, making them more personal activities and the language input they provide – more memorable.

**9. Do you have enough material to work in class?**

The teacher said she has enough material to work.

Material is important in a class, but it is more important to have the enough creativity to make something work with the most benefit possible.

**10. How could you describe the level of English of your students?**

Excellent and very good.

Academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of an efficient learning

The main aspects that need to be taken into consideration to have a successful children learning are:

- Teamwork, games and the sense of competitiveness.
- Demonstration not explanation.
- Rules and routine.

- Encouraging the usage of target language.
- Getting the students' attention.
- Praise and rewards.
- Drama and acting.
- A helper.
- Movement.
- Fast finishers.
- Problematic students.
- Positive attitude.

**According to these aspects we may consider or not a class as a successful one.**

- **SURVEY APPLIED TO THE PARENTS**

**1. Do you think your child use ludic activities in the English class?**

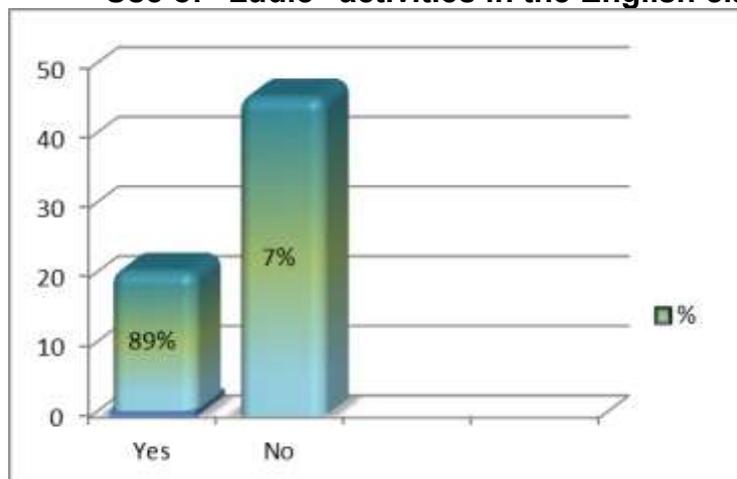
**a) Statistics chart**

<b>Your children use ludic activities</b>	<b>F</b>	<b>%</b>
Yes	63	89 %
No	5	7%
No information	3	4%
<b>Total:</b>	<b>71</b>	<b>100%</b>

Source: Parents' survey  
Elaboration: Research team

**b) Graphic Representation**

**Use of "Ludic" activities in the English class**



Source: Parents' survey  
Elaboration: Research team

### **c) Interpretation**

89% of parents thought that “Ludic activities” are used in the English class and only the 7% said that children don’t use ludic activities in class, however, there is a 4% that said they don’t know if their kids use ludic activities in class. In this question, when parents were asked about why they think students use or not ludic activities in class, they expressed different reasons, like: their children sing English songs at home, their children feel motivated when they refer to their English lessons, etc.

According to the review of literature it is very important students feel motivated to learn a foreign language because they will learn more easily, so the different ludic activities play a very important role in learning a language.

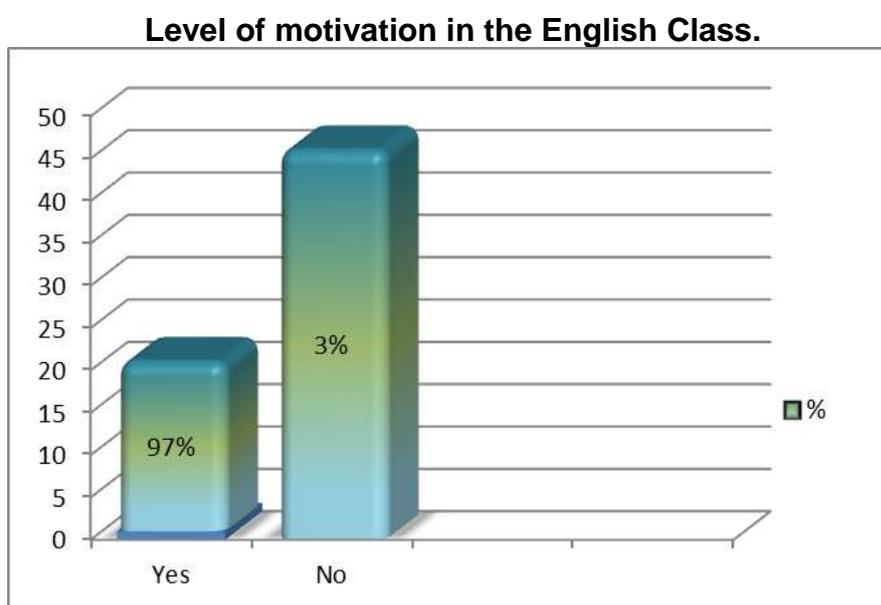
## 2. Do you think your child is motivated with the English class?

### a) Statistics chart

Children's motivation in the class	F	%
YES	69	97%
NO	2	3%
<b>Total:</b>	<b>71</b>	<b>100%</b>

Source: Parents' survey  
Elaboration: Research team

### b) Graphic Representation



Source: Parents' survey  
Elaboration: Research team

### **c) Interpretation**

97% corresponds to the 69 parents who answered that they think students are motivated with the English classes, and 3% of students are not motivated. When parents were asked why they think their kids are motivated or not, they expressed different reasons: Students are happy with their English classes, students like English, Students always show what they are learning in class, students sing in English, etc.

The results above show how important the motivation is when learning a foreign language, and according to the review of literature the use of ludic activities will motivate students and as a result there will be a better learning.

3. Do you consider the use of Ludic Activities (games), improves the learning process of the English Language?

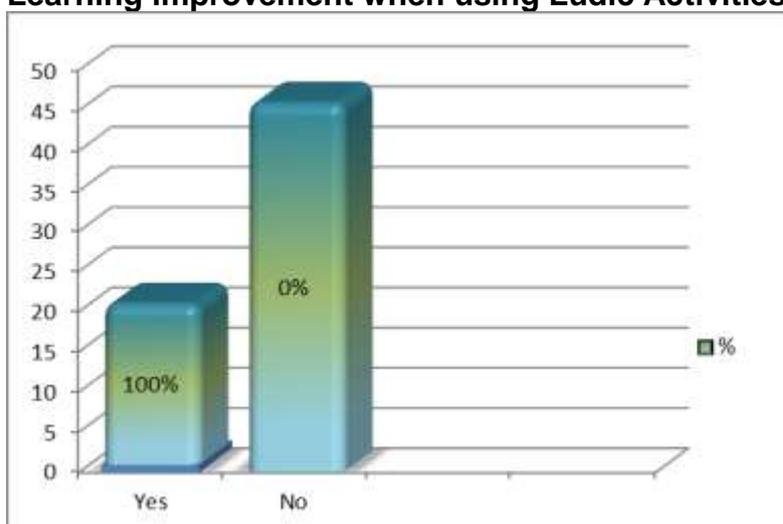
a) Statistics chart

Ludic Activites Improves The Class	F	%
YES	71	100%
NO	0	0%
Total:	71	100%

Source: Parents' survey  
Elaboration: Research team

b) Graphic Representation

Learning improvement when using Ludic Activities



### **c) Interpretation**

100% considered that the use of Ludic activities improves the learning teaching process because they think their children are more motivated with recreational activities, students learn more easily, students have fun, etc.

The review of literature shows that the use of games, songs, videos, total physical response activities, etc, contribute to improve the teaching-learning process because students feel motivated.

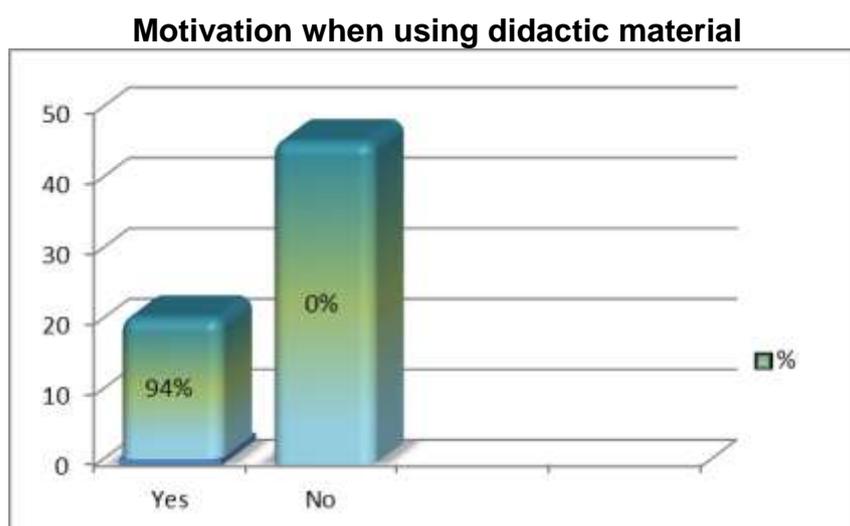
4. How do you consider the didactic material used in the English class?

a) Statistics chart

Didactic material used in the class	F	%
Motivated	67	94%
Boring	0	0%
No information	4	6%
Total:	71	100%

Source: Parents' survey  
Elaboration: Research team

b) Graphic representation



Source: Parents' survey  
Elaboration: Research team

### **c) Interpretation**

94 % of the parents surveyed consider the didactic material used at Jose Alejo Palacios kindergarten motivates the students because when the children get home show what they are learning, also because students are very interested in the language, they have fun when they work at home, etc.

There is a 6 % that doesn't know if the children are bored or motivated with the English material.

According to the review of literature a teacher should have a didactic material that allows the students to feel motivated, that is why the didactic material should be prepared for each activity in order to call students' attention.

