PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

TOPIC:

"LUDICAL STRATEGIES FOR IMPROVING THE BASIC VOCABULARY IN THE READING SKILLS AT SEVEN GRADE STUDENTS IN ESCUELA DE EDUCACION BASICA MERCEDES MORENO IRIGOYEN, ACADEMIC YEAR 2021-2022"

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Author: Génesis Tomalá Bacilio

La Libertad – Ecuador

2021

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS

TOPIC:

LUDICAL STRATEGIES FOR IMPROVING THE BASIC

VOCABULARY IN THE READING SKILLS AT SEVEN

GRADE STUDENTS IN ESCUELA DE EDUCACION BASICA

"MERCEDES MORENO IRIGOYEN", ACADEMIC YEAR 2021-

2022

AUTHOR:

Génesis Tomalá Bacilio

TUTOR:

Rossana Vera Cruzatti, Msc.

LA LIBERTAD - SANTA ELENA – ECUADOR

SEPTEMBER – 2021

ADVISOR'S APPROVAL

La Libertad, 13 de septiembre del 2021

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **Ludical Strategies for improving basic vocabulary in the reading skills at seven grade students in Escuela de Educacion Basica** "Mercedes Moreno Irigoyen", **academic year 2021-2022** prepared by **Génesis Adriana Tomalá Bacilio** undergraduate student of the **National and Foreign languages Pedagogy** Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

MSc. Rossana Vera Cruzatti

STATEMENT OF AUTHORSHIP

I, Génesis Adriana Tomalá Bacilio with ID number. 0928149137 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper **LUDICAL STRATEGIES FOR IMPROVING THE BASIC VOCABULARY IN THE READING SKILLS AT SEVEN GRADE STUDENTS IN ESCUELA DE EDUCACION BASICA "MERCEDES MORENO IRIGOYEN", ACADEMIC YEAR 2021-2022,** certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

GENESIS TOMALÁ BACILIO

AUTHOR

ACKNOWLEDGEMENT

DEDICATION

I dedicate the present research work to my glorious and majestic God, who held me firmly determined despite the adversities of life that surrounded me, he allowed me to continue with my academic training, achieving essential learning goals during this period, even when my strength was not enough, he always guided me with his divine strength.

To my wonderful relatives, Aurelio Tomalá and Maria Bacilio, I value your encouraging words when they advised me day by no matter how many disincentives or challenges, I faced in my way, they have always been my supports to make accurate decisions, and above all, I admire each effort that contributed in my life emotionally.

In addition, I declare my most sincere gratitude to all my Tomalá as well as Bacilio family because in times of needs and help they were the first to provide it. I will keep these pleasant memories in my mind and heart forever.

 To a notable being who came into my life to transform it, I learned a lot from him, and each learning I will take with me no matter where in the world or distant I am; my sincere thankfulness for being there.

Finally, to my friends Eliana Nelida, Lissette, and Victor for giving their unconditional support during this process.

Genesis Adriana Tomalá Bacilio

ABSTRACT

Currently, there is a tendency in the pedagogical practice of the teacher to use traditional strategies during the teaching-learning process concerning English learning as a subject more in the curriculum. Therefore, including playful strategies can improve the students' involvement in public institutions. It is important to highlight those ludic activities are not a waste of time at the moment of teaching a particular topic, on the contrary, those activities help students to gain essential knowledge and develop better their skills. The present research work proposes a feasible solution in order to offer English teachers of the Ecuadorian system public a variety of activities that can be mixed according to the lesson plan. In regards to reading skills, seventh-grade students of Escuela de Educación Básica "Mercedes Moreno Irigoyen" present a deficit of reading content, which means that they cannot understand completely a piece of text, article, or story. The entertaining activities can link easily within the classroom for improving reading skills, in that sense, English learning is addressing to achieve real goals by implementing them in a comfortable atmosphere of teaching and consolidate their academic progress for the long term.

Keywords: English learning**,** ludic strategies, reading skills

RESUMEN

Actualmente, existe una tendencia en la práctica pedagógica del docente a utilizar estrategias tradicionales durante el proceso de enseñanza-aprendizaje en torno al aprendizaje del inglés como una asignatura más en el currículo. Por lo tanto, incluir estrategias lúdicas puede mejorar la participación de los estudiantes en las instituciones públicas. Es importante resaltar que aquellas actividades lúdicas no son una pérdida de tiempo a la hora de enseñar un tema en particular, por el contrario, esas actividades ayudan a los estudiantes a adquirir conocimientos esenciales y desarrollar mejor sus habilidades. El presente trabajo de investigación propone una solución factible con el fin de ofrecer a los profesores de inglés del sistema ecuatoriano al público una variedad de actividades que se pueden mezclar de acuerdo con el plan de lección. En cuanto a las destrezas lectoras, los estudiantes de séptimo grado de la Escuela de Educación Básica "Mercedes Moreno Irigoyen" presentan un déficit de contenido de lectura, lo que significa que no pueden comprender completamente un texto, artículo o cuento. Las actividades de entretenimiento se pueden vincular fácilmente dentro del aula para mejorar las habilidades lectoras, en ese sentido, el aprendizaje del inglés se está direccionando a lograr metas reales al implementarlas en un ambiente cómodo de enseñanza y consolidar su progreso académico a largo plazo.

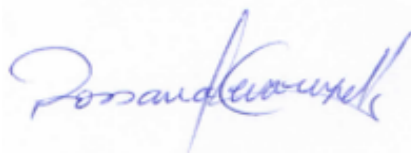**Palabras claves:** aprender inglés, estrategias lúdicas, habilidades lectoras

BOARD OF EXAMINERS

_____

Ing. Tatiana García Villao MSc

PEDAGOGY OF NATIONAL AND

FOREIGN LANGUAGES CARRER DIRECTOR

_____

Lic. Eliana Leon Abad, MSc

SPECIALIST PROFESSOR

_____

Lic. Rossana Vera Cruzatti, MSc.

ADVISOR

_____

Ing. Verónica Vera Vera MSc.

SECRETARY

INDEX

TABLE ÍNDEX

INTRODUCTION

Taking into account that English became a universal language around the world, its need is extremely important in the Ecuadorian context, especially in the educational area. The English language has been evolving in certain aspects, but it is not entirely right, some traditional teaching processes are still present within the classroom regardless of what school year students are.

In contrast to other countries that have a high proficiency English level. According to Palma (2020), Ecuador keeps important issues unresolved respecting the development of this foreign language into public institutions. Understanding that the teaching-learning process encompasses some educational agents, not only director, supervisors, students, or school community but also instructors and their style of teaching. In that sense, English teachers must discover or create different ways to make learning beneficial for all.

Nowadays, the use of attractive activities applied during the school day allows creating new learning environments and improving the quality of the educational process, making the students transmitters and producers of their own knowledge. As stated by Tyler (2016), it is necessary to identify the students' needs before planning lesson plan because it is the main clue to know what would be the starting point to incorporate learning by using activities according to their needs, although this process tends to be a difficult duty, students will feel engaged within the classroom if there are a recreational space to put into practice the key language.

In order to change the traditional paradigm that still exist in some public institutions, Escuela de Educación Básica "Mercedes Moreno Irigoyen" has the opportunity to find out the reasons of why learners have no interest to learn English language and also why there are a deficit in reading skills.

The chapters of this research work are developed in this sequence:

Chapter I: The problem description, formulation of the problem, guiding questions, and general and specific objectives are all established.

Chapter II The literature review is developed; forms the foundation of this study. It also includes the study's hypothesis and factors.

Chapter III The methodology is explained as well as the techniques and instruments of research.

Chapter IV The proposal is given in this chapter as a consequence of the study and needs discovered.

CHAPTER I
THE PROBLEM

Research Topic

Ludical strategies for improving the basic vocabulary in the reading skills at seven grade students in escuela de educacion basica "Mercedes Moreno Irigoyen", academic year 2021-2022

1.1 Problem Statement

Teaching the English language in educational institutions worldwide has become an essential need for children, young and adults, especially at their early ages because children having more possibilities to acquire the language faster and be more familiarized with it. An international journal titled "Addressing English reading difficulties by Somali origin pupils in England primary schools" explains the lack of English language comprehension and its uses since the reading tends to be a complex process of developing. Shamsuddin (2021) found that "without a proper reading skill, learners will not be able to identify and connect ideas in a passage of different topics in which vocabulary is unfamiliar for them" (p.61).

The importance of using ludic strategies where English is taught as an additional language take a significant role in the teaching- learning process of students, who acquire this language as foreign, but this key component goes unnoticed because in some cases like Chile country was evidenced in a report that students' performance got a result 5% relatively low in 2004 because strategies of teaching were not bear in mind at the moment of teaching this language, but thanks to the curricular changes were possible to improve the teaching-learning process step by step. Some teachers are ready to work productively using all the resources and even applying the ludic strategies in a free space where students can enjoy learning without any kind of disincentive.

