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Título

“LUDIC DIGITAL LEARNING RESOURCES TO DEVELOP ENGLISH PRONUNCIATION SKILL FOR THE STUDENTS IN 8TH GRADE OF BASIC EDUCATION AT COLEGIO AMELIA GALLEGOS DIAZ IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2015-2016.”

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En calidad de tutor de tesis previa la obtención del título de Licenciada en Idiomas Especialización Inglés, realizado por: Jeniffer Vanesa Palacios Moreno con el tema: “LUDIC DIGITAL LEARNING RESOURCES TO DEVELOP ENGLISH PRONUNCIATION SKILL FOR THE STUDENTS IN 8TH GRADE OF BASIC EDUCATION AT COLEGIO AMELIA GALLEGOS DIAZ IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2015-2016.”, ha sido elaborado por Jeniffer Vanesa Palacios Moreno, revisado y analizado en un cien por ciento con el asesoramiento permanente de mi persona, por lo cual se encuentra apta para ser sometida a la defensa respectiva.

Es todo cuanto puedo informar en honor a la verdad.

Lic. Hugo Solis Viteri

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El trabajo de investigación que estoy presentando como proyecto de grado, previo a la obtención del título de Licenciada en IDIOMAS ESPECIALIZACIÓN INGLÉS, es original y basado en el proceso de investigación, previamente establecido por la Facultad de Ciencias de la Educación, Humanas y Tecnologías.

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DEDICATORIA

A mi familia

Que ha sido mi apoyo en todo momento,

A mi padre que con ejemplo y trabajo me a ayudado

Hacer una gran persona día a día,

A mi madre que con ejemplo de perseverancia

Y motivación me ayudado a llegar lejos, gracias

Por su apoyo incondicional, por ustedes y para

Ustedes todo el fruto de mi esfuerzo.

Mil gracias y Bendiciones...

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RESUMEN

La globalización mundial en los aspectos de crecimiento profesional como laboral en la actualidad exige que los nuevos profesionales sean poli funcionales, que se adapten a las tendencias del mercado y a las necesidades de un mundo que gracias a la tecnología está cada vez más cerca uno de otros. Es por esta razón que el dominio del idioma Inglés es una herramienta que se aduce como un común denominar en el perfil de un profesional del siglo XX. Es ya muy usual el caminar por un barrio de un país hispano hablante y ver vallas publicitarias en el idioma Inglés, modismos ingleses incluidos en los diálogos de dos estudiante alemanes. Los instructivos de los artefactos tecnológicos generalizan al inglés como un idioma internacional para dar mensajes de utilería y cuidado del insumo. En el campo pedagógico la mayoría de fuentes de consulta o ensayos de investigación están suscritos en el Idioma Inglés. No es extraño recibir una cátedra de temas internacionales en una universidad de la China en el Idioma Inglés. La continuidad de la capacitación en un cuarto nivel o Doctorado ya exige como requisito primordial el manejo fluido del idioma no solo como un punto más a cumplir sino más bien como una herramienta de comunicación y debate. Es por este motivo que la enseñanza aprendizaje del Idioma Inglés debe ser considerada como un plus a toda la capacitación que un educando está recibiendo dentro de su etapa de formación académica. La tendencia del aprendizaje en Idiomas siempre apuesta a un compromiso temprano de involucramiento del estudiante con el idioma que desea aprender, volverlo parte de su convivir diario, que las estrategias de memorización queden en un pasado muy lejano y la tendencia de vivir el idioma prevalezca.

SUMMARY

World globalization in the areas of professional growth and labor forces requires new professionals who can be poly functional, adapted to market trends and the needs of a world that due to technology is increasingly close to each other. It is for this reason that the management of the English language is a tool that is cited as a common call in a professional profile of the twentieth century. Is already very usual to walk in a Spanish - speaking country and see billboards in the English language, English idioms included in the dialogue of two German student. Instructional technological artifacts generalize English as an international language to give messages of props and care input. In the field of education most reference sources or research papers are signed in the English language. No wonder receiving a professorship about international issues at a university in China is held in the English language. The continuity of training in a fourth level or PhD degree mainly requires fluent English language not only as a point to meet but rather as a tool for communication and debate. It is for this reason that the learning of the English language should be considered a plus to all the training a student is receiving in its stage of education. The trend of learning in languages always bet on an early commitment that pretends to involve the student with the language you want to light, I return part of his live daily, that memory strategies remain in the distant past and the trend of living the language prevails.