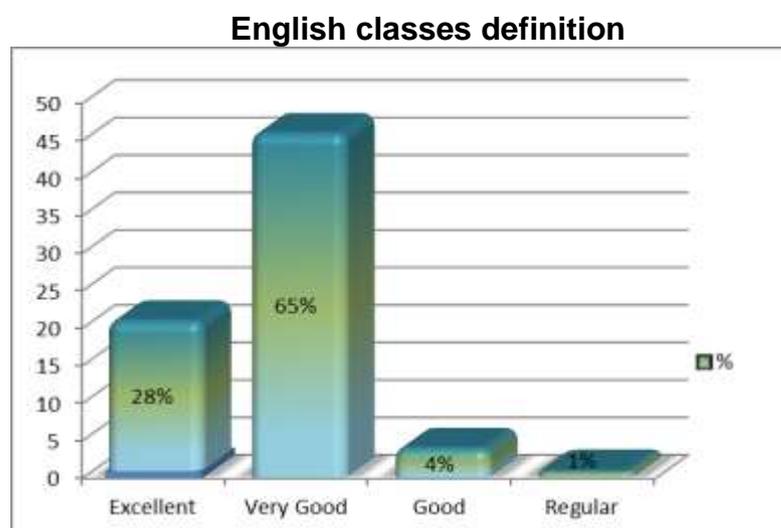
## 5. How do you define the English classes?

### a) Statistics chart

Scores of the English class	F	%
Excellent	20	28%
Very good	46	65%
Good	4	6%
Regular	1	1%
Bad	0	0%
Total:	71	100%

Source: Parents' survey  
Elaboration: Research team

### b) Graphic representation



### **c) Interpretation**

28% of the parents said that the English classes are excellent and this opinion is because they consider according to the survey that the students know vocabulary, students like English, they have good grades, 65% thinks the classes are very good because the students are motivated, they use their creativity. There is a 6% that thinks the classes are good and 1% said the English classes of their children are regular, because parents consider the children have only few periods of English classes.

According to the review of literature it is said that when students feel motivated they will also have good results when evaluating.

## OBSERVATION GUIDE RESULTS

Ten classes were observed, and we have the following results:

Taking into account the following categorization:

1= excellent 2=Good 3=Not really good 4. Bad 5.Completely bad.

BEGINNING OF THE CLASS	1	2	3	4	5
• Teacher started his/her class enthusiastically		*****	*****		
• Teacher caught students attention		*****	*****		
• The teacher developed a warm-up activity		*****	*****		
• The warm-up activity is developed with a Ludic activity		*****	*****		
• There was dynamism in the class during the warm- up activity.		*****	*****		

**Note:** each asterisk means a observed class

The beginning of the class was ticked with number 2(Good) for 5 classes and number 3 (Not really good) for the other 5 classes in all the aspects, which means that 50% of the classes had a good beginning and the other 50% weren't really good.

In the literature review it is said that according to specialists in the field of education and kids school aims at encouraging and establishing student self-control through a process of promoting

positive student achievement and behavior. Thus academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of an efficient learning.

DEVELOPMENT OF THE CLASS	1	2	3	4	5
• Explanation involved dynamism		*****	*****		
• Games were part of the explanation		*****	*****		
• Games were appropriate for the topic			*****	*****	
• Students were spontaneous during classes		*****	*****		
• Students were motivated		*****	*****		
• Activities caught students attention		*****			
• Teacher used active activities		*****	*****		

**Note:** each asterisk means a observed class

In the development of the class, it can be observed that number 2(Good),3 (Not really good), and 4(Bad) were given in the observation of the classes, what means that during the development of the class, the explanation involving dynamism was observed in 5 classes and this explanation was graded as good, and in the other 5 classes the explanations were not really good, in the section referred to the use of games as part of the explanation , five of them were not really good and even five of them were bad.

When referring to games appropriated for the topic, in five of the classes they were not really good and in the other five they were pointed as bad. In the aspect related to the spontaneity of the students it was graded with number 2 and 3, what means there was not a good spontaneity in the students. Also, the motivation occupied the rank 2 and 3 what means students didn't have a good level of motivation. In the item referred to the attention of the students in the class, it was given number 2 for the 10 observed classes what means there was a good level of attention. When referring to the activities used for the teacher it was assigned number 2 and 3, what means the activities were not completely active.

According to the review of literature, it is known that activities designed to promote fun, laughter and enjoyment, while attempting to motivate and to engage the learner in a language learning experience.

<b>ENDING OF THE CLASS</b>	1	2	3	4	5
• The class was understood by all the students		*****	*****		
• Teacher developed an assessment activity				*****	*****
• Assessment involved Ludic activities			*****		

**Note:** each asterisk means a observed class

In the aspect referred to the understanding of the class by all the students, 5 of the observed classes were good and in the other five they were not really good. In five of the 10 observed classes, the teacher didn't develop assessment activities, and in the other five the development of assessment activities was bad. Referring to the assessment with Ludic activities, it was observed that in the ten classes, they were not really good.

According to the observation guide results, it can be seen that the classes need more dynamism, and the classes need to include more ludic activities, so that students can feel completely motivated. The review of literature shows how important is to have a lesson plan well-designed, so that the teacher also feels motivated.

## **g. DISCUSSION**

### **HYPOTHESIS ONE**

#### **Statement**

The application of Ludic techniques limits the English Language Learning with the students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011

#### **Demonstration**

In the survey to the teacher, questions number 2, 3, 4, 6, 8, 10 show that one teacher in this kindergarten uses ludic activities and they have given good results which is confirmed with the parents' survey in the question number 5 where a 93% of parents grade the English class as excellent and very good.

#### **Decision**

This hypothesis has been rejected as the results of the applied instruments show: surveys to parents, survey to teacher and class observations, because the use of ludic activities in the English class

doesn't limit the English Language Learning with the students at "José Alejo Palacios" Kindergarten, Academic Period 2010 – 2011, but facilitates the learning in these students.

## **HYPOTHESIS TWO**

### **Statement**

The application of games improves the kids' integral development at "José Alejo Palacios" Kindergarten, Academic Period 2010 – 2011.

### **Demonstration**

The hypothesis was verified with questions 2, 3, 4 and 5 of the survey directed to parents because in their answers parents consider that the use of ludic activities improves the learning of the English language as it was demonstrated when analyzing the results of the survey, 97% consider their children are motivated with the ludic activities that the teacher uses in class, and in question 3 there is a 100% of parents who think ludic activities improves the learning of the language. Finally, in question 5, there is a 93% of parents whose

opinions rank to students' English classes as excellent and very good.

### **Decision**

This hypothesis is accepted because the results of the survey applied to the English Teacher and parents; also class observation reveals that the application of games, songs, role-plays and projects which are ludic activities, improves the kids' integral development in the teaching learning process, due to the attention and motivation teachers can get from students which provide suspense and excitement; and, of course, this challenges students to display and exhibit physical prowess while they learn in their classes at "José Alejo Palacios" Kindergarten.

## **h. CONCLUSIONS**

A) The application of Ludic activities improves the kids' integral development, because they call students' attention in different aspects what promotes a good environment to learn a foreign language and it allows the student to interact with the classmates..

B) Ludic activities are very useful in the teaching-learning process of a language because ludic activities have a lot of resources to be used: songs, games, total physical response activities, etc.

C) The use of Ludic activities needs a well-designed lesson plan, so that the game or activity matches perfectly with the topics and the four skills can be developed.

## **i. RECOMMENDATIONS**

A) Teachers should use planned and appropriated ludic activities in order to get the best results in the teaching-learning process of the English language, because its use in an English class motivates students to use his/her creativity, what facilitates in students the interaction and this promotes a nice environment for the teaching-learning process.

B) It would be a practical and useful tool to use songs, games, total physical response activities to show parents at home what their little kids are doing and learning in each class.

C) Teachers should use ludic activities in order to develop the four skills of the language: speaking, reading, listening and writing, adapting the ludic activities to each skill and topic, so this requires a well-designed lesson plan, which should be prepared previously by teachers.

## **PROPOSED PROJECT**

**Theme:** Outline to use Ludic activities with students at “José Alejo Palacios” Kindergarten, Academic Period 2010 - 2011

### **Introduction**

Being Ludic activities very important to motivate students to learn a language, it is important these Ludic activities be used in little kids, so kindergarten is a good time for children to learn English as a second language. To teach children English as a second language in kindergarten, there are numerous activities that are enjoyable for the children and which will help them to learn English vocabulary and structure.

Ludic activities balance development of a child, facilitate learning and help to strengthen the educator-pupil link.

### **Objective**

To get students involved in the teaching-learning process by using techniques and methods based in ludic activities.

## **Justification**

Ludic activities are effective tools when teaching English. These activities encourage students to practice all the language skills. Ludic activities help a teacher assess a student's current speaking level in a natural way, and can help students practice their skills in situations that closely resemble everyday life. Having this in mind, and after having the results of the surveys, as for example in the survey to the teacher, questions number 2, 3, 4, 6, 8, 10 show that the only teacher in this kindergarten uses ludic activities and they have given good results which is confirmed with the parents' survey in the question number 5 where a 93% of parents grade the English class as excellent and very good.

It is very important to have a guide about the Ludic activities this kindergarten could use, this is the reason why we are going to propose an outline about the use of Ludic activities.

Teaching English as a foreign language in preschool to 3 and 4 years-old, is restricted to action-based activities, playing games, singing and dancing and is extended by using storytelling, role play and dramatization techniques. Play and interactive preschool

activities are the basic tool for language and vocabulary development.

<b><i>Proposed activities</i></b>	<b><i>Reasons to use</i></b>
Pedagogical songs	<ul style="list-style-type: none"> <li>- Help students to motivate</li> <li>- Music helps to relax</li> </ul>
Educational videos	<ul style="list-style-type: none"> <li>- Integrate sounds and image</li> <li>- Facilitates learning</li> </ul>
Educational games	<ul style="list-style-type: none"> <li>- Students enjoy playing</li> </ul>
Total physical Response activities (TPR)	<ul style="list-style-type: none"> <li>- Keep students moving</li> </ul>
Dramatization techniques	<ul style="list-style-type: none"> <li>- Plays help to associate different roles in life</li> </ul>
<b><i>Proposed material</i></b>	<b><i>Reasons:</i></b>
Posters, flashcards, pictures	<ul style="list-style-type: none"> <li>- Visual aids help to reinforce the different topics</li> </ul>
Colorings pages and worksheets	<ul style="list-style-type: none"> <li>- Motivate students</li> </ul>
Toys and puppets	<ul style="list-style-type: none"> <li>- Kids enjoy touching different objects.</li> </ul>

## **PEDAGOGICAL SONGS**

Activating repetition mechanism of the language acquisition device facilitates the process of remembering vocabulary or grammar structures.