It is believed that people usually express their thoughts and emotions to others through language by using words, which is a cognitive process of human beings, that is the reason why the majority of them associate language skills to keep communicated including those skills: reading, writing, listening and speaking. Therefore, alphabetic (phonemic awareness and phonics), and reading fluency (speed, accuracy, and expression) must all be taught to children in order to read effectively. Those components are necessary and it is indispensable to pay attention to them because word-level deficiencies impede the children's vocabulary development and reading comprehension. (Hattie, 2019)

One study by Barahona (2016) showed that Chile improved its economic status about improving the teaching of English language, and at least 82% of teachers had trained in different things related to the teaching. According to Tosta (2011), he assures that teachers need to work with a variety of activities that involves the positive students' development, and thus avoiding the use of limited material or resources that make the class a space extremely boring. In that sense, students could find learning enjoyable and also the level of participation could increase their confidence and be more interested in the acquisition of English language.

The Common European Framework of Reference for Languages (CEFR) classifies students according to the level that they have achieved. The scale is presented by levels, these levels certify the language skills in speaking, reading, listening and writing where A1 is for beginners and C2 for those who have a high proficiency level. Among skills that English has, reading skill plays a requisite role not just to activate the critical thinking of the students, but also it helps them to determine the meaning of unfamiliar words by practicing. Based on English Teacher Standards (2012), there are clear explanations about proficiency level related to the

reading skills that can be difficult to achieve at the end of the lesson if teachers do not know how to promote the interest of reading through fun-loving activities.

A recent report was done by Jaramillo (2019) concerning students' reading habits from the eighth, ninth and tenth level in Ecuador provides results not satisfactory because some of them do not like to read books, articles, newspapers, or magazines as a hobby or for pleasure, on the contrary, they only read by obligation when a classwork activity is going to be graded, that is why teachers must take charge of the importance on developing reading skills and be specialized in that area because it tends to be even more complicated for those who use to apply habitual strategies like in others subjects.

Given the importance to acquire the English language as a means of communication around the world, Ecuador assumed that English therefore must be implemented as a subject within the Ecuadorian National Curriculum in the different educational contexts from basic second grade to high school for the intellectual and social development of four skills such as: speaking, reading, listening and writing. To be reading is a vital skill for children' development and comprehension since it allows them to identify the most significant elements of a text. By practicing, they read more fluently and understand more from what they read by participating in interactive reading activities.

This initiative is intended to improve education and provide many opportunities to interact with people from other countries because English being a universal language helps to get greater competitive advantages, in that sense, it is important that teachers should be trained and

updated with the most advanced strategies in order to guide students towards the right path in their academic progress to master this foreign language, especially in this skill.

1.2. Context of the problem

The lack of ludic strategies in the reading skill could be considered one of the most disincentives that limit and blocks the teaching-learning process and desists to acquire the English language more meaningful and entertaining. These difficulties in the understanding of a piece of reading are present by students from "Mercedes Moreno Irigoyen" school in seventh graders because the teaching English must be in accordance their interest and desires. Jayne (2015) reveals "if children enjoy learning activities, they will be more involved to develop their skills". It means if activities are not attractive for them, they can notice that English subject is not pleasant; consequently, it can be tedious for them at the moment of practicing this language in the classroom. For this reason, English teachers must incorporate new ways on improving the reading skills to reach a better understanding of the language by ludic strategies rather than common teaching process which is only focused on memorization of the language and its structures.

This investigation emphasizes the main reasons why students do not have the interest to improve this skill, in this situation, it is easy to detect the little intention of the students when they do not feel safe to participate in activities related to the reading skill. Being a challenging situation for them, students prefer to stay in a silent mode during the class because they do not have any idea of what reading is about. Then, to change this negative perspective, it is necessary

to implement ludic strategies concerning activities well-structured and guided within the classroom.

1.3. Problem formulation

Are ludic strategies important for improving the basic vocabulary in the reading skill of seven-grade students?

1.3.1 Questions or specific questions

Why is necessary to develop reading skills in seventh grade?

What do teachers need to know about ludic strategies for reading skills?

Are ludic strategies necessary to strength basic vocabulary in seventh grade?

1.4 Justification

Ludic strategies are considered activities of great potential for the development and learning of the English language. Therefore, getting them isolated from the educational process would be like denying the possibility to make the learning increased through tools because students learn and express their interest by playful practicing. For this reason, it is necessary to identify the importance of the use of recreational spaces to develop better reading skills.

Nowadays, it is thought to be necessary to eradicate the old styles of educational development, so they should be replaced by new ones. It means that teachers have to increase involvement's students engagingly.

This investigation is going to be a success thanks to the authorities' support, teachers, and students of seventh grade of Escuela de Educación Básica "Mercedes Moreno Irigoyen". It is expected to contribute to the improvement of the English language, especially in the reading skills.

1.5 OBJECTIVES

1.5.1. General objective

To promote the use of ludic strategies for improving the basic vocabulary in the reading skill at seventh grade students of Escuela de Educación Básica "Mercedes Moreno Irigoyen", school year 2021-2022

1.5.2. Specific objectives

1. To elaborate the literature review for the study of reading skills and ludic strategies in order to have a deep understanding about the research project.

2. To determine ludic strategies used by English teacher in the classroom of seventh grade at Mercedes Moreno Irigoyen school.

3. To design a didactic guide with role-playing activities in order to improve reading skills in students of Escuela de Educación Básica "MMI"

1.6 Delimitation

Escuela de Educación Básica "Mercedes Moreno Irigoyen" founded in July 24th, 1998. It belongs to Santa Elena province, Salinas city. It is located in Centenario neighborhood, Street 14, Avenue 9 – 10. It is currently directed by MSc. Dennys Panchana, which also works with a general inspector and 22 teachers of Basic Education.

The public institution offers two ways of academic formation to students in the morning and the afternoon. It has 716 students in total either initial and EGB. In this school is evident the need to apply playful strategies concerning to teach basic vocabulary to improve the reading skill. One of the most important reasons is that teachers of Educación Básica do not implement didactic material or strategies in the teaching learning process which involves English language as subject.

This investigation is addressed to students of seventh grade between 11 to 12 years old of EGB (General Basic Education) which is going to be developed in an academic period 2021-2022

CHAPTER II

THEORETICAL BASES

Promoting and strengthening the connection of playful strategies with the reading skills in public institutions could even generate positive changes in the students' involvement and development within the classroom.

2.2.1 Process of English language in Ecuador

According to the EF Index 2013, there were countries in the region who had the lowest English proficiency, and Ecuador was ranked 45 out 60 countries. In the case of Ecuador, some changes and scholarship programs were necessaries, to some extent, English language was considered as a subject more in the curricula from 2016 to the present year, however this change did not guarantee success entirety. Some institutions need to be well equipped not just with specialized instructors but also with didactic material and resources that make learning more purposeful for students. At the same Ecuadorian context, there are public institutions which do not cover this need. In that way, teachers have to seek appropriate ways to transmit the knowledge or content based on their plans.

The process of teaching has evolved since English subject was taught in public schools using various approaches and methodologies of teaching. Before, the teachers preferred to use more traditional translation approaches that include a lot of grammatical exercises, provoking a lack of enthusiasm for the students. Muñoz et al. (2018) addressed a propose to strengthen the level of proficiency in the students from public educational system. It was approved by government leaders and Ministry of Education, stablishing strategies that help and improve their skills and also it developed agreements and programs to promote this language in the classroom.

There were numerous adjustments made to the English Teaching process in order to produce a new and better way to raise students' level of competence in public education. One of the most remarkable projects was "Cradle", it tried to impulse the change the teaching methodology that teachers commonly applied by implementing significant learning for the learners that included a textbook with communication methods and matter connected to Ecuadorian values and culture. This project was developed for almost 20 years and the outcomes obtained during this process allowed to improve the Ecuadorian public educational system expectations. In that sense, the need for teachers to get a high level of English to be certificated through the TOEFL test in public schools, it required to be a B2 level according to the European Framework.

EFL teachers have the responsibility to be immersed in students' needs, interests, and teaching context, and therefore, contribute to the enhancement in the teaching-learning process. In one pilot study that involved 31 children, it showed that content and activities little dynamic may directly affect children's development during the class. The teacher should therefore be well trained and have an open mind in order to use a variety of useful strategies either students who love learning or reluctant students, taking into account that every student has a different way to learn. (Welfare et al., 2011).

2. Background

The research of this study titled "Ludic strategies for improving the basic vocabulary in the reading skills at seven grade students in Escuela de Educación Básica "Mercedes Moreno

Irigoyen", academic year 2021-2022" highlights the importance of why it is fundamental to promote ludic strategies in order to improve reading skills in students.

It was taken into consideration several research studies like "The influence of ludic activities in the development of reading comprehension." and "The systematic use of reading strategies to develop learning reading of the English language" written by Cascante Aldaz and Jurado Lopez, they executed a deep work where they described the essential use of ludic strategies in details based on learning and development of students. After analyzing those studies, it was possible to determine a serious problem concerning this skill in the educational setting, especially when students are not able to comprehend the academic reading. Therefore, it is believed that teachers have to strengthen the way of teaching within classroom which is something that requires an immediate answer to achieve positive results or learning goals.