INTRODUCTION

The expression of learning while playing nowadays it is very common due to the many strategies teacher's must use to get the student's attention. The introduction of ludic activities in the classroom has helped the teacher to have a more interesting and interactive class. The times when the book was the only tools to give acknowledge to the pupils has passed away. Today students are more demanding no matter on what stage of learning they are. If you meet a kindergarten student his questions about life are very profound, If you attend to a university dissertation the debate is hard discuss not only by the teacher but also for each student who is taking part in it.

So, this investigation research has a great deal of importance because it tries to maximize the idea of making the English Class more exiting by the use of Ludic exercises that will encourage the pupils to be more alert in every explanation and having fun while playing.

Chapter I, REFERENCIAL STATUS, Here is where the Problem is exposed, the investigation reveals the main causes why it is necessary to take manner in the origin of this problem. This research was developing in the base of a diagnostic situation through the direct observation of the behavior and characteristic of the students while they were receiving an English Class. After this didactic strategy we came up with the question of ¿How the introduction of Ludic activities will help the students of the 8th grade of basic education at Colegio Amelia Gallegos Diaz in the city of Riobamba, Chimborazo province, during the academic year 2015-2016 to develop English pronunciation skills. After the identification of the problem the research established a main objective and specific objectives to solve the manner. At the end it was necessary to justify why this investigation should be done this is where it is shown the importance, pertinence, relevance, benefits, access and where the a solution is given.

Chapter II, THEORETICAL FRAMEWORK, In this chapter the research develops the main background, all the concepts held before about why the investigation should be done, it is also revealed the scientific framework which gives enough support about the topic to better understand the problem and deal possible answers to the problem exposed and this way the learning and teaching process will be in a greater possibility to a chance the form in which teachers are given classes nowadays.

In this Chapter the investigation sets the hypothesis, this concept is being analyze and discuss the identification of the dependent and independent variables is done. Then the two variables are contrasted with the operationally of both.

Chapter III, METHODOLOGICAL FRAMEWORK, in each research there must be a type of outline there has to be a type of study, methodology, in this chapter the research exposes how it will be done. It also reveals to whom the investigation will be held. All the results from the survey have to be quantified and qualify so in this chapter the process it is also shown.

Chapter IV, INTERPRETATION OF THE RESULTS, The results of the information obtain by collecting the survey data has to be done in a organize matter. In this chapter the investigation exposed how this information were collected, analyzed, described and also what methodology is going to be used to prove that the investigation will reach its goals. This data will help to know the impact that the proposal will cause in the teaching and learning process.

Chapter V, CONCLUTIONSAND RECOMMENDATIONS, they all refer to the results from the research done. They are the real diagnostic of what has been happing in the teaching process in the 8th grade of the Amelia Gallegos High School. It also provides the opportunity to give new ideas within the academic background held in the investigation to develop ludic activities that will make the class more interesting for the students of the High School.

Chapter VI, ALTERNATIVE PROPOSAL, every problem needs a possible solution, in this chapter the investigation exposes a effective proposal which claims to be the alternative answer to the problem that was presented at the beginning of the research. It shows a list of exercises that invites the teacher and the students to have fun while they are learning. It also proves that the class manage can use certain tools to interact using the English Language as a communication language not only as a school subject.

It is also necessary to mention that the following research has a wide Bibliography background and also a lot of Web investigation. This lecturing has provided to the investigation the deep awareness of the problems that are still found in the teaching and learning process of the English Languages.

As an investigation support the study provides a group of pictures as a record of how the investigation started and how it will end.

CHAPTER I

1 REFERENCIAL STATUS

1.1 PROBLEM AWARENESS

When it comes to learn a new language the best strategies to make this goal a success is to interact with the students. Make them feel part of the new language like it is part of their daily life.

Many researches have proved that it is better to start learning a new language when childhood due to the fact that children do not feel any shame when they need to express their needs in the new language. English is known as the world's language. You can be in any part of the planet and there will be someone that can communicate with you in English or vice versa.

After observing the English classes, talking to some students and surveying information, it is determined that some learners have serious problems in pronunciation, due to the unlike way to write and pronounce in the English language. This situation has led to a drastic demotivation to learn from some youngsters, resulting in poor speaking skill learning.