## **VIDEOS**

Videos in Kindergarten may be shown at rest time and an occasional one when it coincides with a lesson. All the videos watched should be considered to be educational as well. Each one teaches a lesson or some skill—whether it is social or academic.

## **GAMES**

Games provide language practice in the various skills- speaking, writing, listening and reading.

They encourage students to interact and communicate. Games create a meaningful context for language use.

## **TPR (TOTAL PHYSICAL RESPONSE)**

TPR is one of the most important teaching approaches which can be adapted to a various number of teaching situations, and children really have fun doing it. It helps practicing vocabulary connected with actions, tenses, imperatives and instructions, classroom language and even storytelling. It can be combined with the techniques of singing and dancing; English songs and nursery rhymes for pre-schoolers should be included in almost every theme.

## **MATERIAL TO USE**

There is a great number of pre-school teaching materials for teachers to use. This is the part in which the teacher's creativity is most visible and most important. Children like to see all different kinds of visuals: posters, flashcards, pictures, videos, picture books, or picture dictionaries for children etc.

The best is to combine hand-made materials with factory manufactured materials. Children like to be engaged in practical activities and participate in making things.

Children learn by listening, looking at pictures, drawing, coloring and eventually talking.

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k. ANNEXES

APPROVED PROJECT



# NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION  
ENGLISH LANGUAGE CAREER

## PROJECT

*“Ludic Activities as strategy on the English Language Learning Process with students at “José Alejo Palacios” Kindergarten, Academic Period 2010 - 2011” .*

**Authoresses:**

Ela Stefania García Salas

Blanca Irene Padilla Guamán

Loja – Ecuador

2010

**a. THEME:**

“LUDIC ACTIVITIES AS STRATEGY ON THE ENGLISH LANGUAGE LEARNING PROCESS WITH STUDENTS AT “JOSÉ ALEJO PALACIOS” KINDERGARTEN, ACADEMIC PERIOD 2010 – 2011”.

## **b. PROBLEM STATEMENT**

- **BACKGROUND<sup>7</sup>**

One of the Institutions of National University of Loja is the “José Alejo Palacios” Kindergarten, which name honors the National knowledge since the beginning of the century and radiates light to this Institution.

The Provincial Directorate of Loja and the Provincial Commission of Rewarding and Penalty considered two important points, the first was that, It is a priority of the Minister of Education to give a name to Educational Institutions, to reach identification in the Provincial and National context, and secondly it was considered that with this reason the Educational Direction honors and rewards the memory of valuable men, with significative events, historical dates and important places in our country, so that they resolved to prove the designation of the name to the Educational Center “José Alejo Palacios”, this was

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<sup>7</sup> MATAMOROS, Cecilia. Reseña Histórica “Primero de Mayo”.  
Universidad Nacional de Loja

CUEVA, Blanca. Historia “José Alejo Palacios”, Universidad Nacional de Loja.

proposed and justified by the community and by the statistical sections and pedagogical advisors of the Provincial Educational Direction.

Mr. José Alejo Palacios was an important Loja jurist, who was born in 1877 in a distinguished family; he received a strict and neat religious orientation and theological teaching which definitely influenced in his priesthood vocation, his career was frustrated by political situations involved in the Liberal Revolution that is why he finally decided to finish with his priesthood.

In the literary field, he received the romantic flows influence which started to appear in Europe and the modern flows of Ruben Dario, he was contemporary of the best national writers like Luis A. Martinez, Miguel Riofrío, Manuel Rengel and others that influenced directly to his literary creation.

With this background, it is necessary to point out that Mr. José Alejo Palacios a prominent writer needed to have a reward through an Educational Institution like this prestigious Kindergarten, currently this Institution has his name with merit and pride and it is annexed to the centenarian National University of Loja.

It was October 21<sup>st</sup>, 1978 when “Jose Alejo Palacios” Kindergarten was created by the disposition of the Honorable University Council to create and run a kindergarten of the National University of Loja annexed to the Psychology School of the Science of Education Faculty.

At the beginning, this kindergarten started its activities in the building of Workers Association “Primero de Mayo” under the responsibility of Licentiate Cecilia Matamoros, in 1980 it continued his activities in “La Argelia” in the National University of Loja village and in “Motupe” in the extension of the “Manuel Cabrera Lozano” school which is also annexed to the National University of Loja with only one teacher and who at the same time was the founder Licentiate Blanca Cueva de Alejandro.

In 1998, it was difficult to maintain the extension placed in “Motupe”, because of the economical situation of parents, so it was closed, since that year “José Alejo Palacios” Kindergarten started its activities only at “Guillermo Falconí Espinoza” University Village.

Its infrastructure is a propitious and comfortable place for little kids with only one floor and long green spaces with fresh air and sun, it

has appropriate furniture and equipment, if we mention teachers' formation, we can point out the academic and psychological fields, which are reinforced in a periodical time to provide emotional security to students.

In this kindergarten little kids are received from 4 to 5 years old, and teachers develop their activities according to the mental, emotional, physic and social necessities of each kid and considering also the children development theory which includes personal progress and maturity, knowledge of environment and creative communication.

The institution goals are to provide an Ecuadorian Basic Education in the kindergarten which offers the necessary conditions so that little kids will be able to:

1. Have an Integral development of their abilities and strengthen their personal identity and autonomy, as people that are everyday more and more able to be the main characters in the improvement of their life quality.
2. Develop attitudes of love, respect and self- esteem feelings and the respect for others and their culture.

3. Interact and discover their physical, natural, social and natural environment to better and get an improvement of their intellectual abilities.

The mission of the Institution is to teach and have little kids to develop the ability to look, interpret and value life so that they could be participants in a fair, honest and human society.

The vision of the institution is to have an educational center to give a quality of education, with trained and responsible teachers with innovator ideas, with a humanistic education of high development and intelligence where little kids will be the main characters of a civilization for a social transformation in the present and future, promoters of science and technology with the practice of human principles and values.

#### • **CURRENT SITUATION OF THE RESEARCHED OBJECT**

In many different places around the world, teachers use different methods, strategies and techniques in order to get students attention and let them get a meaningful learning. However, there are still many teachers who fear teaching, because they consider students do not

care about the knowledge and all students want to waste time, walk around and make a lot of noise. All teachers face similar problems.<sup>8</sup>

Kids teachers are not the exception, getting children's attention sometimes is a really difficult task to fulfill, traditional teaching methods make it difficult, in some cases the motivational fact is affecting students' development, and that is causing a wrong desired behavioral effect, another consequence of the use of uninteresting methods is that students are becoming uninterested, unmotivated, quiet and the results are that teachers are not reaching their goals.<sup>9</sup>

Children teachers and students in our country are also affected by habitual and boring methods; some teachers just do not have the suitable materials to develop their classes with proper methods which make teachers unable to achieve their purposes.

When Ludic activities in children classes are mentioned, it could be easily related to the word Motivation, which is an essential point to take into account because of children needs, when children are

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<sup>8</sup> Gow, L. and D. Kember. 1993. Conceptions of teaching and their relationship to Student learning. *British Journal of Educational Psychology*, 63, 20-33

<sup>9</sup> Meighan, R. and J. Meighan. 1990. Alternative roles for learners with particular reference to learners as democratic explorers in teacher education courses. *The School Field*, 1(1), 61-77

motivated they are interested in learning. Ludic activities are based on movement, and dynamism which promotes a natural learning without forcing students to learn what the teacher is explaining but students get the knowledge in real situations and are trained to face any situation in everyday circumstances. Every day, more and more teachers are having trouble with the application of the correct Ludic activities for children, which is causing a big impact into the teaching-learning process, and which is not helping to assure little kids a meaningful learning, games are an essential tool to catch students' attention and interest, some of them help teachers to develop and teach different topics, however some teachers do not use them or do not update their knowledge about the best games and activities to apply with little kids, based on the before mentioned problems it has been considered convenient to state the following research problem:

- **RESEARCH PROBLEM**

How do the Ludic activities as strategy impact on the English Language Learning Process with the Students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011?

- **DELIMITATION OF THE RESEARCH**

- a) Temporal**

- The research project will be done during the academic period 2010 and 2011.

- b) Spatial**

- It will be carried out at “José Alejo Palacios” Kindergarten which is located at “Guillermo Falconí Espinoza” University Village.

- c) Observation Units**

- People who will provide us information about the research theme are:

- Students of “José Alejo Palacios” Kindergarten
    - English teachers

- d) Subproblems**

- The subproblems derived from the general problem are:

1. What Ludic techniques do the teachers use to develop the English Language Learning with the students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011?

2. How do the application of games improve kids’ development in the English Language Process at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011?

### **c. JUSTIFICATION**

The impact of Ludic activities into the English teaching learning process is an important fact to be studied and analyzed because education is an essential aspect into world new requirements, and nowadays Educational System has been criticized by society in general due to the necessity to improve its quality, contributing in this way to get an effective and self-supported development of it.

Academically, this research will be supportive to achieve a better education and take part in promoting an effective development of English teaching–learning process, it is important to examine different factors which are affecting it. The use of ordinary and inappropriate activities in children classes is one of the fundamental problems to research about, because if there is a lack of use of suitable activities for little kids and a bad guidance in class, it is going to be difficult to provide a meaningful knowledge to children,

This research work could be consider relevant because it pretends to facilitate English teachers information to know and improve their knowledge about Ludic activities and how helpful they could be, in

this way it can be a supportive tool for them and we can offer some alternatives of solution to the found problems.

Since the social point of view, it is important to carry out this research project because of the necessity of people to have a confident educational center to assure children development in academic and social aspects where dynamic and Ludic activities could be involved in their English Learning.

Finally it is justified enough because it is a previous requirement for English Career undergraduates; in order to get the Licentiate's degree in Sciences of Education, English language specialization, and it is also important to mention that the researchers have the necessary resources and facilities to develop and fulfill it according to the established timetable.