One study looked at how to lead students in the teaching-learning process focused on changes of traditional methodologies by modern ones. In the case of some teachers, they usually adapt new methodologies for students who restart their formal education process, since they were educated with the methodology of the behaviorism, a methodology that has been transformed into empirical. Therefore, it is necessary that teachers have new methodologies at hand, and be updated according to the reality of the world. (Prieto et al., 2014)

Considering this information, it is clear that the instructors and their teaching style are more important than external components present in the classroom for children to learn meaningfully. This research work is aimed to promote the importance of ludic learning activities in the active participation of students to improve their reading skills. In fact, it is proposed activities of entertaining to make significant changes in students of seventh grade of the Escuela de Educación Básica "Mercedes Moreno Irigoyen"

2.1 The Importance of teaching vocabulary

According to the Ecuadorian Ministry of Education, ELLS are anticipated to accomplish by the end of the competency level in terms of knowledge and skill obtained throughout the process. This information is acquired by the student at the end of a class period.

Konza (2016) notes the importance of explicit teaching of vocabulary to support students to become confident in a words' meaning and use in context so that it will contribute the foundation of their listening, speaking, reading and writing using words appropriately.

At the end of the 9th year of EBG, Level A1 will be acquired. In this level, children will comprehend and use the vocabulary since it is closely related to the four skills, in particular with reading. According to Beck (2017) learning vocabulary plays a critical role in the lives of children and in general, school performance. Therefore, teacher must know what kinds of classroom activities they can apply, taking into account the students' level and the purpose of why these activities will help them to gain new vocabulary skills.

2.2. Philosophical basis

Some research has pointed that Philosophy is currently active in all areas of science, including education; some authors discuss teaching reading practices, emphasizing the need of understanding that the main goal is to teach people to read efficiently. Gruber (2017) manifests that a person who does not know how to read, is unable to live successfully in society. Additionally, teaching children the habit of reading is one of the most essential aspects that

teachers should take into account, including English vocabulary to assure better results in their academic performance. Reading takes various ways within classroom, it is common children read to improve their reading skills, for pleasure; or reading to learn about a new topic. According to the authors' theories, students feel more engaged, and excited to participate in class when they are involved in ludic activities, this is why these exercises are an excellent elicitation approach that teachers can employ to raise students' attention to achieve the language acquisition goal.

Reading is a difficult process that needs the use of a variety of skills. On the report of College Exceed (2019), it involves five guiders of reading such as: phonemic awareness, phonics, fluency, vocabulary, and comprehension, when all of these aspects are taken, teachers can produce a completely literature future generation. At the same time, teacher's role is extremely important in the teaching-learning process of students because he is a leader, manager, and counselor within classroom. In that sense, they are responsible for maintaining a positive learning environment in the classroom. To build this, it is crucial to take into account the following ludic activities: songs, projects, role-playing, and games, increase students' involvement to fulfill an objective because they are strongly interested in participating within the class.

2.3.1 Ludic strategies

As defined by Siek (2016) ludic strategies are effective tools when teaching English that is used to address learning in the classroom. Ludic strategies are the most outstanding elements that help children to awake interest in reading skill in order to make English leaning more

powerful in the students' performance and be promoted in public institutions. Some of the strategies applied within classroom are: games, role plays, music and dramatizations.

According to Smalls (2014) doing activities within classroom are another component based on teaching through strategies process, therefore, children commonly read new vocabulary in the scrap of text and they do not deepen the understanding of the reading. Because of this, teachers should require didactic and original resources to achieve successful learning outcome. Some ludic activities are discussed in greater depth below:

Activity supported by music and film: When students are having fun, they learn better. As a result, it is critical to select songs that children enjoy, however it is also important to take into a consideration those aspects: (1-3 verses) is a great length, do not apply songs too fast because they would not understand everything, and include educational movies but without too much words .One of the most practical ways is to take a look at some song lyrics and print them down, then separate the lyrics into lines or verses, after that, students should be asked to guess the correct order, when activity is going to finish, play the music to see whether choice is correct. In certain way, children are going to practice thinking about the major ideas and messages in a text, therefore song lyrics can be used to practice this style of reading. An important detail is to encourage children to think about song's meaning and feelings.

Activity supported by drama and role-playing: Engaging with texts, students will able to understand characters' traits and infer their feelings and intentions, also they can explore the language used by characters to express their thoughts and feelings, meanwhile role playing has communicative benefits. In one study done by Leask and Baker (2021) they assumed that it can help learners to develop social skills while also providing enjoyment through imaginative play.

During the teaching and developing of reading skill, the use of role-playing in classroom is considered a key component to make connections of creative thinking with real world, and even it can strengthen the relationship of students to work in pairs or teams. Through the use of role-playing, students develop independence, skills, and also have the opportunity to use English language previously learned.

Activity supported by projects: One of the most important aspects of allocating group work is ensuring that each member of a group of five or seven students has a specific job or assignment. As claimed by Zahoor (2019) learners will collaborate as a team in this way, and each person's task is linked to that of the others. Therefore, students may be assigned responsibilities based on the nature of the activity, some of the roles that students could be assigned during a reading assignment could be: leaders, recorders and timekeepers.

2.3. The biases of playing in the learning

Understanding that playing has a significant effect in the educational context is one of the most interesting things that teachers should think, however its influence could vary in some cases, for instance these authors analyzed the different myths about play. The typical myths proposed by Grady (2017) about play were: 1. Children play when they nothing else to do 2. Play could be entertainment but not necessarily used for academic purposes 3. Play and learning something new are two different things, therefore, they should work isolated and the last myth in relationship of learning of English language was children must be prepared in class, and it assures that play is a waste of time.

2.3.1 The important role of playing in the learning

As defined by Aliyeva and Gasim (2020) this term in the learning is an important form of entertaining, which provides great educational value in the developing of creative thinking, improving imagination and speech of the students. It helps children to satisfy their needs especially in their mental, emotional, and social growth. Considering that learners are the most significant agents in the class, English instructors must go beyond the limits and make of the learning more sophisticated in order to achieve real purposes.

According to Lopez (2018) playing is one of the most important ways in which young children gain essential knowledge and skills. Therefore, exploration and hands- on learning are at the core of effective primary programs. In that way, it is comprehensible that play takes place in a proper space of learning with didactic materials that allow children to catch the curiosity of learning. Besides, the opportunities related to play seek to improve the children's mastery in academic contents where the interest and desires strengthen their creativity in different activities.

2.4. Pedagogical Foundations

2.4.1 Cognitive Constructivism

All the theories studied by Piaget have a great importance in the cognitive development. However, based on Piaget's theory there are four stages of development: motor sensory, pre-operational, concrete operations and formal operations stage. As soon as Piaget figured out that children develop according some different stages, the world has changed its perspective. This theory has a positive impact on the child growth, every capacity and skill are acquired while time

is passing by. At first, Piaget refers to birth as the action that starts knowledge in human life, something which is real because it involves the acquisition of abilities like speech, thinking and even understanding; while children are growing up. (Ansorge, 2020)

The development of intelligence begins with the sensory motor stage (form birth to two years), in which children have the curiosity to learn about the world outside, it means that at this age, children usually pronounce their first words and communicate with repetition of those words.

2. 4.2 Social Constructivism

Vygotsky's theory of Cognitive Development is an approach is towards a socio-cultural perspective, it means that it is focused on to know the most important contributions through the interactions that the human beings create and how the culture and the community interfere in the learning process. In other words, it explains how culture and the environment could affect the learning process.

On the other hand, it is also focused on problem solving which is a process learned from the mutual interaction where children learn to think through their communications with people and the environment, that is why Vygotsky's theory is considered appropriate due to children learn by scaffolding or by doing owing to they are apprentice. (Kurt, 2020)

Another important point is about how conceives that intellectual development when a child born is divided into four elementary mental functions such as attention, sensation, perception, and memory that are affected by the beliefs and the social environment. Therefore, with this theory, Vygotsky asserts that the acquisition of knowledge varies among cultures.

2. 4.3 Montessori Approach to Play

According to Hannah and Meinke (2019) this theory is one of the most important impacts on children's development. It involves a variety of activities and educational materials for children because it recognizes that students learn in different ways at specific stages of their development. The activities of interests allow them to establish connections with their learning environment and absorb better what teacher convey in a specific topic. In that way, it contributes positively to the stimulation and flexibility to learn. On the report of Child development (2019) manifests that 75 % of the brain development happens after birth; therefore, activities done by children at their early ages can be retained for a long term if teachers are interested to discover what children are drawn to, and making of the learning engaging.

2.5. Reading skill

Of the four language skills, reading has the greatest impact on school success. The importance of reading skill in the students' development lies mainly in the way of how students are able to comprehend a piece of text such as: stories, book series, novels since reading in the rank of English competences, it is the third one curricular thread in the five competencies that English language has. According to the latest changes in a previous investigation by Rau et al. (2018), it is believed that reading is a way to access knowledge, specifically to be familiarized with basic vocabulary and critical thinking.