So due to this fact, learning this language has come one of the main goals not only in private schools but also in the public education system run by the current government. However nowadays the majority of English Learning Outlines still have serious problems when it comes to the pronunciation skills. We have improved a lot on reading and writing skills because most of the English Books that the schools use to teach English has a great manner of grammar follow ups, strong activities to practice writing but what happens with pronunciation.

It is a must to remember that a 90% of the English teachers in public or private schools in Ecuador are Spanish Native speakers and they have not gotten the opportunity to improve their pronunciation themselves by being in contact with an English speaking environment.

By the year 2013 the Ecuadorian President Eco. Rafael Correa Delgado declared the English Teaching system in crisis because a great number of graduate English Teachers did not have strong skills to qualify for that goal.

The decision by that time it was to encourage all the English Teachers to take the TOEFL (Test Of English as a Foreign Language). As a result, there was enough evidence that a lack of well pronounced words were still a gap in the path of learning the English Language.

In order to decrease this weakness in an early age and knowing the tremendous increase in technology the consideration of live interaction with the native speakers by the use of a Ludic Digital learning resources can take the students to a real enclosure with a better pronunciation.

It is well known that in the commercial market today there are many companies that offer this can of service. They give the student the opportunity to establish an English class with native teachers that the pronunciation problem is not a barrier to achieve them learning. However not everyone has the monetary income to pay for this kind of classes or courses.

So, we as future English teachers have to come with a low cost solution to this problem. If the best way to teach English is by interacting with the students and making every single class a new challenge a Ludic Digital resource can cover all this expectations.

A Ludic Digital program that it is propose as an experiential learning framework for understanding how play can potentially create a unique learning space conducive to deep learning.

Ludic, or spontaneous, activities are effective tools when teaching English. These activities encourage students to practice their language skills on the spot and without preparation. These exercises can help a teacher assess a student's current speaking level, and can help students practice their skills in situations that closely resemble everyday life.

You will find that play approaches to learning have advantages over more didactic but they do not preclude your sensitive involvement as a teacher. When children are given the opportunities to learn through play you will find that:

- Children are intrinsically motivated to be involved
- They pose questions of play to themselves, rather than trying to find the “The right answer” so play it is non-threatening, although it is usually challenging.
- The children ownership and control of the situation, as learners, strengthens both their motivation and their learning.
- The “What If” quality of play encourages creativity; rules can be invented and broken.
- Social development is occurring during the play
- Different forms of digital exercises that involves body and mind
- Play is pleasurable

1.2 PROBLEM STATEMENT

On which means the use of Digital Ludic exercises will help the students of the 8th Grade “A” of Amelia Gallegos Díaz High School from the city of Riobamba of the Chimborazo Province to develop the English Pronunciation Skill during the academic year 2015-2016.

1.3 OBJECTIVES

1.3.1 MAIN OBJECTIVE

To use ludic digital learning resources to develop English pronunciation skill for the students of 8th grade “A” of the Amelia Gallegos Diaz High School in the city of Riobamba.

1.3.2 SPECIFIC OBJECTIVES

To recognize the level of pronunciation skill that the students of the 8th grade “A” of the Amelia Gallegos Díaz High School in the city of Riobamba.

To identify what are the main conflicts that the students of the 8th grade “A” of the Amelia Gallegos Díaz High School Riobamba have when it comes to pronunciation.

Elaborate a Ludic Digital program so the students can improve their pronunciation skill while they have fun.

1.4 JUSTIFICATION

First of all, the way to be prevented student's fear of learning a new language and in this case English is by making them understand that when you learn a new language the best way to improve your learning is by put it in practice, there is a saying that stands that the more you practice, the more you learn, so it is quite relevant identifying students who feel uncomfortable speaking English because their weak pronunciation, this will be consider as an early learning barrier and the consequence might be a negative response of the student I their normal learning process.

The following research encourage English teachers the application of Digital Ludic exercises to determinate the level of pronunciation skill that the student have, see how the students interact with the program, what complication the Ludic exercises might have, what is the correct level to start with and of course check and witness how much the students were able to improve their pronunciation skill by using the Digital Ludic exercises.

If we mention the overview of Learning Styles many people recognize that each student prefers different learning styles and technique. Learning styles group common ways that children learn. Everyone has a mix of learning styles. Some kids may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they are imposed a specific style in different circumstances or the style that the teacher prefers to use. There is no right mix.