#### **d. OBJECTIVES**

- **GENERAL OBJECTIVE**

To determine how Ludic activities as strategy help to improve the English Language Learning with the Students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011

- **SPECIFIC OBJECTIVES**

- ❖ To identify the Ludic techniques that teachers apply to develop the English Language Learning with the students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011
- ❖ To find out the games that help to improve the kids’ integral development at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011

## **e. THEORETICAL FRAME**

- **LUDIC ACTIVITIES**

### **Definition<sup>10</sup>**

A Ludic task is a pedagogical activity designed to promote fun, laughter and enjoyment, while attempting to motivate and to engage the learner in a language learning experience.

Ludic activities and sport share at least two elements: uncertain outcomes and sanctioned displays. The uncertain outcomes provide suspense and excitement; the sanctioned displays give participants socially acceptable opportunities to exhibit physical prowess.

### **Types of Ludic Activities<sup>11</sup>**

#### **Narrative**

The term narrative is to present a broad and expansive understanding of the concept, to think beyond the normal limits of

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<sup>10</sup> Avedon, Elliott, and Brian Sutton-Smith (1971). *The Study of Games*. New York: John Wiley & Sons

<sup>11</sup> J. Hillis Miller: "Narrative," from the book *Critical Terms for Literary Study* (1995).

what we might consider narrative, to help uncover the common turf of stories and games.

Miller's definition of the term "narrative," grossly paraphrased, has three parts:

1. A narrative has an initial state, a change in that state, and insight brought about by that change. You might call this process the "events" of a narrative.
2. A narrative is not merely a series of events, but a personification of events through a medium such as language. This component of the definition references the representational aspect of narrative.
3. And last, this representation is constituted by patterning and repetition. This is true for every level of a narrative, whether it is the material form of the narrative itself or its conceptual thematic.

It's quite a general definition. Let's see what might be considered narrative according to these three criteria. A book is certainly a narrative by this definition, whether it is a straightforward linear novel or a choose-your-own-adventure interactive book, in which each page ends with a choice that can bring the reader to different

sections of the book. Both kinds of books contain events which are represented through text and through the patterned experience of the book and its language.

A game of chess could also be considered a narrative by this scheme. How? Chess certainly has a beginning state (the setup of the game), changes to that state (the gameplay), and a resulting insight (the outcome of the game). It is a representation -- a stylized representation of war, complete with a cast of colorful characters. And the game takes place in highly patterned structures of time (turns), and space (the checkerboard grid).

Many other kinds of things fall into the wide net Miller casts as well -- some of them activities or objects we wouldn't normally think of as narrative. A marriage ceremony. A meal. A conversation. The cleverness of Miller's definition is that it is in fact so inclusive, while still rigorously defining exactly what a narrative is.

Because, what I wish to ask is NOT the overused question:

Is this thing (such as a game) a "narrative thing" or not?

Instead, the question I'd like to pose is:

In what ways might we consider this thing (such as a game) a "narrative thing"?

What am I after? If I'm intersecting games and stories to create something new out of the synthesis of both, my aim with the concept of narrative should not be to replicate existing narrative forms but to invent new ones. The commercial game industry is suffering from a peculiar case of cinema envy at the moment, trying to recreate the pleasures of another media. What would a game-story be like that wouldn't be so beholden to preexisting linear media? Good question. But I'm getting ahead of myself. We're still two full terms away from games.

## **INTERACTIVITY**

Interactivity is one of those words which can mean everything and nothing at once. So in corralling this naughty concept, my aim is to try to understand it in its most general sense, but also to identify those very particular aspects of interactivity which are relevant to "games and stories."

There is an adequate common-sense definition. But if we're triangulating our concept of narrative with this concept of interactivity, the problem is that by this definition all forms of narrative end up being interactive. For example, take this book you're holding. Can you really say that the experience of reading it isn't interactive? Aren't you holding the book and physically turning the pages? Aren't you emotionally and psychologically immersed? Aren't you cognitively engaging with language itself to decode the signs of the text? And doesn't the physical form of the book and your understanding of its contents evolve as you interact with it? Yes and no.

If what we are after is relationships between our terms, it's important to find the terrain of overlap between narrative and interactivity. But we don't want the two terms to be identical. It seems important to be able to say that some narratives are interactive and some are not -- or rather, that perhaps all narratives can be interactive, but they can be interactive in different ways.

Intuitively, there is in fact some kind of difference between a typical linear book and a choose-your-own-adventure book. And it seems that the difference in some way is that naughty concept of interactivity. Here's one solution. Instead of understanding

"interactivity" as a singular phenomenon, let's subdivide it into the various ways it can be paired up with a narrative experience. Four modes of narrative interactivity are presented:

**Mode 1:** Cognitive Interactivity; or Interpretive Participation with a Text. This is the psychological, emotional, hermeneutic, semiotic, reader-response, Rashomon -effect-ish, etc. kind of interactions that a participant can have with the so-called "content" of a text. Example: you reread a book after several years have passed and you find it's completely different than the book you remember.

**Mode 2:** Functional Interactivity; or Utilitarian Participation with a Text Included here: functional, structural interactions with the material textual apparatus. That book you reread: did it have a table of contents? An index? What was the graphic design of the pages? How thick was the paper stock? How large was the book? How heavy? All of these characteristics are part of the total experience of reading interaction.

**Mode 3:** Explicit Interactivity; or Participation with Designed Choices and Procedures in a Text

This is "interaction" in the obvious sense of the word: overt participation such as clicking the nonlinear links of a hypertext novel, following the rules of a Surrealist language game, rearranging the clothing on a set of paper dolls. Included here: choices, random events, dynamic simulations, and other procedures programmed into the interactive experience.

**Mode 4:** Meta-interactivity; or Cultural Participation with a Text

This is interaction outside the experience of a single text. The clearest examples come from fan culture, in which readers appropriate, deconstruct, and reconstruct linear media, participating in and propagating massive communal narrative worlds.

These four modes of narrative interactivity (cognitive, functional, explicit, and cultural) are not four distinct categories, but four overlapping flavors of participation that occur to varying degrees in all media experience. Most interactive activities incorporate some or all of them simultaneously.

So, what we normally think of as "interactive," what separates the book from the choose-your-own-adventure, is category number

three: explicit interactivity. As we hone in on our four terms, note that we've made enough progress to already identify those phenomena we might call "interactive narratives." The newspaper as a whole is not explicitly interactive, but the letters-to-the-editor section is. Are games interactive narratives in this sense? Absolutely. The choices and decisions that game players make certainly constitute very explicit interactivity. We're getting closer to games.

## **PLAYS**

Perhaps more than any other one of the four concepts, play is used in so many contexts and in so many different ways that it's going to be a real struggle to make it play nice with our other terms. We play games. We play with toys. We play musical instruments and we play the radio. We can make a play on words, be playful during sex, or simply be in a playful state of mind.

What do all of those meanings have to do with narrative and interactivity? Before jumping into a definition of play, first let's try to categorize all of these diverse play phenomena. We can put them into three general categories.

### **Category 1: Game Play, or the Formal Play of Games**

This is the focused kind of play that occurs when one or more players plays a game, whether it is a board game, card game, sport, computer game, etc. What exactly is a game? We're getting to that soon.

### **Category 2: Ludic Activities, or Informal Play**

This category includes all of those nongame behaviors that we also think of as "playing:" dogs chasing each other, two college students tossing a frisbee back and forth, a circle of children playing ring-around-the-rosy, etc. Ludic activities are quite similar to games, but generally less formalized.

### **Category 3: Being Playful, or Being in a Play State of Mind**

This broad category includes all of the ways we can "be playful" in the context of other activities. Being in a play state of mind does not necessarily mean that you are playing -- but rather that you are injecting a spirit of play into some other action. For example, it is one

thing to insult a friend's appearance, but it is another thing entirely if the insult is delivered playfully.

A quick structural note -- the latter categories contain the earlier ones. Game play (1) is a particular kind of ludic activity (2) and ludic activities (2) are a particular way of being playful (3). But what overarching definition could we possibly give to the word "play" that would address all of these uses?

Play is the free space of movement within a more rigid structure. Play exists both because of and also despite the more rigid structures of a system.

That sounds quite abstract and obtuse for a fun-loving word like "play," doesn't it? But it is actually quite handy. This definition of play is about relationships between the elements of a system. Think about the use of the word "play" when we talk about the "free play" of a steering wheel. The free play is the amount of movement that the steering wheel can turn before it begins to affect the tires of the car. The play itself exists only because of the more utilitarian structures of the driving-system: the drive shaft, axles, wheels, etc.

But even though the play only occurs because of these structures, the play is also exactly that thing that exists despite the system, the free movement within it, in the interstitial spaces between and among its components. Play exists in opposition to the structures it inhabits, at odds with the utilitarian functioning of the system. Yet play is at the same time an expression of a system, and intrinsically a part of it.

This definition of play does in fact cover all three kinds that we mentioned previously. Playing Chutes and Ladders occurs only because of the rigid rules of the game -- but the gameplay itself is a kind of dance of fate which occurs somewhere among the dice, pieces, board, and game players. Playing a musical instrument means manipulating within the free space of audio possibilities that the structure of the instrument was designed to engender. Being playful in a conversation means playing in and among the linguistic and social structures that constitute the conversational context. Play can manifest in a dizzying variety of forms, from intellectual and physical play to semiotic and cultural play.

One way to link this understanding of play to narrative and interactivity is to consider the play of an explicitly interactive narrative. The challenge for the creator of an interactive narrative is

to design the potential for play into the structure of the experience, whether that experience is a physical object, a computer program, an inhabited space, or a set of behaviors.

And the real trick is that the designed structure can guide and engender play, but never completely script it in advance. If the interaction is completely predetermined, there's no room for play in the system. The author of a choose-your-own-adventure creates the structure that the reader inhabits, but the play emerges out of that system as the reader navigates through it. Even if the reader breaks the structure by cheating and skipping ahead, that is merely another form of play within the designed system.

## **GAMES**

We have arrived at our fourth and final term: games. With this concept, we have a new kind of naughtiness. Play, interactivity, and narrative threatened us with overinclusion. "Games," on the other hand, needs some discipline because it's difficult to understand exactly and precisely what a game is. My approach with this concept is to define it as narrowly as possible so that we can understand what

separates the play of games from other kinds of ludic activities. We are, after all, looking at games and stories, not play and stories.