In addition to this, once students are immersed in active and welcoming environment, teachers should make learning enjoyable. It does not mean that teachers just consider the aspects

like: common methods, the same ways of transmitting or traditional activities which do not help students to develop better within classroom. At the same time, reading is also an important process by which it is obtained through resources such as strategies which are tools that are supportive for a greater understanding of a given text for students.

2.5.1 The benefit of reading in learning of English as a second language

One of the most important benefits of reading is that it allows children to gain autonomy and independence by encouraging critical thinking and intellectual curiosity, which leads to new ideas. One study done by Waheeb and Albiladi (2019) included more than three benefits in order to expand the teachers' knowledge and find reasons to improve the ways on how to provide a better teaching English vocabulary in relation to reading activities.

Students learn to do a proper use of language and improves knowledge; it includes all vocabulary that is unknown, it improves expressions and communication. Besides, by reading learners will have more opportunities to know about different backgrounds, traditions or cultures from other, thanks to a variety of information help them to spread their knowledge since reading effectively requires experience, mastery of words in special aspects such as: speed and accuracy. The last beneficial is when students read a text or article by themselves it brings natural desires to get satisfactory learning outcomes.

2.5.2 Extensive Reading

It entails reading enormous amounts of material quickly and fluently, which is the polar opposite of intensive reading. It is considered timed reading since this method of practice is a good to speed up reading. (Cambridge University, 2017)

2.5.3 Intensive Reading

Reading methods or skills are taught or practiced through intensive reading. Skimming a document for specific information to answer true or false statements or fill gaps in a summary, scanning text to match headings to paragraphs, and scanning jumbled paragraphs and then reading them carefully to arrange them in the correct order are all examples of this type of work. (Cárdenas, 2020)

2.6. Legal Basis

This project is supported by the Organic Law of Intercultural Education; it is also in line with the Organic Law of Intercultural Education, which states in Art. 27 of the Republic's Constitution that education should be centered on the human being and will ensure his or her holistic development, within the framework of respect for human rights. Hence, it will be participative, mandatory, intercultural, democratic, inclusive and diverse, of high quality and warmth; it will promote gender equity, justice, solidarity, and peace; it will encourage critical thinking, art and physical culture, individual and community initiative, and the development of skills and capacities to create and work.

On the other hand, it is extremely important to take into account a bundle of documents that govern what should be done in the case of English. Those publications use the Common European Framework Reference as a guide for many levels. Due to this research is aimed at 7th graders, the following goals or competencies are expected of them: By the conclusion of the school year, they should have achieved an A.1.1 or A.1 level in progress. This entails the development of A.1.competence. For instance, asking and answer simple questions about their personal and educational backgrounds to engage in easy interaction. Finally, the reading is evaluated in terms of production and engagement.

2.7. hypothesis

Ludic strategies would be promoted as activities of teaching vocabulary for improving the reading skills in seventh grade students at "Mercedes Moreno Irigoyen" school if the results of the students' survey are higher to 60 % for the feasible use of didactic guide.

CHAPTER III

3. KIND OF INVESTIGATION

This research is quantitative, not experimental and descriptive because the problem was investigated in its natural context, it consisted of a direct observation where there is no manipulation of variables. At the same time, through collecting quantifiable data was possible to determine the main ludic activities that English teacher commonly use within classroom of seventh grade. According to this, it is vital to use a combination of different forms of research to address the researched issue.

3.1 Descriptive research

The term descriptive research refers to the type of research question, design, and data analysis that will be used to investigate a certain subject. Inferential statistics attempt to determine cause and effect, whereas descriptive statistics describe what exactly it is. (Research for Educational communications, 2019)

This descriptive research study has been defined owing to the use of ludic activities in order to develop the reading skills related to the basic English vocabulary of students for 7th grade.

3.2. Research design

In order to support the understanding and progress of this study, it has established a

research design to acquire relevant data and the approach is used to address the matter. This

design tends to favour closed-ended questions because students will have a set list of answers.

Their precise responses will be used in the analysis of the research project results.

3.3 Quantitative research

In quantitative research, it is important to collect and analyze variables of interest across

a group of people in a methodical way. It is classified as quantitative research when the variation

in a scenario or issue is quantified, or when information is acquired primarily using quantitative

variables, and the data points can be summarized and displayed as percentages as well as

graphical representations. According to the experience from Adedoyin (2020) this form can

provide researchers with information about which traits are potentially significant for language

development.

3.4. Research techniques and research instruments

In this present research, the primary source was the direct observation to know the

research problem in a general way, as well as bibliographic reviews to gather essential

information that can determine the problem. As research instrument, it was applied a Likert scale

survey aimed at seventh grade students. This allowed that quantitative data obtained would be

analyzed with relative ease.

3.4.1 Survey

It consisted of a set of ten questions that were posed to a group of people in order to get quantitative data for the study. This method is frequently used by many researchers in a short time because it is easier to manage statistical data to draw general conclusions from research and predict outcomes that are systematically analyzed.

Students from seventh grade were asked to answer a survey of multiple-choice with ten questions. At the moment of presenting the survey to students, it was understandable that they feel more comfortable responding to the survey with teacher's help.

3.5. Population

In order to gather information, the educational population includes all seventh-grade students of Escuela de Educación Básica "Mercedes Moreno Irigoyen" located in Centenario neighborhood, Salinas city.

Table 1 Population of seventh grade students

DESCRIPTION	QUANTITY	PERCENTAGE
Students of "Mercedes Moreno Irigoyen" school	37	100%
Total Population	37	100%

3.5.1 Sample

Due to the fact that the population is less than one hundred people, it must be emphasized that the sample was equal to the population. As mentioned before, for this study was chosen the seventh-grade of Escuela de Educación Básica Mercedes Moreno with thirty- seven students.

3.6 Procedure of data collection

In order to present this research study, sections were designed data-gathering plans and survey tools. The data collection plan was an important aspect of the study since it allowed researchers to gather information of reading skill and ludic activities. Such investigation was addressed to students of Seventh grade with a total of thirty-seven students and the survey allowed to get exact percentages concerning the problem.

By the way, it was totally necessary to establish a process at the beginning of this research because it is easier to follow an adequate format to get positive results. This format was developed as below:

- Selection of the topic for the research.

- Search more information related to the topic

- Application of the appropriated methodology

- Elaboration of the questionnaire

- The analysis of the results

- Drawing conclusions and recommendation

- Design of proposal as part contribute the best in the future changes

3.7. Operationalization of Variables

Table 2 *Operationalization of dependent variable: reading skill*

VARIABLE	DEFINITION	CATEGORIES	INDICATOR	ITEMS	TECHNIQUES
READING SKILL	Reading skill is based on a cognitive process that allow children to read and connect better with the message by knowing vocabulary.	Enhancing in reading skill Reading strategy	Enhancing of language skill in students The effect of role-playing, movies in the development of this skill	Are activities of reading helpful for your enhancing vocabulary? What main challenges you face when participating in a reading activity?	OBSERVATION SURVEY

Table 3 *Operationalization of independent variable: Ludic Strategies*

VARIABLE	DEFINITION	CATEGORIES	INDICATOR	ITEMS	TECHNIQUES
LUDIC STRATEGIES	Ludic Strategies are considered activities enjoyable to put into practice the content learned in a specific lesson	Learning strategy Learning is becoming more entertaining	Learning through application of activities Contribution to the improvement of reading skill	What would be the most entertaining activity for improving your reading skills? How important are ludic activities to learn English language better?	SURVEY

3.8. Data analysis and interpretation of the results

    3.8.1 Students' survey

    1. Do you like learning English?

Table 4 *Learning English as a subject*

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Yes	16.65	45%
No	20.35	55%
Total	37	100%

Note: According to the statistic 45% of the students consider that learning English language is an important subject which provide good practice of the skills. 55% show indifference to learn this language because they do not like English.

    2. How often do you participate in the English class?

    Table 5 *Students of seventh grade participate in the English class*

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Always	12	33%
Often	19	50%
Rarely	0	0%
Never	6	17%
Total	37	100%

Note: 33% of the students always participate in class of interactive way. 50% often to

participate doing activities that they like to practice, and 17% shows indifference, it

means that teacher does not use material or didactic resources to make class

entertaining for them.

3. Are activities in class helpful for your enhancing vocabulary?

Table 6 *Activities in class to enhance the vocabulary*

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Totally agree	26	71%
Agree	0	0%
Disagree	0	0%
Totally disagree	11	29%
Total	37	100%

Note: 29% of the students do not believe that activities within the class assure a better

understanding of the English vocabulary, while 71% of them show a total agreement in

this statement because they feel comfortable practicing different activities that teacher

executes during the class.

4. Do you consider ludic activities a waste of time to learn English better?

Table 7 *Ludic activities in class are consider not important for seventh grade student*

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Strongly agree	26	0%
Agree	0	0%
Disagree	0	45%
Strongly disagree	11	55%
Total	37	100%

Note: According to collected data, it can be notice that 55 % of students show a totally disagreement based on the statement because thanks to ludic activities, class is much better; at the same time, it is notable that 45% of them prefer class with activities at least in short intervals of time.