Use multiple learning styles and multiple intelligence for learning is a relatively new approach. This approach is one that teachers have only recently started to recognize. Traditional schooling is still used in many schools mainly linguistic and logical teaching methods. It also uses a limited range of learning and teaching techniques. Many schools still rely on classroom book-based teaching, repetition and pressured examinations for reinforcement and review. A result is that students feel bored and do not show any interest in applying the new language that there are learning.

The way students learn have more influence than the teachers may realize. The preference style guide the way students should be taught. They also change the way

students internally represent experiences, the way they recall information, and even the words they choose to express their needs.

Research has shown that each learning style uses different parts of the brain. By involving more of the brain during learning, students remember more of what they learn. Researchers using digital ludic technology have been able to find out the key areas of the brain which contribute in the learning process in a more successful experience.

In the late twentieth century psychological research work made by K. Groos, who defines one of the many theories about the game, called game theory, in his study he characterizes the game as anticipated serious training for future capabilities.

Playing is not opposed to learning. On the contrary, they take the form of game all the experiences of human beings to know himself, located in their midst, meet and establish relations with others.

Through play-acting, man develops his capacity to symbolize, language structure, better understanding of the surrounding environment and tailored to its interests, rearranging reality.

The studies conclude that students learn to perceive and express, bringing into play all his sensorimotor system and its ability to tolerate his knowledge with the world around them and stimulates different ways of learning.

Alex Ortiz expresses that the ludic didactic method "It is a participatory vocational technique aimed to develop student interest in a new way of learning, it also address the students to manage a correct behavior , thereby stimulating discipline an adequate level of choice and self-determination ; that is, not only promotes the acquisition of skills, but also contributes to the subjects motivation and specialty ; that is, it constitutes a form of teaching work that provides a variety of procedures to train students in decision -making for solving various problems (www.monografias.com 05-01-2011.)

The direct beneficiaries of this research are the students of the 8th Grade "A" of Amelia Gallegos Diaz High School from the city of Riobamba of the Chimborazo Province to develop the English Pronunciation Skill during the academic year 2015-2016.

CHAPTER 2

2. THEORETICAL FRAMEWORK

2.1 STUDY BACKGROUND

After the research done in the Universidad Nacional de Chimborazo library and in the Facultad de Ciencias de la Educación, Humanas y Tecnologías, it is confirm that there is not any research done about the topic chose for these academic research.

2.2 SCIENTIFIC BASIS

2.2.1 PSYCHOLOGICAL FOUNDATION

Learning is a process that depends on experience and leads to long-term changes in behavior potential. Behavior potential designates the possible behavior of an individual, not actual behavior. The main assumption behind all learning psychology is that the effects of the environment, conditioning, reinforcement, helps students to interiorize what they are learning every day.

While a child is growing not only his body experiences changes but also his mind. There are many researches that demonstrate that students acquires more knowledge from activities that combine the use of all his physical senses. It is not new for anybody that what you have learned when you were playing was the best memory of a well performed teaching method. Everybody remembers the teacher who always make them play in class or had the time to share a tale or a song with the class.

Teaching a new language requires even more creativity because the psychological impact in the impossibility of communicating makes the students to be afraid of their weakness in pronunciation. This is the real challenge for the English Teachers, they must use all possible tools to make the class fun and interactive so the final result will guarantee a student who feels comfortable in expressing in a new language.

Learning theories try to better understand how the learning process works. Major research traditions are behaviorism, cognitivist and self-regulated learning. Media psychology is a newer addition among the learning theories because there is so much technology now

included in the various types of learning experiences. Neurosciences have provided important insights into learning, too, even when using much simpler organisms than humans (*Aplysia*). Distance learning, eLearning, online learning, blended learning, and media psychology are emerging dimensions of the field.

2.2.2. PHILOSOPHICAL FOUNDATION

Plato proposed the question: How does an individual learn something new when the topic is brand new to that person? Plato answered his own question by stating that knowledge is present at birth and all information learned by a person is merely a recollection of something the soul has already learned previously, which is called the Theory of Recollection or Platonic epistemology. This answer could be further justified by the paradox of if a person knows something, then they will not need to question it and if a person does not know something, then they will not know to question it at all Plato says that if one did not previously know something, then they cannot learn it. He describes learning as a passive process, where information and knowledge are ironed into the soul over time. However, Plato's theory elicits even more questions about knowledge: If we can only learn something when we already had the knowledge impressed onto our souls, then how did our souls gain that knowledge in the first place. Plato's theory can seem convoluted; however, his classical theory can help us understand knowledge today still. (Phillips, D. C., & Soltis, J. F. (2009). *Perspectives on Learning (Fifth)*. New York: Teachers College Press.)