The fact that games are a formal kind of play was referenced before. But how exactly is that formality manifest? Here is a definition that separates games from other forms of play:

A game is a voluntary interactive activity, in which one or more players follow rules that constrain their behavior, enacting an artificial conflict that ends in a quantifiable outcome.

It is a bit dense. Here are the primary elements of the definition, teased out for your perusal:

### **VOLUNTARY**

If you're forced against your will to play a game, you're not really playing. Games are voluntary activities.

Interactive Remember this word? It's referencing our third mode of interactivity: explicit participation.

## **BEHAVIOR-CONSTRAINING RULES**

All games have rules. These rules provide the structure out of which the play emerges. It's also important to realize that rules are essentially restrictive and limit what the player can do.

## **ARTIFICIALITY**

Games maintain a boundary from so-called "real life" in both time and space. Although games obviously do occur within the real world, artificiality is one of their defining features. Consider, for example, the formal limits of time and space that are necessary to define even a casual game of street hoops.

## **CONFLICT**

All games embody a contest of powers. It might be a conflict between two players as in chess; it might be a contest between several teams, as in a track meet; a game might be a conflict between a single player and the forces of luck and skill embodied in solitaire; or even a group of players competing together against the clock on a game show.

## **QUANTIFIABLE OUTCOME**

The conflict of a game has an end result, and this is the quantifiable outcome. At the conclusion of a game, the participants either won or lost (they might all win or lose together) or they received a numerical score, as in a videogame. This idea of a quantifiable outcome is what often distinguishes a bona fide game from other less formal play activities.

Games embody the same structure-play relationship of other ludic activities, where play emerges as the free space of movement within more rigid structures. But the fact that games are so formalized gives them a special status in this regard. To create a game is to design a set of game rules (as well as game materials, which are an extension of the rules). The rules of a game serve to limit players' behaviors. In a game of Parcheesi, for example, players interact with the dice in extremely particular ways. You don't eat them, hide them from other players, or make jewelry out of them. When it is your turn, you roll the dice, and translate the numerical results into the movement of your pieces. To take part in a game is to submit your behavior to the restrictions of the rules.

Rules might not seem like much fun. But once players set the system of a game into motion, play emerges. And play is the opposite of rules. Rules are fixed, rigid, closed, and unambiguous. Play, on the other hand, is uncertain, creative, improvisational, and open-ended. The strange coupling of rules and play is one of the fascinating paradoxes of games.

- **LEARNING PROCESS**

**Definition**

Teaching-Learning process is the point at which we decide whether we love the world enough to assume responsibility for it and by the same token to save it from that ruin, which, except for renewal, xcept for the coming of the new and the young, would be inevitable. Education, which is an important aspect here, is where we decide whether we love our children enough not to expel them from our world and leave them to their own devices, nor to strike from their hands their choice of undertaking something new, something unforeseen by us, but to prepare them in advance for the task of renewing a common world.

## **Learning Principles<sup>12</sup>**

The latest gains in the field of brain research cast a new light upon the learning process, which impacts curriculum design, teacher preparation, and classroom practices. The model we have developed to illustrate the Principles of Learning, which we consider to have a significant influence upon knowledge acquisition, skill enhancement and competence development when applied to both classroom settings and communities, has evolved from developments in the study of learning. Knowing how humans learn has helped us design the model we propose, which demonstrates the practical applications of research into educational settings.

A variety of research approaches and techniques have been developed that seek to alter the old conceptions about learning and focus on learning with understanding. Herbert Simon, Nobel laureate, stated that the meaning of "knowing" has shifted from being able to stock information and repeat it to being able to critically make use of it.

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<sup>12</sup> Bransford, Brown, & Cocking, 1999

## **Learning Components**

Our eight learning components are adapted from Ewell's understandings of the richness and complexity of learning based on the converging evidence from neuroscience, cognitive psychology, and developmental research.

- First and foremost, the student is Actively Involved and participates in his or her instruction. Information is not delivered to him or her, rather the student creates it.
- Thus, students have the opportunity to establish, test, and rework Patterns and Connections as they "make meaning" out of learning situations.
- Learning does not occur in classroom settings only, nor is it contained within the time frame of a lesson. Learning is Informal and it can be acquired anywhere, at any time.
- Because students are actively involved in creating their own patterns and connections and because learning occurs in informal settings, besides the classroom, it is inevitable that we will have misconceptions. Direct Experience in a real context is required in order to change or alter these preconceived notions.

- If a learning situation is a Compelling Situation, which goes beyond a direct experience in that the situation involves real consequences, then the learning will be more challenging and interesting for the students.
- Ewell stresses the importance of the incentive as well as the corrective role of Frequent Feedback, which students should get from instructors and peers throughout the learning process; without opportunity for practice, even well-learned abilities will go away.
- Following the point about frequent feedback, Ewell emphasizes that the feedback will be most effective if it is delivered in an Enjoyable Setting that involves personal interactions and a considerable level of personal support.
- Ewell presents Reflection, our eighth principle of learning, as a subcomponent of Compelling Situation because as a learner discovers new connections while involved in a compelling situation, Reflection is necessary to reach the point of deeper learning required for this information to be used in future situations. In our model, Reflection becomes one of the primary elements of learning because we feel that through reflection students can take control of their own learning. The practice of reflection enhances self-assessment skills that lead to

recognizing what has worked and what needs to be improved. All of this leads to transfer of learning to new settings and for long-term impact.

Ewell also included a Readiness to Learn element in his principles of learning, which we feel overlaps all eight elements of Learning in our Model. Therefore, we created a separate component within the center of the Model, Students at the Center of Their Own Learning. Since "readiness to learn" has an implicit impact upon all the other components of learning, it fits within this center circle, upon which all of the learning principles are based.

### **Learning Environment**

After World War II, while the bomb damaged parliamentary buildings were being reconstructed, Winston Churchill urged that design of the great oratory halls remain as before. Fearing that a different plan might diminish the importance of their traditional form of debate, he stated, we shape our buildings and then they shape us.

His statement raises an important question: Does the man made environment affect how we live and act within it? Commercial, retail

and entertainment industries pay close attention to the formation of space. We often judge the quality of a restaurant prior to sampling the cuisine. We are then surprised or justified in our opinions of the quality of a product based on the surroundings within which we experience it.

Do schools and classroom spaces enhance or detract from the learning process? Learning is essentially a mental process. So why do we bother with how the classroom looks or feels? Educational philosopher John Dewey urged that the learning environment be humane and attentive to individual children rather than be a form of mass instruction. Exceptional teachers however, sometimes boast of their ability to practice their art anywhere and under adverse circumstances.

A fundamental question must be asked: "How does one learn?" Early discoveries by noted Swiss psychologist Jean Piaget and more recent theories explored by educator Howard Gardner have expanded the more traditional views of the process of learning. Age, sex, culture and individual character greatly influence not only one's ability to learn but indicate a multitude of ways that an individual potentially can learn. Learning is no longer considered merely an

accumulation of knowledge but rather the an understanding or ability to construct knowledge in meaningful ways for a particular purpose or solution to a well defined problem.

The individual style of a teacher, the curriculum being presented, the maturity and learning ability of the individual student must each be accommodated within the classroom space. If these are thoughtfully considered, the new learning environments will enhance, not hinder the learning process. As more is discovered about the learning process, the curriculum and style of pedagogy will periodically be updated, adapted and reevaluated. The classroom space will also undergo a similar scrutiny. The physical environment then, should not be constructed to manipulate or influence a particular style of teaching or learning, but rather be responsive to and adaptive by individual teacher and student needs.

Over the past fifteen years, I have worked with several educators to design, build and remodel dozens of educational facilities. The past two years were spent in observing and researching teaching practices through a master's thesis study. I have concluded that the following six (6) general categories include criteria which are essential components necessary for meeting the demands of

learning based schools. Both the designer and the teacher should understand and be aware of these qualities to ensure their careful consideration to construct an optimum learning environment.

### **SIZE, SHAPE AND SCALE**

The size of a room affects the possible arrangement of activities within it. Generally, the larger the room the more flexibility and the smaller, the more intimate. A rectangular shaped room affords more interactive visibility between occupants whereas "L" shaped ones or ones with alcoves allow for variety of privacy to individual learners. Movable wall devices can accommodate many different shapes. Scientific observations indicate that the student builds confidence through achievement. The ability to relate to elements within a room affords a degree of self empowering through scale that is relative. Size and locations of counters, windows, furniture and storage elements all should be considered or be adapted to the scale of the user(s).

### **ACOUSTICAL QUALITY AND NOISE CONTROL:**

Acoustical liveliness is a product of room configuration (parallel

walls), surface finishes (hard, soft), material density (solid, hollow) and air tightness (sound transfer). A room designed for music is constructed very differently from one designed for quiet conversation. Shower spaces are great for singing but poor for conducting discussions. If group activities are more prevalent than a single lecture source, rooms should more sound absorptive. Learning is hampered when the teacher or students do not have a common language or when students are unfamiliar with a strange concept if the spoken words are not heard or clearly enunciated. Hard walls such as glass or marker boards should not oppose each other but rather be opposite an open storage areas of differing heights and depths. Disturbing "echoes" or "flutters" can also be mitigated by angling walls at least 5 degrees out of their original parallel plane. Carpet on floors and acoustical ceilings cut down on reverberation (sound that continues to bounce). Massive walls or ones with sound insulation prevent exterior noise transfer but only if there is no air gap (walls only to the bottom of suspended ceilings do not help). If windows or doors must be opened for ventilation, a low frequency sound can be used to mask conversations or exterior noise which may disturb individual discussions.