5. Do you consider the time in class is enough to practice English language?

Table 8 *Time in class is enough to practice reading skills*

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Yes	0	0%
No	37	100%
Total	37	100%

Note: In this question, all the students disagree because time is very limited to finish or achieve a specific goal of a task or activity. Therefore, it is important that teacher organize better their activities and be focused more on how students can improve this reading skill by using ludic strategies.

6. How important are ludic activities to learn English language better?

Table 9 *Importance of learning English by using ludic strategies*

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Not important	0	0%
Very important	37	100%
Total	37	100%

Note: In this question, it can be noticed that all of the students consider extremely important that teacher apply ludic strategies when he is teaching a new topic, since the acquisition of English language requires of a wide range of opportunities to practice the reading skills.

7. How often does your English teacher use ludic activities in class?

Table 10 *Frequency of use of ludic activities in class*

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Always	0	0%
Often	12	33%
Sometimes	25	67%
Never	0	0%
Total	37	100%

Note: It is really important to denote that in this question a 33% of students assume that teacher sometimes teach with attractive activities and include educational material useful for the class, but 67 % think that teacher only use entertaining activities when sometimes class is looking bored.

8. Do you like the activities of entertaining to improve reading skill?

Table 11 *Students enjoy learning through activities in class*

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Yes	31.45	85%
No	5.55	15%
Total	37	100%

Note: In this question, 85 % of the students agree that attractive activities make of the learning significant and the information can be retained easily when teacher introduces a new topic, it means that they can learn better if ludic activities are taken into a consideration, however 15 % of them prefer learning without the use of those activities since can be unnecessary in the teaching-learning process.

9. What would be the most entertaining activity for improving your reading skills?

Table 12 *Entertaining activities to improve reading in class*

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Role-playing	21.83	59%
Projects	10.73	29%
Watch videos	4.44	12%
Total	37	100%

Note: According to the statistic, 59% are likely to enjoy learning English language by role playing while the 29% of them like to practice English skills with educational projects, and the 12% of students believe that watching videos is more important than others before mentioned.

10. Choose the main challenges you face when participating in a reading activity

Table 13 *Main challenges students face in reading activities*

OPTIONS	FREQUENCY	PERCENTAGE (100%)
Do not understand	9	25%
Giving a wrong answer	0	0%
Activity time-limit	4	12%
Get bored when it seems little dynamic	24	63%
Total	37	100%

Note: 25% of the students show unsatisfactory results when they do not understand a piece of reading, while 12 % assume that activity limit time influence of negative way because they do not complete all the work, and 63% manifest that usually activities do not cover the students' need as they expect.

CHAPTER IV

4. PROPOSAL

Name of the Proposal

A DIDACTIC GUIDE WITH ROLE-PLAYING ACTIVITIES TO ENHANCE BASIC VOCABULARY IN THE READING SKILLS OF ESCUELA DE EDUCACION BASICA "MMI" SCHOOL YEAR 2021-2022

4.1 Background of the Proposal

Due to the main goal when teachers design the lesson plan is to teach English language in an appropriate and accurate way, it is vital to keep in mind that learners should learn English language in the most natural way possible doing activities that catch their attention and interest to learn new vocabulary. At Escuela de Educación Básica "MMI" students do not account with a variety of didactic activities that allow them to participate and be committed in the learning process.

In fact, applying exercises from the book in the majority of cases is usually a habit that students rejected and they start to lose interest in learning basic vocabulary which could be helpful for them when a piece of text, article, magazines are considered essential materials in an activity of reading. Besides, when teachers execute their work, it is probable that 100% of the results cannot achieve because the efforts and expectations not always cover the students' need.

For this reason, it is extremely important be immersed in the latest changes and be able to include in their lesson something new and attractive for them when learners are going to learn or practice a specific skill. There are many ways to keep students engaged to participate in class, but it will depend on the strategies that teachers must use to achieve successful learning outcome.

4.2 Justification

The teaching-learning process is a work extremely difficult that teachers must perform appropriately to avoid a low students' involvement within the classroom; however, it is not impossible to deal with because there are numerous ways to transform the teaching and invest quality of time to get excellent outcomes at the end of the unit or lesson plan. Considering the level and number of students at "MMI" school, the importance of including attractive activities could even improve their skills and achieve a great understanding of words unknow. This research pretends to be feasible because it is going to provide an academic support to students and English teachers, too.

4.3 OBJECTIVE OF THE PROPOSAL

Despite of learning English language encompasses a variety of actions that teachers take into account in order to make of this meaningful and enjoyable. It is essential to include ludic activities or exercises to strength the practice of the skills, in this case reading skills. This guide is meant to be a support for learners to use according to the level of understanding, based on it, students will be able to practice many types of exercises employing those activities. Five

activities are going to be develop for students and this guide will help them to be prepared in future activities concerning to reading skill.

4.3.1 General objective

To propose the use of role-play activities for seventh grade students to enhance the reading skills of Escuela de Educación Básica "MMI", school year 2021-2022

4.3.2 Specific objectives

- To determine the benefits of role playing in the reading skills by literature review

-To design activities of role-playing to develop the reading skills for seventh grade students

-To provide English teachers the use of role-playing activities in their future lesson plan.

4.4 Development of proposal

The development of this proposal allowed for search an integrated solution for beneficiaries, in this case teachers and seventh grade students. It aspires to achieve a number of components that increase instructors' effectiveness in their everyday work, as well as working with students to help them develop cognitive abilities such as reading and improve the teaching-learning process in the reading area.

The strategies will be implemented in a dynamic and active manner in kids, allowing for spontaneous engagement in events. Active participation, presentations, dynamic integration, individual exercises, group work, and individual reflection are among the approaches to be used.

It is also important to mention that the guide is intended to active learners' prior knowledge while also improving their talents. Students can practice their abilities through a range of student-centered activities with explanations. The activities' design will assist students and keep them involved while they are learning in groups, pairs, or alone if it is assigned as extra homework. Some of the strategies that guide contains are: Before reading, look at and pay attention careful in the pictures, defining what they want to get out of reading, then, for improved comprehension, read and read again to get a better understanding of the passage, after that, analyzing unfamiliar words to provide context for improving reading skill. In addition to that, an interesting part in this guide is to provide students activities of role- playing which are useful to develop the skills. It means that teaching with enthusiasm and passion awake interest of the students at the moment of learning something new. In that way, teachers will avoid that student feel bored.

By the way, it is vital to be clear that when students are involved in the process, there are more possibilities that they become engaged in their learning, too. For this, teachers will get to know well my students and give the opportunity to participate actively in stuff related to their interest. For instance, my students will have an active role about topics or activities that they want to explore during the lesson. These will help teachers to facilitate interaction in the classroom.

LET'S

PRACTICE

ENGLISH

GUIDE OF LUDIC ACTIVITIES FOR YOUNG LEARNERS

4.5 Structure of the didactic guide

This guide is organized with their respective content and activities for improving reading skills, and it is structured in the following way:

- Structure of the contents divided into units

- Pedagogical resources

- Each unit is given a specific instruction

- Units have their own learning objective

- Methodological design procedure

- Evaluation

Table 14 *Didactic guide of ludic strategies for reading skills development*

UNIT	CONTENT	LEARNING OBJECTIVES
1 Passions	Activity 1: Sports event Activity 2: Professions	To understand a piece of reading with visual aids in present tense
2 Daily Life	Activity 3: Technology in people's lives Activity 4: Setting up the party	To interpret the main idea of the characters through reading exercise.
3 Places to stay	Activity 5: A year in California	To describe the meaning of the words from the reading through role-playing

Table 15 *Activity 1 Unit 1: Passion*

Lesson plan 1
Topic: Sports event
Objective: By the end of the unit, students will be able to comprehend the content about kinds of sport events in Ecuador.
Time: 45 minutes
Resources: flashcards, speakers, laptop, whiteboard, papers, pencil, and marker

Warm up: To stretch the body and making little movements to prepare students for learning. **Procedure:**
 	
Stage 1:
    Introduction of the topic
    Ask question to students (brainstorming of ideas)
    Show students six flashcards concerning kinds of sports
    Explain each one and then ask them if vocabulary is clear
 	
Stage 2:
    Once students acquire the prior knowledge about kinds of sports vocabulary, teacher provide a short reading in order to relate the new words with it.
    Teacher reads aloud the short passage and play a song in order to students feel relaxed and connect each detail of the passage.
    Teacher acts according to different kinds of sport found in the reading while students pay attention.
 	
Stage 3:
    If the reading is understandable, the teacher proceeds to arrange the classroom in horseshoe form and gives students numbers from 1 to 6.
 	
    Follow the teachers' instructions
 	
    Students who have number 1, they act as boxers, number 2 as runner, 3 as surfer; and sequentially up to number 6.