The idea of having a pre-knowledge it is quite understandable, in fact many Pediatricians recommend that when the baby still in his or her mother's body singing, speaking or even playing music will make the baby more capable of learning a new language as they grow.

2.2.3. SOCIOLOGICAL FOUNDATION

Social learning theory (Albert Bandura) posits that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. In addition to the observation of behavior, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement.

Exactly what information is gleaned from Ludic Activities they are influenced by the type of model, as well as a series of cognitive and behavioral processes, including:

- **Attention**

In order to learn, observers must attend to the modeled behavior. Attention is impacted by characteristics of the observer (e.g., perceptual abilities, cognitive abilities, arousal, past performance) and characteristics of the behavior or event (e.g., relevance, novelty, affective valence, and functional value).

- **Retention**

In order to reproduce an observed behavior, observers must be able to remember features of the behavior. Again, this process is influenced by observer characteristics (cognitive capabilities, cognitive rehearsal) and event characteristics (complexity).

- **Reproduction**

To reproduce a behavior, the observer must organize responses in accordance with the model. Observer characteristics affecting reproduction include physical and cognitive capabilities and previous performance.

- **Motivation**

The decision to reproduce (or refrain from reproducing) an observed behavior is dependent on the motivations and expectations of the observer, including anticipated consequences and internal standards.

2.2.4. EPISTEMOLOGICAL FOUNDATION

Although the term learning has many possible meanings, the term as used by teachers emphasizes its relationship to curriculum, to teaching, and to the issues of sequencing, readiness, and transfer. Viewed in this light, the two major psychological perspectives of learning—behaviorist and constructivist—have important ideas to offer educators. Within the behaviorist perspective are two major theories or models of learning, called respondent conditioning and operant conditioning. Respondent conditioning describes how previously neutral associations can acquire the power to elicit significant responses in students. Operant conditioning describes how the consequences and cues for a behavior can cause the behavior to become more frequent. In either case, from a teacher's point of view, the learned behaviors or responses can be either desirable or unwanted.

The other major psychological perspective—constructivism—describes how individuals build or “construct” knowledge by engaging actively with their experiences. The psychological version of constructivism emphasizes the learners’ individual responses to experience—their tendency both to assimilate it and to accommodate to it. The social version of constructivism emphasizes how other, more expert individuals can create opportunities for the learner to construct new knowledge. Social constructivism suggests that a teacher’s role must include deliberate instructional planning, such as facilitated by Bloom’s taxonomy of learning objectives, but also that teachers need to encourage meta cognition, which is students’ ability to monitor their own learning.

In the following project the idea of searching the best way to improve the student’s pronunciation skills leads us to include ludic activities in the classroom, interaction with digital exercises will attract the students to learn English.

2.2.5.PEDAGOGICAL FOUNDATION

Advocates of constructivism say that a direct instruction approach turns children's into passive learners. With constructivist approaches, children focus on collaboration with others to produce knowledge and understanding. As the new challenges schools approach and grow to meet constructivist goals it is important they require a new and appropriate forms of assessment. Having a range of assessments allows differentiation of student learning styles and yields better more usable information to assess student learning. Assessment strategies include: Performance tasks, Portfolio development, and Ludic Activities as Interactive Notebooks. Most of all, it makes the student responsible for their own learning.

Some critics argue that such constructivist approaches give too much attention to inquiry skills and not enough to discipline-specific information. However, Piaget and other constructivist theorists reveal how cognitive change is likely to occur if the contest is structured to allow gradual movement to the next higher level and that a concept does not emerge suddenly, full-blown, but rather through a series of partial accomplishments that lead to increasingly comprehensive understanding. Having highly relevant and highly rigorous authentic learning and assessment accomplishes this goal.