## **ILLUMINATION AND VIEWS:**

High energy costs caused the design and production of efficient lighting systems for both business and school facilities. Incandescent fixtures have been replaced by fluorescent fixtures as the most common electric light source within classrooms. The human need and desire for natural sunlight and for views to adjacent spaces (for orientation) requires that the two illumination sources be balanced for a variety of activities. Because daylight varies with the season, time of day, weather and position of glazing, controls are necessary for its admission into the interior. Electric light sources are more easily controlled not only when balancing with sunlight but for the specific tasks that need illumination. Glare caused by the imbalance of light sources within one's field of view or bounced off of a reflective surface (marker board or computer monitor) is one of the major causes of irritation and is a detriment to learning. Knowledge of the extreme ratio of daylight to electric light (as great as 500:1) requires that control devices for reflecting, shading or blocking be carefully considered. Reflectivity of surface finishes, arrangement and location of light sources as well as their method for diffusion within the classroom all play an important role in the comfort for the student and teacher for the purpose of learning.

## **TEMPERATURE, HUMIDITY AND VENTILATION:**

Several studies indicate that teachers rather than students are more upset by temperature fluctuations within a classroom. Test scores are not adversely affected by temperatures except under extreme conditions. Students generally like the temperature slightly cooler (5 degrees to 10 degrees) than do teachers. Traditionally, boy's or men's clothing insulates their bodies slightly better than does girl's or women's clothing. Because the temperature, humidity and ventilation of an enclosed space will depend on a number of factors including the configuration and materials of the building, amount of glazing, size and volume of the space, number of occupants and their current state of activity as well as the heating and cooling system, flexibility for manipulating that system is extremely important for comfort. If the teacher must override existing controls by opening doors or windows to augment their comfort, the system is self defeated and the teacher probably agitated (i.e. not doing the best teaching). Controls should be independent for each space and be simple to operate.

## **COMMUNICATION, ELECTRICAL POWER AND TECHNOLOGY:**

The advent of electrically powered devices over the past four

decades has increasingly invaded the home, business and educational environments. From satellite broadcasts to surfing the Internet, learning opportunities are constantly changing. Regardless of the individual pedagogy or curriculum utilized, a variety of electronic tools now augment and have become integral to the classroom. The business community has pioneered and developed flexible systems that are easily planned and readily available now within the classroom environment. Audio and data transfer systems are simple to network and upgrade when necessary. Raceways or conduits provided at regular intervals allow present and future planning of communication, power and technology. Floor (power and data) outlets should be avoided because of the possibility of maintenance or tripping hazards. Counter height and surface outlets, overhead poles or retractable coils provide needed flexibility.

#### **MATERIAL FINISHES, TEXTURES AND COLORS:**

More controversy is evoked over the color or texture of a finish material than any other aspect of its use. Studies indicate that 25 % of the population view or perceive color differently than do the remaining majority. Colors not only evoke cultural style but have historic and symbolic references as well. Bright and light colors tend

to advance and dim or dark colors tend to recede. Smooth surfaces appear harder than do rough textures. Self esteem affects an individuals learning progress. Since much of the work displayed within a classroom is student work, ease of display is extremely important. Surface colors must be non competing with exhibited work. Tackable wall surfaces are created with either sound absorbent (tackable) board or vinyl wall material wrapped around a durable surface and then adhered to the substrate. Finishes within reach of students should be cleanable, durable and/or replaceable. Apart from the finish of materials, the perception of newness or cleanliness also affects learning. Equivalent schools were observed as one was repainted and the other was not. Attendance and test scores improved dramatically in the facility which was simply refinished.

#### **CONCLUSIONS ON INTERRELATIONSHIPS:**

It is obvious that all of these criteria are interrelated. A small habitable space with a large amount of glazing with southern exposure (in the northern hemisphere) will most likely be bright and warm on a clear day. If a window is opened adjacent to a playground, noise will penetrate the room. If walls are finished with a glossy paint over hard surfaces such as plaster, speech will be difficult to

understand especially as more individuals speak simultaneously. If a marker or chalk board is opposite an exterior window, it will be difficult to see because of the resultant glare. If floors are finished with a composition tile which was intended for easier maintenance, the room will reverberate and be more lively than if finished with carpet. If the carpet color is plain and either very light or dark, it will quickly appear to be dirty.

There is nothing new or remarkable about these environmental considerations. We consider most of them when using our native "common sense". We often make individual adjustments to our living and learning space(s) to be more functional or comfortable. However, sometimes these adjustments may diminish an others opportunity for learning. Tin foil or shades on windows reduce occasions for a view of the sky, a beautiful sunset, the landscape or an outside object used to illustrate a particular lesson. Shrinking the height of an existing classroom to reduce heating or cooling costs may alter the sound qualities or prevent the display of student work. Brightly colored walls or high light levels may increase glare and possibly unwanted heat gain through lamp radiation. Hard cleanable surfaces may simplify maintenance tasks but increase reverberation or prevent teacher or student displays and consequently provide an

atmosphere which is unpleasant to learn or teach within. All of these well intended decisions resulted in unintentional problems which are known to affect children's learning ability or make education more difficult.

When planning or remodeling a classroom environment, a successful (subjective) learning space requires that both the educator and environmental designer understand the affects of each criteria quality with respect to learning as well as each criteria's interrelationship to each other.

A good classroom must include the possibility for individual control as well as provide a well proportioned, stimulating and comfortable learning space which takes advantage of local character, solar orientation, appropriate views, proper functional interaction with adjoining learning elements and strong connections with the surrounding community. Allowing teachers to easily adapt learning environments to their individual pedagogical style(s) will increase the opportunity for student learning.

### **Children Learning<sup>13</sup>**

According to specialists in the field of education and kids school aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. Thus academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of an efficient learning

The main aspects that need to be taken into consideration to have a successful children learning are:

- Teamwork, games and the sense of competitiveness.
- Demonstration not explanation.
- Rules and routine.
- Encouraging the usage of target language.
- Getting the students' attention.
- Praise and rewards.
- Drama and acting.
- A helper.
- Movement.

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<sup>13</sup> <http://www.leafy-resources-teachers.com>

- Fast finishers.
- Problematic students.
- Positive attitude.

### **TEAMWORK, GAMES AND THE SENSE OF COMPETITIVENESS**

Teamwork is a good activity to perform with your students because you are encouraging them to work in a cooperative way, and you are promoting not only help between each other, but the sense of competitiveness between groups which is helpful to build self confidence in each learner. Students love competition. As teacher, you should take every opportunity to turn any activity into a contest. Reward the students for every positive thing they do. Keep in mind that rewards have a much more encouraging and motivating effect than any form of punishment.

### **DEMONSTRATION NOT EXPLANATION**

Whatever your experience may imply, always remember that children are not adults and that adults are not children. Consequently different techniques have to be used to explain to the students what you require. Forget checking instructions and wordy explanations. As an

alternative, resort to demonstrations or ask a stronger student to explain what s/he understood to the other students.

## **RULES AND ROUTINE**

Students need order and quickly get used to routines and habitual activities. If you notice that a certain activity gets their attention, keep practicing that. Try to start and end a lesson in the same or similar way or have some always repeating elements in it. For instance, a good starting point is dividing a class into groups and a good finishing point might be counting the points and drawing stars for all the group members on the poster. Be strict about the rules you want the students to follow as well. For example, let them get used to the fact that you will give coloring worksheets only to the students who have already taken out their crayons.

## **ENCOURAGING THE USAGE OF TARGET LANGUAGE**

It is really appropriate to try to make students use TL (target language) from the very first classes. Expose them to the basic phrases and repeat these each time an opportunity comes up. Ignore the students who insist on using their mother tongue and they will

sooner or later adjust to your behavior. Reward the ones who use TL by giving their group points, clapping or verbal praise.

## **GETTING THE STUDENTS' ATTENTION**

Sometimes classes tend to be noisy by so raising your voice or shouting has a poor chance of success. Instead, try using sound making objects - toy musical instruments (drums, maracas, trumpet), whistles, rattles, bells etc. Not only will you save your throat but you will bring some fun to the classroom as well.

## **PRAISE AND REWARDS**

Nothing works better for students than a decent amount of praise. When it comes to kids however feel free to praise them all the time for the smallest things they do or say properly. They might not be able to understand “very good”, “great” or “excellent” but they will surely get “bravo”, “super” or “perfect”. Thumbs up, clapping hands and a huge smile on a teacher’s face will definitely help the kids realize that they did a great job and made you pleased. Create a way of rewarding your students as well. Draw smiling faces, stars or use stamps or stickers to show your appreciation. Put up posters on the

walls with the students names to keep record of their good work. Never stoop to bribery or material rewards. Sweets or mascots may make young learners do quietly what you order but once you forget the reward or want to quit the procedure a tragedy will follow.

### **DRAMA AND ACTING**

Teachers should not be afraid to make a clown out of yourself. Teaching requires acting skills. Make faces, use body language and your voice. While presenting new vocabulary and drilling it is possible to make kids repeat words even ten times only by changing the tone of your voice. Thus if you want them to repeat the word “papaya” sound angry, quiet, interested, helpless, hopeful, surprised and so on. There is no way that they will not enjoy it.

### **A HELPER**

Sometimes course books offer mascots or puppets thematically connected to the topics covered by the book, so do not be afraid to use them. Otherwise find any old mascot of yours and bring it to the classroom. Give it a name and age, and as the lessons proceed create its likes, dislikes, favorite food, color etc. Young learners get

attached to mascots very quickly, especially if you bring it to every class and let the students touch, hug and talk to it. My students love offering our puppet water and got very concerned when Boo (its name) got ill and had to go to hospital!

In the case of teens or adults, a student working as a helper is a good resource, so that teacher is not the only responsible for every single thing happening in the classroom, but it will contribute to have a more organized environment.

## **MOVEMENT**

Young Learners have loads of energy that we adults sometimes lack. It would be unwise not to use such a benefit though. Therefore make them move as much as you can. Think of games that involve running, races, coming to the blackboard. If you use songs or chants create movements to accompany them. Not only will it be a vent for the kids' energy but it will also enable them to memorize the new vocabulary better. Older learners also need movement involving the class in order to catch in a better way their attention.

## **FAST FINISHERS**

This happens especially with young learners, it is helpful always to have an extra activity ready for the fast finishers. If kids have nothing to do they usually start walking around, talking etc, which is something we should try to prevent from happening. The extra activity does not have to be a worksheet though. You might tell the student(s) to draw the teacher, the classroom or his favourite animal in his notebook for instance. They might also be asked to help you organize your materials before the lesson is over or clean up the classroom.