FLASCHARDS TYPES OF SPORTS

SURFING

BOXING

SKATEBOARDING

BASKETBALL

CYCLING

RUNNING/ ATHLETIC

READING "SPORT EVENTS IN ECUADOR"

There are many kinds of sports that are undertaken by Ecuadorian people. Some of them participate in sports for a living, while others do it only for fun and leisure. The most accessible activities are those that do not require a lot of tools or equipment. Sports such as tennis, volleyball, or soccer have a comfortable local center to spend quality time with friends or family. Some sports lovers are professionals and commonly represent Ecuador in order to receive Olympic medals. A clear example was Jefferson Perez, who earned the gold and silver medals becoming a character popular in the Ecuador context.

Nowadays, cycling, boxing, and surfing are sports practiced by academic courses in which requires to pay money depending on how Generally, each sport is considered as an excellent component to keep body healthy and energetic however not all people practice them.

Name _____   Date _____

EVALUATION SHEET 1

Match the words according to their definitions

1 skateboarding   a) road racing over long distances

2 cycling   b) small board mounted on wheels

3 running   c) do not require equipment

4 surfing   d) standing on a special board

Unscramble the words about types of sports

n/n/i/e/t/s   l/a/l/v/o/b/l/y/e/l

1: _____   2: _____

t/a/c/l/i/t/h/e   i/n/x/b/g/o

3: _____   4: _____

Choose the correct answer:

According to the reading, what sport have its local center of
entertainment?

a) cycling   c) soccer

b) skateboarding   d) reading does not provide this information

Table 16 *Activity 2 Unit 1: Passions*

Lesson plan 2
Topic: Professions
Objective: By the end of the unit, students will be able to describe people with different professions in a present simple tense.
Time: 45 minutes
Resources: educational video, speakers, laptop, whiteboard, paper, marker and flashcards
Warm up: To ask questions about last unit to prepare students for new learning. **Procedure:** **Stage 1:** Introduction of the topic through a video (length 3 min) Ask question to students concerning the video Teacher explains a little more about occupations vocabulary **Stage 2:** Once students have the basic knowledge about occupations, teacher provides to students a short reading of "Sandy, a new waitress" Teacher plays an audio in order to students listen the pronunciation of the words and follow the reading. Helping students remember what reading is about by asking questions **Stage 3: "Circle the voices"** If the reading is clearly understood, the teacher proceeds to split the classroom into 6 groups of 5 members The teacher hands out a paper of different professions per group. After 10 to 15 min, each student who has a different profession must go to another group and share the characteristics of this occupation while others have to guess. The teacher monitors the activity**, e**veryone has to participate in order to complete the activity.

VOCABULARY ABOUT PROFESSIONS

GROUP 1

Athlete   Engineer   Soldier

GROUP 4

Teacher   Dancer   Postman

GROUP 2

Policeman   Writer   Baker

GROUP 5

Chief   Nurse   Referee

GROUP 3

waiter   footballer   manager

GROUP 6

magician   photographer   office worker

READING "SANDY A NEW WAITRESS"

Sandy lives in Brazil with her husband; he is Canadian and works as a policeman, whereas Sandy works in a restaurant as a waitress. She spends the time in this place because it is typically opened on Monday – Saturday, 10:00 – 6:30. Generally, she comes home exhausted and her husband makes a delicious food to enjoy together.

As time is passing by, Sandy used to go for a walk when the job is not too tiring. In this week, Sandy achieves 5 years working in this popular restaurant and is recognized as one of the best in the service. She respects each customer and keeps a good attitude by wearing a formal red dress.

Name _____   Date _____

EVALUATION SHEET 2

Put the numbers in the correct order based on the jobs that you can see in the pictures

Farmer
Builder
Lawyer
Teacher
Chef
Secretary
Nurse
Mechanic
Policeman

Underline the adjective that best fits appropriately in the sentences

1 Police officer is always **responsible/ polite/sociable** in his work to ensure people safe.

2 Farmer works in an open context, he is **imaginative/ energetic/ patient** when there is drought.

3 Teacher should be **sociable/ creative/ energetic** to keep students motivated to participate in the classroom.

Based on the reading, check (✔) if statements are correct or incorrect

Sandy works in a popular restaurant   ☐   ☐

Sandy has children   ☐   ☐

The restaurant is available on Monday – Sunday   ☐   ☐

Table 17 *Activity 3 Unit 2: Daily Life*

Lesson plan 3
Topic: Technology in people's lives
Objective: By the end of the unit, students will be able to identify the different devices used in technology context
Time: 45 minutes
Resources: educational video, speakers, laptop, flashcard, whiteboard, paper, and marker

Warm up: To stretch the body to prepare students for learning
 	
Procedure:
Stage 1:
    Introduction of the topic through a video (length 3 min)
    Teacher explains a little more about the topic through flashcards
    Ask questions to students if everything is clear
 	
Stage 2:
    Once students have the basic knowledge about the different devices, the teacher plays an audio in order to students listen the pronunciation and repeat them.
 	
    Helping students to keep in mind the prior vocabulary, the teacher asks them, which advice is the most accessible for them
 	
    Students participate and give different opinions in class, and write on the whiteboard their ideas.
 	
Stage 3:
    Teacher provides instructions for the activity, students work in groups, they have to choose a device and talk about its pros and cons. They have 15 min to finish and share within classroom
 	
    The teacher monitors the activity
 	
    The teacher provides feedback

VOCABULARY ABOUT DEVICES
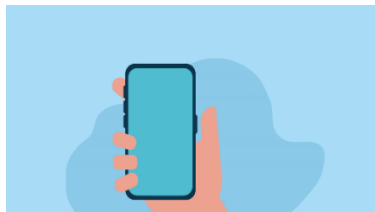
SMARTPHONE	LAPTOP	MUSIC PLAYER

USB	DIGITAL CAMERA

EXERCISE IN CLASS

GROUP 1

DIGITAL CAMERA	
PROS	CONS

GROUP 4

MUSIC PLAYER	
PROS	CONS

GROUP 2

SMARTPHONE	
PROS	CONS

GROUP 5

LAPTOP	
PROS	CONS

GROUP 3

USB	
PROS	CONS

GROUP 6

USB	
PROS	CONS

Name _____   Date _____

EVALUATION SHEET 3

Listen the audio and choose the correct statement

a) She can see and talk with her family using an old webcam.

b) Digital camera can take hundreds of photos because it has a big memory.

c) She has in the backpack a pair of headphones with MP3 player.

Match the devices vocabulary with their characteristics

1)USB   a) easily to change locations

2) Smartphone   b) access to web services

3) Laptop   c) independent power supply

Complete the conversation between a seller and customer using the word of the box

hello	digital camera	light	small	thanks

C: _____, can you help me?

S: Yes, what do you need?

C: I am looking the best _____ to take a lot of photos

S: Oh yeah! Let me see. Do you want these ones?

C: Are they _____ and _____ ?

S: No, they are big and heavy. I am sorry, _____

Table 18 *Activity 4 Unit 2: Daily Life*

Lesson plan 4
Topic: Setting up the party
Objective: By the end of the unit, students will be able to identify the adverbs of frequency in a party context.
Time: 45 minutes
Resources: educational video, speakers, laptop, flashcard, whiteboard, paper, and marker

Warm up: To play an interesting song to active the interest of students for learning
 	
Procedure:
Stage 1:
      Introduction of the topic asking questions to students
      The teacher writes on the whiteboard the students' ideas
      The teacher explains the topic through flashcards
 	
Stage 2:
      Once students have the basic knowledge about the percent of frequency that adverbs have, the teacher plays an audio in order to students listen a conversation of Alejandro's birthday party
 	
      Helping students to keep in mind the prior information that they heard, the teacher suggests them to take notes of relevant facts
 	
      The teacher asks questions to students and they participate in the class
 	
Stage 3:
      Based on key vocabulary that they heard in the audio, teacher provides instructions for the activity
 	
      The teacher provides students a checklist of how US people organize an event
 	
      Students work in pairs; they have to think how to organize an event together. They have 20 min to finish and share their ideas within the classroom
 	
      The teacher monitors the activity
 	
      The teacher provides feedback

VOCABULARY OF ADVERBS OF FREQUENCY IN A PARTY CONTEXT

GROCERY STORE
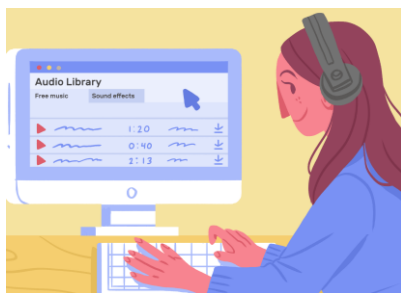
SELECT THE MUSIC

WRITING THE INVITATIONS

CHOOSE A PARTY THEME

TIME TO CELEBRATE

Table 19 *Guide for students to work in the activity 4 unit 3*

USA PEOPLE	FREQUENCY	ACTIVITY
	ALWAYS	Keep a specific schedule Wear a scruffy style
	SOMETIMES	Book a space free to enjoy with family and friends
	OFTEN	Listen to pop music
	USUALLY	Decorate the place as they want
	NEVER	Buy soda
	RARELY	Make a formal invitation to their friends, instead they only write then an e-mail message

Name _____   Date _____

EVALUATION SHEET 4

Read the information carefully and based on it, choose the correct answer

Generally, people use to organize short meetings or events where they share different activities together and also, they can enjoy a lot in a specific time and place. In North American countries such as: Canada, Mexico and the USA, the vast majority of activities depend on what priorities they have. One of the most fun activities to do with friends is to set up a costume party for instance: listening to music when people get stressed or exhausted for some personal issues or job, it tends to be an excellent activity that helps them to make the place more relaxing and entertaining when they feel like this. Another activity is when they make a reservation at the hotel to spend quality time in groups, eating some snacks or drinks.