## **PROBLEMATIC STUDENTS**

Problematic students are the nightmare of every teacher but there are ways to deal with them. First, remember to praise any naughty kid for any good thing they do in front of all the other children. If necessary exaggerate! "Look everybody! Leyla has her notebook today! Well done! You are a very good student, Leyla! I'm proud of you!", and so on. After a few weeks they will crave your praise, so then feel free to use that. Make little naughty-no-more kids your helpers. Let them distribute the worksheets, play with the puppet etc.

## **POSITIVE ATTITUDE**

Smile! Hug! Pat the students' on the heads! Whatever happens, try to be positive and optimistic. Make an angry face when the students are naughty but don't shout. Students have to know that you are also their friend.

- **SUGGESTED GAMES TO DEVELOP A LUDIC CLASS**

### **Ice Cream Game**

Draw two huge ice cream cones on the board. One for kids. One for the teacher. Put all the picture cards from today's theme on the board, now circle several of the picture cards. Ask today's question and point to a card. The kids have to answer with whatever is on the card. If they do, you erase part of your ice cream and add it to theirs. But... if the card has a circle they must remain totally silent! If they speak part of their ice cream and add it to yours! Keep going faster and faster! You are the winner if you eat the other team's whole ice cream!

## **Matching Pictures**

Give each child one picture. As the children to study their pictures closely and think about how they would describe them to someone. Tell the children to put their pictures face down on their desks, move around the class. And try to find the child who has a picture that matches theirs by describing their pictures to each other. For example:

A: my picture is a big black dog

B: My picture is a small brown dog

When two students with matching pictures find each other, have them check by comparing their pictures and sit down if they are right. The first pair to sit down are the winners, but the game continues until all the children have matched their pictures.

## **Jump**

Hand out one mini card to each student. Everyone gets in a circle, everyone holds up their card. The rule is you cannot move your heads or eyes. You have got to be still!!.. the teacher says "Is it red" Everyone says 3,2,1 jump you jump to face and point to where you think someone who has a red card is. You either say red or have

something red as you point. The person then picks another color or any vocabulary and continues.

### **Mix and Match**

Divide the group into pairs. Have each pair and decide to be a set of a pair of something (eg. Salt, pepper, bacon and eggs, sweet and sour, etc.) each child is one thing or element in the pair or set. Allow the players to scatter around the play area. Ask all players to close their eyes or put on blindfolds. Have the players shout the name of the object in the pair that the other partner picked. The point of the game is to reunite the partners. The pandemonium of the search adds to the fun. End the game when all pairs have been matched. The players open their eyes, and it is quiet.

Variation: A simple enhancement is to work with trios instead of pairs. Have the children identify one of the partners as the word that describes both elements in the pair. (for example, condiments goes with salt and pepper, animals with cats and dogs.) the object of the game is to reunite the trios.

### **Hop, Skip and Jump a Word**

Scatter the alphabet cards of the floor, leaving small spaces between the cards. Have the children form a line near the cards. If the children are real beginners, say a verb and a letter of the alphabet, such as “jump B” have the first child in line jump onto B. then say another verb and letter of the alphabet, such as “Hop G” have the child hop onto G. continue until the child has moved to several letters using a different action each time. Once the child has finished his or her letters and actions, the child should move to the back of the line and allow the next child to begin.

- **LUDIC TECHNIQUES AND THEIR ROLE IN FOREIGN LANGUAGE LEARNING**

### **Songs<sup>14</sup>**

Acknowledged linguists give numerous reasons for using songs in foreign language teaching. Music and songs are the natural environment for various human activities, among others – learning. Music can act as a powerful mnemonic device (Wach 2002), as it helps remember material easily. We tune in to the music and

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<sup>14</sup> Jourdain 1997 in Wach 2002

sometimes it simply cannot get of our head. Murphey refers to it as “the song stuck in my head phenomenon” (Murphey 1990).

Activating repetition mechanism of the language acquisition device facilitates the process of remembering vocabulary or grammar structures. Music is said to enhance perception and improve our concentration (Bogdanowicz 1989 in Wach 2002), which in turn develops our cognition. Songs are a great motivating tool – especially for some age groups like children, teenagers and young adults as they represent some kind of subculture and ideology young people identify with. Using songs and music fulfills a social function of integration and feeling the sense of belonging. Music can also be used in therapy helping people to reveal or overcome their emotions. Siek-Piskozub categorizes these various functions of music and songs and distinguishes some other functions apart from those mentioned above – organising, didactic and cognitive (Siek-Piskozub 1995). In the lesson scripts presented in the second part the predominant aim of using songs in the classroom was to trigger the cognition mechanism – the students are supposed to learn something listening to the song, analysing its lyrics.

## **Projects**

Project work is rarely referred to as “ludic strategy” in methodological handbooks. Its nature, however, has some elements in common with what is defined as ‘ludic strategy’.

Project work activates students because they work on something they are really interested in and very often these interests are centered outside the classroom. Projects develop students’ communicative abilities as the main assumption about project work is that it is done in groups and based on exchanging information. Very frequently, the very idea of group work initiates some competitiveness as students want to perform best in their groups.

Also, project work can evoke “peer group enthusiasm” which suggests that the activity is enjoyable and entertaining (Fried-Booth 2002). Among many strengths of the project work we can list the opportunity to draw together mixed-ability students, the idea of establishing student’s autonomy, developing their confidence and independence in themselves as both individual human beings and learners, and all this seems to be the side effect of the main idea behind the project work, which is being able to communicate. The

goal of the project presented in the second part was to raise students' cultural awareness, but also to do it in an entertaining way.

### **Role-Plays<sup>15</sup>**

Role-plays are part of a very broad play strategy which are simulations. Lardousse says "...it is included in simulations but not confined to them". By the very nature of their definition role-play is playing the role of somebody else. This "playing" element suggests that students are free to feel as inventive and creative as possible in the environment which does not cause any inhibitions. In the "imagined world" the students feel safe to adopt any role they would otherwise oppose to in the real life. Role-play is being somebody rather than being like somebody or thinking like somebody, but no matter if the participants play themselves as in the case of simulations or imaginary characters like in role-plays, both these kinds of activities prepare them for real-life communication, the language of which is often impossible to predict. The communicative benefit of role-plays seems obvious, this communication however can also be achieved in other pair-work activities. What makes role-play so significant in language learning is its social aspect enabling

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<sup>15</sup> Lardousse 1987

the students to build up some social skills, preparing them for playing these roles in real life and also encouraging more intimidated students. Another benefit coming from role-plays which certainly cannot be undermined is pure fun they get from pretending to be someone else and setting their imagination free.

In the script presented in the second chapter the function of the role-play used was to evoke some communication and through this drill some grammatical structures provided by the teacher.

### **Games<sup>16</sup>**

Research shows that games enhance learners' concentration span, their activity and efficacy in using a foreign language. Games contribute to limiting our inhibitions and improving fluency and length of the utterances, Kruszewski underlines the motivating function of the competition element in games (Kruszewski 1992), Rinvoluceri pays attentions to the benefits of getting most students involved in work at the same time without making the teacher a key figure in the learning process (Rinvoluceri 2000).

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<sup>16</sup> Siek-Piskozub 1995; Wright, Betteridge and Buckby 2001; Lee 1991.

Most linguists agree that games are a powerful motivational tool in the language learning process as they provide variation, enjoyment and stimulus for meaningful communication in the language classroom. This meaningfulness of the game has often been undermined by the teachers who treat play strategy as something additional to the learning process, often leaving it to the end of the week or term. It has been proved, however, that the games provide the learner with meaning, or rather that the learners fill the games with their experience and meaning, making them more personal activities and the language input they provide – more memorable.

## **HYPOTHESIS**

- **GENERAL**

Ludic activities as strategy improve the English Language Learning with students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011

- **SPECIFICS**

- ❖ The application of Ludic techniques limits the English Language Learning with the students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011

- ❖ The application of games improves the kids’ integral development at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011

## **f. METHODOLOGY**

- **DESIGN OF THE RESEARCH**

This research work will be framed into the Ethnographic Research, during the development of it we will apply many methods and techniques that will help us to have a proper view of the Ludic activities as strategy improves the English Language Learning with students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011

- **METHODS, TECHNIQUES AND INSTRUMENTS**

### **METHODS**

#### **Scientific Methods**

We will need them to analyse appropriately all the sources of bibliographic information we already have and the information we will need, because it is a group of logical procedures that researchers use to discover and enrich the science, in the scientific method there

are some essential parts that can be taken into account, some of them will be used in the process of the thesis.

### **Descriptive Method**

The descriptive method will be useful in this research work because it will help us with data collection, tabulation and interpretation of the surveys that will be applied to teachers and parents and the observation guides to describe Ludic activities as strategy in the English Language Learning with students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011

### **Hypothetic – Deductive Method**

The Hypothetic-deductive Method will be essential in this research work because we will manage cases through the hypotheses to discover it using an intensive research of the real situation at “José Alejo Palacios” Kindergarten.

### **Analytic – Synthetic Method**

The Analytic-synthetic Method will help us to process the obtained

information through the analysis and the synthesis of the collected data with the use of different sources, also it will be helpful to note down the theoretical references and to analyze, synthesize it.

- **TECHNIQUES AND INSTRUMENTS**

**The survey**

This will be applied to parents and Teachers at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011

**Classroom Observation**

To get in touch with the real situation in the classroom in relation with students and teachers’ behaviour of students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011

- **PROCEDURES**

To process the information obtained through the survey we will tab the numerical data, and for the data acquired in the classroom observation we will interpret and document it based on the theoretical

reference we have. Also, we will order it into information charts and after we will represent those using graphic organizers which are going to help us to analyze and interpret the data taking into account the numerical statistics and the possible comments that may appear in the survey. To state the conclusions we will need to summarize the analysis we will have done in the previous steps, this is essential to verify the hypothesis in a positive or negative way based on the real facts that will be shown to give validity and reliability to the present work.

- **POPULATION AND SAMPLE**

The population of this research work is represented by parents at “José Alejo Palacios” Kindergarten, who represent a total of 234 and one English Teacher

In order to get the sample of the students’ population from at “José Alejo Palacios” Kindergarten, it was necessary to apply the following formula:

$$n = \frac{N}{1+N(e)}$$

n = sample size

N= population  
e = maximum error admissible (1%)

$$n = \frac{234}{1 + 234 (0.01)}$$

$$n = \frac{234}{3.34}$$

$$n = 70.059 = 71$$

### **SAMPLE DISTRIBUTION**

To get the sample by course the following formula was used:

F = distribution factor

n = sample size

N = population

$$F = \frac{n}{N}$$

$$F = \frac{71}{234}$$

$$F = 0.303$$

This factor was multiplied by students' population of every class at "José Alejo Palacios" Kindergarten, therefore in this way we obtain the sample per group.

We detail the sample in the next chart:

STUDENTS AND TEACHERS POPULATION AT “JOSÉ ALEJO PALACIOS” KINDERGARTEN

<b>COURSES</b>	<b>POPULATION</b>	<b>SAMPLE</b>
PRE- BÁSICA	107	32
PRIMER AÑO	127	39
<b>TOTAL</b>	<b>234</b>	<b>71</b>
Teachers' population	1	1

**g. CHRONOGRAM**

TIME ACTIVITIES	YEAR 2010 2011											
	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST
PRESENTATION OF THE FIRST DRAFT	Xxxx											
REVISION OF THE FIRST DRAFT		xxxx	xxxx									
PROVE OF THE PROJECT				xxxx	xx							
DESIGNATION OF THE THESIS DIRECTOR					xx							

FIELD RESEARCH						XXXX						
ORGANIZATION AND TABULATION OF DATA							XXXX	XXXX	XXXX			
REDACTION OF THE FINAL WORK										XXXX	XXXX	
EXPOSITION OF THE FINAL WORK												XXXX

## **h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH**

- **RESOURCES**

### **Human Resources**

- English Teacher at “José Alejo Palacios” Kindergarten
- Students at “José Alejo Palacios” Kindergarten
- Authorities at “José Alejo Palacios” Kindergarten
- Coordinator of the English Language Career
- Director of the thesis.
- Collaborators
- Research Group

### **Material Resources**

- Bibliography.
- Project.
- Survey ( teachers and students)
- Transport.
- Copies.
- Dictionary.
- Money.

### **Technological Resources**

- Computer.
- Internet.
- Calculator.
- Digital camera.

- **BUDGET**

### **Materials**

Office material	150.00
Books	200.00
Copies	220.00
Printed	100.00
Materials	200.00
Transport	200.00
<b>Total</b>	<b>1,070.00</b>

- **FINANCING**

The total cost of the thesis will be assumed responsibly by the research group.

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## CONSISTENCY MATRIX

**THEME:** “LUDIC ACTIVITIES AS STRATEGY ON THE ENGLISH LANGUAGE LEARNING PROCESS WITH THE STUDENTS OF “JOSÉ ALEJO PALACIOS” KINDERGARTEN, ACADEMIC PERIOD 2010 – 2011”.

PROBLEMS	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
<p><b>GENERAL</b></p> <p>“How do Ludic activities as strategy impact on the English Language Learning Process with the Students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011 ”</p> <p><b>SUBPROBLEMS</b></p> <p>1. What Ludic techniques do the teachers use to develop the English Language Learning with the students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011?</p> <p>2. How do the application of games improve kids’ development in the English Language Process at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011?</p>	<p><b>GENERAL</b></p> <p>To determine how Ludic activities as strategy help to improve the English Language Learning with the Students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011</p> <p><b>SPECIFICS</b></p> <p>1. To identify the Ludic techniques that teachers apply to develop the English Language Learning with the students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011</p> <p>2. To find out the games that help to improve the kids’ integral development at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011</p>	<p><b>GENERAL</b></p> <p>Ludic activities as strategy improve the English Language Learning with students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011</p> <p><b>SPECIFICS</b></p> <p>1. The application of Ludic techniques limits the English Language Learning with the students at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011</p> <p>2. The application of games improves the kids’ integral development at “José Alejo Palacios” Kindergarten, Academic Period 2010 – 2011</p>	<p><b>GENERAL</b></p> <p><b>Independent</b> Ludic activities</p> <p><b>Dependent</b> English Language Learning</p> <p><b>SPECIFICS</b></p> <p><b>Independent</b> Games</p> <p><b>Dependent</b> Integral development</p>	<p><b>Ludic Activities</b> Definition Types of Ludic Activities Narrative Interactivity Plays Games</p> <p><b>Learning Process</b> Definition Learning Principals Learning Components Learning Environment Children Learning</p> <p><b>Suggested Games to develop a Ludic class</b> Ice cream game Matching Pictures Jump Mix and Match Hop, skip and jump a word</p> <p><b>Ludic techniques and their role in foreign language learning.</b> Songs Projects Role-plays, Games</p>

**NATIONAL UNIVERSITY OF LOJA  
ENGLISH LANGUAGE CAREER  
TEACHERS SURVEY**

*Students from the English Language Career at National University of Loja are interested in knowing about the Ludic Activities as strategy in the English Language Learning Process at “José Alejo Palacios” Kindergarten, that is why we are asking for your help to answer the following questions:*

*a) Ludic Activities*

**1. How would you describe the word “Ludic”?**

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**2. Do you consider you could work well using Ludic activities?**

YES (    )                      NO (    )

**Why?** \_\_\_\_\_  
\_\_\_\_\_

**3. How important is for you to have a dynamic class?**

- *Essential* (    )
- *Very Important* (    )
- *Important* (    )
- *Not really important* (    )
- *Not important at all* (    )

**Why?** \_\_\_\_\_  
\_\_\_\_\_

*b) English Language Learning*

**4. Do you use role-plays to work in class?**

YES (    )                      NO (    )

**If yes, could you describe them?** \_\_\_\_\_

---

**5. How do you manage the class discipline?**

- *Maintaining them coloring* ( )
- *Using dynamic games* ( )
- *Repeating new vocabulary* ( )
- *Singing active songs* ( )
- *Working on cutting, gluing, etc* ( )

**6. Do you make any extra activity for your students?**

YES ( ) NO ( )

**If yes, could you describe them?** \_\_\_\_\_

---

**7. As teacher, do you consider that if you have better conditions to work you could reach out better results?**

YES ( ) NO ( )

**Why?** \_\_\_\_\_

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c) Games

**8. Do you use games to work in class?**

YES ( ) NO ( )

**If yes, could you name them and explain the use of them?** \_\_\_\_\_

---

d) Integral development

**9. Do you have the enough material to work in your class?**

YES ( ) NO ( )

**Why?** \_\_\_\_\_  
\_\_\_\_\_

**10. How could you describe the level of English of your students?**

Excellent	( )	Regular	( )
Very good	( )	Bad	( )
Good	( )	Really Bad	( )

**THANKS FOR YOUR HELP**

## OBSERVATION GUIDE

### 1. GENERAL INFORMATION

Teacher's name: \_\_\_\_\_

Class: \_\_\_\_\_ Group: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

School Year: \_\_\_\_\_ Topic: \_\_\_\_\_

1: Excellent    2: Good    3: Not really good    4: Bad    5: Completely bad

<b>2. BEGINNING OF THE CLASS</b>	1	2	3	4	5
• Teacher started his/her class enthusiastically					
• Teacher caught students attention					
• The teacher developed a warm-up activity					
• The warm-up activity is developed with a Ludic Activity					
• There was dynamism in the class during the warm- up activity.					
<b>3. DEVELOPMENT OF THE CLASS</b>	1	2	3	4	5
• Explanation involved dynamism					
• Games were part of the explanation					
• Games were appropriate for the topic					
• Students were spontaneous during classes					
• Students were motivated					
• Activities caught students attention					
• Teacher used active activities					

4. ENDING OF THE CLASS	1	2	3	4	5
• The class was understood by all the students					
• Teacher developed an assessment activity					
• Assessment involved Ludic activities					
•					

**OBSERVATIONS:** \_\_\_\_\_  
 \_\_\_\_\_

**6. SIGNATURES**

.....  
**OBSERVER**

.....  
**OBSERVED**

**UNIVERSIDAD NACIONAL DE LOJA  
FACULTAD DE IDIOMAS  
ENCUESTA DIRIGIDA A PADRES DE FAMILIA**

Estudiantes de la Universidad Nacional de Loja, de la Facultad de Inglés, están interesados en conocer acerca del uso de actividades lúdicas en el proceso de enseñanza-aprendizaje de los estudiantes del jardín de Infantes “José Alejo Palacios”, razón por la cual solicitan su colaboración.

Entendiéndose “Actividades Lúdicas”, como aquellas actividades que permiten el desarrollo del proceso de enseñanza-aprendizaje a través del uso de técnicas que permitan aprender mientras se divierten los estudiantes, por favor sírvase contestar el siguiente cuestionario:

1. Considera Ud. Que su representado utiliza actividades lúdicas en la clase de Inglés?

SI\_\_\_

NO\_\_\_\_\_

Por qué? \_\_\_\_\_

\_\_\_\_\_

2. Considera usted que su representado se encuentra motivado con las clases de Inglés?

SI\_\_\_\_\_

NO\_\_\_\_\_

Por qué? \_\_\_\_\_

\_\_\_\_\_

3. Cree usted que el uso de Actividades Lúdicas en la clase de Inglés mejora el nivel de aprendizaje de su representado?

SI\_\_\_

NO\_\_\_\_\_

Por qué? \_\_\_\_\_

4. Cómo considera usted el material de Inglés de su representado?

Motivador \_\_\_\_\_ Aburrido \_\_\_\_\_

Por qué? \_\_\_\_\_

\_\_\_\_\_

5. Desde su punto de vista cómo define las clases de Inglés de su representado?

Excelentes \_\_\_\_\_

Muy buenas \_\_\_\_\_

Buenas \_\_\_\_\_

Regulares \_\_\_\_\_

Deficientes \_\_\_\_\_

Por qué? \_\_\_\_\_

**Gracias por su colaboración.**