1. How often American people organize a meeting by themselves?

a) always

b) sometimes

c) rarely

d) generally

2.The reading mentions that North American people do different activities. Which of the following North American people's activities is most common?

a) go for a walk with friends

b) spend time in a karaoke bar

c) organize a traditional party in a pleasure space

3. Do Canadians their activities based on priorities?

a) yes, they do   b) the reading does not provide this detail

| Lesson plan 5 |
|---|
| **Topic:** A year in California |
| **Objective:** By the end of the unit, students will be able to comprehend the content of weather vocabulary |
| **Time:** 45 minutes |
| **Resources:** educational video, speakers, laptop, flashcard, whiteboard, paper, and marker |
| **Warm up:** To play an interesting song to active the interest of students for learning
Procedure:
Stage 1:
      Introduction of the topic asking questions to students
      The teacher writes on the whiteboard the students' ideas
      The teacher explains the topic through flashcards
Stage 2:
      Once students have the basic knowledge about weather vocabulary, the teacher provides them a piece of reading in order to connect the ideas with previous learning.

      Helping students to keep in mind the prior information that they have read, the teacher asks questions to students based on it.

      Students express their opinions within the classroom

Stage 3:
      The teacher provides instructions for the activity

      The teacher organizes the class into 4 groups, each corner represents a weather

      The teacher hands out paper of different weather to each group; Group 1 (Summer), Group 2 (Fall), Group 3 (Winter), Group 4 (Spring)

      They have to act according to what California people do during this weather, each group has 20 min to finish and share with the rest of students. The teacher monitors the activity |

VOCABULARY ABOUT WEATHER
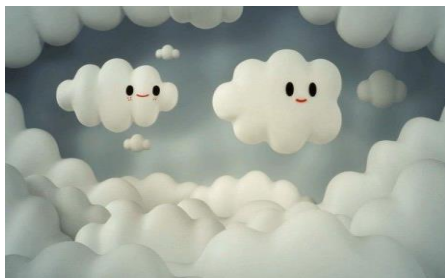
CLOUDY

RAINY

SNOWY

SUNN7Y

WINDY

READING ABOUT A YEAR IN CALIFORNIA

SUMMER

It is a great weather to spend time for a vacation because it is hot and sunny. Some people go to the beach and practice sports such as volleyball, running and even go swimming in the rivers and lakes.

WINTER

This Winter is considered the favorite season because it is cold, snowy and rainy. A lot of people believe that is better stay at home, watching a video, reading articles, instead of out. There are also people who love to practice sports

FALL

People assures that in autumn students start their class. This season is a beautiful season. In California, people commonly go for a walk or stay in the park or shopping center

SPRING

Spring is another season which involves the rainy and cloudy. Generally, people go cycling and running because it tends to be more interesting than other.

Name _____   Date _____

EVALUATION SHEET 5

Listen the audio and match the country with its season

COUNTRY	SEASON

South Africa   spring

Canada   winter

Australia   autumn

Great Britain   summer

Choose what statement is true and false

1. There are five seasons in California

2. Summer is similar as Spring season

3. Winter is considered the favorite season of people

4. In spring season, people go swimming in the rivers

Complete the text about an explorer with the correct form of the verbs

go	come	live	like	get up

Ronaldo is an explorer, he _____ in Santa Cruz with his family. He _____ at 6:30 in the morning on Monday and Wednesday to explore new adventures. He _____ to invest quality of time doing things that enjoy a lot, but when he _____ home he usually _____ to bed because he is exhausted.

CONCLUSIONS

- Based on research's objectives, this work concludes that the use of ludic strategies for improving reading skills is extremely necessary in the teaching learning process since students of seventh grade are able to participate inside class by dynamic manner.

- Besides that, it was found relevant information about reading skills and ludic strategies through literature review which are supplied by different theories in order to guarantee the effective developing of this skill.

- Teacher is used to apply videos within the classroom as didactic strategy in the English teaching-learning process, however this strategy is not appropriate to enhance reading skills in seventh grade students.

- Due to the survey results, one of the most entertaining strategies for students is role playing, therefore, through role playing activities students can raise their interest to participate inside class which can be useful in the improvement of reading skills.

RECOMMENDATIONS

- It is recommendable that English teachers show a strong desire to work with ludic strategies that emphasizes creativity to make of the students' learning meaningful in the reading area.

- Providing English teachers relevant information with regarding to the importance and benefits of including ludic strategies for the development of reading skills in the teaching learning process of English language.

- It is necessary that English teachers include ludic strategies appropriate for the development the reading skills which highlight the active participation of seventh grade students inside English class.

- Due to the importance of using ludic strategies in English class, the teachers should employ role playing activities that contribute in the improvement of reading skills as ludic strategy in the English teaching-learning process in students of seventh grade.

BIBLIOGRAPHY

Adedoyin. (2020). *Quantitative Research.* Retrieved from

https://www.researchgate.net/publication/340594619_Quantitative_Research_Method

Aliyeva, & Gasim. (2020). The Role of the didactic games in enhancing cognitive activity at

preschool children. *Scielo*.

Ansorge, R. (2020, August 17). *Web MD*. Retrieved from Piaget Stages of Development:

https://www.webmd.com/children/piaget-stages-of-development

Barahona, M. (2016). Challenges and accomplishments of ELT at primary level in Chile.

Education Policy Analysis, 6.

Beck. (2017). Importance of vocabulary. *Valverde*, 12.

Cambridge University. (2017). Retrieved from Extensive Reading in ELT:

cambridge.org/betterlearning

Cárdenas, A. (2020). Enhancing Reading Comprehension through an. *HOW Journal*, 69.

College, E. (2019, Octubre 3). *Role of teachers in Education*. Retrieved from

https://exeedcollege.com/blog/the-role-of-teachers-in-education/

English Language Standars . (2012). Quito : Editogran.

Hannah, & Meinke. (2019). Exploring the Pros and Cons of Montessori Education. *Rasmussen*.

Hattie, J. (2019). *The center for development and learning*. Retrieved from Language (reading,

writing, speaking and listening): https://www.cdl.org/for-parents-and-teachers/language/

Institute, C. d. (2019). *Play is the work of the child.* Parenting today, LLC.

Jaramillo. (2019). Reading habits in Ecuadorian students. *International Journal of Learning, Teaching and Educational Research*, 4.

Jayne. (2015). *A case study about the lack of students' interest in learning english.* Artikel Skripsi.

K, G. (2017). Exploring teachers' perspectives on incorporating playful.

Konza. (2016). Literacy Teaching toolkit vocabulary. *Education and Training*.

Kurt, S. (2020, July 21). *Educational technology*. Retrieved from Lev Vygotsky – Sociocultural Theory of Cognitive Development: https://educationaltechnology.net/lev-vygotsky-sociocultural-theory-of-cognitive-development/

L, G. (2017, April 7). *Philosophy in Reading.* Retrieved from Reading Program: https://rampages.us/lydiagruberportfolio/2017/04/07/philosophy-of-reading/

Learn English through songs. (n.d.). Retrieved from Cambridge Assessment English web site: https://www.cambridgeenglish.org/learning-english/parents-and-children/your-childs-interests/learn-english-through-songs/

Leask, & Baker. (2021, February 11). *Teachwire the best in education*. Retrieved from Reading – Use role play to deepen children's understanding of books: https://www.teachwire.net/news/reading-use-role-play-to-deepen-childrens-understanding-of-books

Lopez, P. (2018). In P. Lopez, *Learning through play* (p. 7). UNICEF.

Muñoz, C., Solis, D., & Rojas, F. (2018). The history of english language teaching in Ecuador. *Revista Pertinencia Academica*, 47-48.

Palma. (2020). Content and language integrated learning in public schools. *Cognosis*, 88.

Prieto et al. (2014). Learning strategies and styles as a basis for building learning environments. *International Jounal of Education in higher education*.

Rau, Z. G. (2018). In *Use of augmented reality in the 7th graders' reading process* (pp. 23-24). Gye.

Reinikainen. (2021). Types of research . En I. f. Research.

Research for Educational communications. (2019). Retrieved from The Association for Educational Communications and Technology: http://members.aect.org/edtech/ed1/41/41-01.html

Shamsudin, A. (2021). Addressing english reading comprehension difficulties. *International Journal of Education and Learning*, 59.

Siek. (2016). Ludic- Cooperative based didactic strategy to improve English. *Sede Esmeraldas*, 17.

Smalls. (2014). The importance of vocabulary to develop reading skills in pupils.

Tosta. (2011). *Motivational activities to improve reading skill.* Guayaquil: A guide with motivational activities.

Tyler. (2016). *Curriculum development and its impact on EFL education in Ecuador.* Machala.

Waheeb, A. (2019). Effective English Reading Strategies: English Language Learners' Perceptions. *Department of Education, TESOL*, 4-5.

Welfare et al. (2011). Playful Teaching. *New Horizons*, 29.

Zahoor, B. a. (2019). *Development of Reading Skill through Activity Based Learning.* Bulletin of

    Education and Research.

ANNEXES

Annex 1 **Request for school's permission**

**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros
UPSE

Salinas, José Luis Tamayo 16 de agosto, 2021

Mgtr. Dennys Panchana
DIRECTOR DE LA UNIDAD EDUCATIVA MERCEDES MORENO

Presente. –

De mi consideración

Yo, **Genesis Adriana Tomalá Bacilio** con C.I. **0928149137**, estudiante de la carrera **Pedagogía de los Idiomas Nacionales y Extranjeros**, Facultad Ciencias de la Educación e Idiomas (PINE) del **octavo semestre**, paralelo 8/1 me encuentro desarrollando mi trabajo de titulación con el tema "Ludical Strategies for improving basic vocabulary in the reading skills" por tal motivo solicito a usted como autoridad de la Unidad Educativa Mercedes Moreno Irigoyen me conceda el permiso de tomar el nombre de su prestigiosa institución para continuar desarrollando mi proyecto de investigación.

Sin mas que acotar, agradezco de antemano la atención prestada. Reciba un cordial saludo.

Atentamente

Génesis Tomalá Bacilio

Dirección: Campus matriz, La Libertad - prov. Santa Elena - Ecuador
Código Postal: 240204 - **Teléfono:** (04) 2-781732
www.upse.edu.ec

Annex 2 **Approved school's permission**

ESCUELA DE EDUCACIÓN BÁSICA
"MERCEDES MORENO IRIGOYEN"
José Luis Tamayo – Salinas
AMIE: 24H00340

El suscrito; Mgtr. Dennys Panchana Yagual, Director de la Escuela de Educación Básica "Mercedes Moreno Irigoyen" de la Parroquia José Luis Tamayo – Cantón Salinas

AUTORIZA:

Que la Srta. *GÉNESIS ADRIANA TOMALÁ BACILIO* portadora de cédula de ciudadanía # *0928149137* estudiante de la Universidad Estatal Península De Santa Elena – Facultad de Ciencias de la Educación e Idioma, ejecute su proyecto de investigación con el tema *"LUDICAL STRATEGIES FOR IMPROVING BASIC VOCABULARY IN THE READING SKILLS"* en nuestra institución educativa en el periodo lectivo 2021 – 2022.

Al interesado puede hacer uso de la presente como bien estime conveniente.

José Luís Tamayo, 03 de septiembre del 2021

Mgtr. Dennys Panchana
CI. 0919400176
Director

Telf. 2775017
Cel. 0939211033

"Ciencia y virtud"

Dirección: José Luis Tamayo, Barrio Centenario, Av. 9 entre Calles 14 y 15
E-mail: 24h00340mercedesmoreno@gmail.com
Teléfono: 04 - 2775017

Annex 3

SURVEY TO BE APPLIED TO THE 7ᵀᴴ GRADE STUDENTS OF ESCUELA DE

EDUCACION BASICA "MERCEDES MORENO IRIGOYEN"

OBJECTIVE: To recognize the ludic strategies to enhance the students' reading skills in order to gather information for the research.

1. Do you like learning English?

- yes

- no

2. How often do you participate in the English class?

- always

- often

- sometimes

- rarely

- never

3. Are activities in class helpful for your enhancing vocabulary?

- Totally disagree

- Disagree

- Totally agree

- Agree

4. Do you consider ludic activities a waste of time to learn English better?

- Strongly disagree

- Disagree

- Neutral

-Agree

-Strongly agree

5. Do you consider the time in class is enough to practice English language?

-yes

- no

6. How important are ludic activities to learn English language better?

- not important

- very important

7. How often does your English teacher use ludic activities in class?

- always

- often

- sometimes

-rarely

- never

8. Do you like the activities of entertaining to improve reading skill?

- yes

- no

9. What would be the most entertaining activity for improving your reading skills?
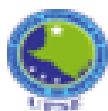
- role-playing

- projects

-watch videos

10. Choose the main challenges you face when participating in a reading activity?

- Does not understand

- Giving a wrong answer

- Activity time-limit

- Get bored when it seems little dynamic

Annex 4

STATE UNIVERSITY OF SANTA ELENA
FACULTY OF EDUCATIONAL SCIENCE AND LANGUAGE
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER
Curriculum Integration Unit

(ANNEX 2) PROJECT WORK

FORMAT FOR ASSESSING THE PROJECT PROPOSAL FOR A BACHELOR'S DEGREE

Name of the project proposal			
Name of the Student(s)			
Faculty:		Career	
Line of Research:		Sub-line of research	
Date of presentation of the preliminary project		Date of evaluation of the preliminary project	

ASPECT TO CONSIDER	COMPLIANCE		OBSERVATIONS
	YES	NO	
Project Title			
Research Line / Research Subline			
Problem Statement			
Summary description of the project			
Justification and importance			
Research objectives			
Hypothesis / idea to defend			
Theoretical framework / referential framework			
Methodology to be used			
Information gathering and data analysis sources and techniques			
Schedule of activities			
Budget and financing			
Bibliography			
Project presentation date			
Student Responsibility Signature			

APPROVED
APPROVED WITH COMMENTS
NOT APPROVED

Annex 5

STATE UNIVERSITY OF SANTA ELENA
FACULTY OF EDUCATIONAL SCIENCE AND LANGUAGE
INITIAL EDUCATION CAREER
Curriculum Integration Unit

(ANNEX 3) REPORT ON THE PROGRESS OF THE DEGREE PROJECT

Tutor: ____MSc. Rossana Narcisa Vera Cruzatti_____
Student: __Génesis Adriana Tomalá Bacilio_____
Type of Project Work: ____Research Project _____
Project Title: _Ludical Strategies for improving basic vocabulary in the reading skills at seven grade students in Escuela de Educacion Basica "Mercedes Moreno Irigoyen", academic year 2021-2022_____
Career: _National and foreign language Pedagogy_Career|_____

No.	TUTORING ACTIVITIES	OBSERVATIONS	DATE	STUDENT SIGNATURE
1	Presentation of chapter I Explanation of the project title and provides some ideas in order to carry out an appropriate procedure in this chapter	To research more information that support chapter I Change common vocabulary and introduce academic words	August 5th, 2021	
2	Presentation of chapter I with previous changes Approval of this chapter, but considering to improve writing style by using word choice A brief presentation of chapter II	Style of writing To inquire some representative authors from 2017 to 2020	August 7th,2021	

Annex 6

3	Presentation of chapter II and III Approval chapter II Check the methodology of third chapter Check questionnaire	Change two questions which does not help to gather exact information Suggestions in the statistical tables	August 30th, 2021	
4	Approval the third chapter Chapter IV is explained to the tutor in order to know how proposal is going to be developed	Read more about Montessori theory and add a brief explanation of it Ask questions based on the proposal	September 9th,2021	
5	Check the latest changes made by students Review the procedure of each chapter Final Presentation of the research paper	Apply APA Standards 7 Edition Respect the number of the pages	September 11st, 2021	

Signature of the Tutor

Annex 7 **Plagiarism report**

La Libertad , September 13th 2021

Oficio 1 – RVC - 2021

Ingeniera Tatiana Garcia, MSc.

Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros,

Universidad Estatal Peninsula de Santa Elena.

The official research paper under the title Ludical Strategies for improving basic vocabulary in the reading skills at seven grade students in Escuela de Educación Básica Marcedes Moreno Irigoyen, academic year 2021-2022 prepared by Genesis Adriana Tomalá Bacilio, student of the National and Foreign languages Pedagogy career, Faculty of Educational Science and Language at Peninsula of Santa, I would like to inform that the Urkund system showed 1% similarity, the same one that allows to continue with the procedures.

Attached similarity report.

Rossana Vera Cruzatti

Tutor.

Table 20 Schedule of the activities

ACTIVITIES	JUNE				JULY				AUGUST				SEPTEMEBER			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1)Bibliographic collection of the first chapter	x															
2) Bibliographic collection of the second chapter		x	x													
3) Approval of the second chapter				x												
4) Check the methodology of the third chapter					x											
5) Check questionnaire					x											
6) Approval chapter third						x	x									
7) Check the information chapter fourth								x	x	x						
8) Check plagiarism of the project											x	x				
9) Final presentation of the research													x			