2.2.6. LEGAL FOUNDATION

2.2.6.1 Ecuadorian Constitution

Art.26.-La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, la familia y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo. (Constitución de la República del Ecuador, 2008)

Recuperado de:www.asambleanacional.gov.ec/documentos/constitucion_de_bolsillo.pdf

Art. 27.- La educación debe estar centrada en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para trabajar. (Constitución de la República del Ecuador, 2008)

Recuperado de www.asambleanacional.gov.ec/documentos/constitucion_de_bolsillo.pdf

2.2.6.2. Intercultural Organic Educational Law

Art. 1.-Ámbito.-

La presente Ley garantiza el derecho a la educación, determina los principios y fines generales que orientan la educación ecuatoriana en el marco del Buen Vivir, la interculturalidad y la plurinacionalidad; así como las relaciones entre sus actores. Desarrolla y profundiza los derechos, obligaciones y garantías constitucionales en el ámbito educativo y establece las regulaciones básicas para la estructura, los niveles y modalidades, modelo de gestión, el financiamiento y la participación de los actores del Sistema Nacional de Educación. (Ley Orgánica de Educación Intercultural, 2011, p.8)

Art. 2. Principios:

b. Educación para el cambio.-

La educación constituye instrumento de transformación de la sociedad; contribuye a la construcción del país, de los proyectos de vida y de la libertad de sus habitantes, pueblos y nacionalidades; reconoce a las y los seres humanos, en particular a las niñas, niños y adolescentes, como centro del proceso de aprendizajes y sujetos de derecho; y se organiza sobre la base de los principios constitucionales.

f. Desarrollo de procesos.-

Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos de población históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República.

i. Educación en valores.-

La educación debe basarse en la transmisión y práctica de valores que promuevan la libertad personal, la democracia, el respeto a los derechos, la responsabilidad, la solidaridad, la tolerancia, el respeto a la diversidad de género, generacional, étnica, social, por identidad de género, condición de migración y creencia religiosa, la equidad, la igualdad y la justicia y la eliminación de toda forma de discriminación.

t. Cultura de paz y solución de conflictos.-

El ejercicio del derecho a la educación debe orientarse a construir una sociedad justa, una cultura de paz y no violencia, para la prevención, tratamiento y resolución pacífica de conflictos, en todos los espacios de la vida personal, escolar, familiar y social. Se exceptúan todas aquellas acciones y omisiones sujetas a la normalidad penal y a las materias no transigibles de conformidad con la Constitución de la República y la Ley. (Ley Orgánica de Educación Intercultural, 2011, p.8)

Recuperado de <http://www.youblisher.com/p/543069-LOEI-LEY-ORGANICA-DE-EDUCACION-INTERCULTURAL/>

2.2.6.3. Student's Rights and Duties

Art. 7 Derechos.-

b. Recibir una formación integral y científica, que contribuya al pleno desarrollo de su personalidad, capacidades y potencialidades, respetando sus derechos, libertades fundamentales y promoviendo la igualdad de género, la no discriminación, la valoración de las diversidades, la participación, autonomía y cooperación; (Ley Orgánica de Educación Intercultural ,2011, p. 13)

Recuperado de <http://www.youblisher.com/p/543069-LOEI-LEY-ORGANICA-DE-EDUCACION-INTERCULTURAL/>

2.2.6.4. Child and Teenagers National Code

Derechos, Garantías Y Deberes

Art. 38. Objetivos de los programas de la educación.-

b. Promover y practicar la paz, el respeto a los derechos humanos y libertades fundamentales, la no discriminación, la tolerancia, la valoración de las diversidades, la participación, el diálogo, la autonomía y la cooperación (Código de la Niñez y Adolescencia , 2003)

Recuperado de www.oei.es/quipu/ecuador/Cod_ninez.pdf

2.3. THEORICAL FOUNDATION

2.3.1. Importance of Learning English as a Foreign Language.

Learning English as a second language opens many doors for people and provides them with a variety of options they might have otherwise gone without. English Learning Students will be able to converse freely with people they meet, make new friends, join a chat room or even make international travels.

People also want to have an understanding of English for work purposes, as an internationally accepted language and the language of business, the English language is imperative to the success and advancement in many industries and workplaces.

The current government has encourage bachelor students to apply in international universities there are many scholarships that students can be part of. They also have the opportunity not only to study abroad but also to meet other people, culture and customs.

In order to succeed in the process of learning English with low existing knowledge base, students will need to know what is best for their learning style. A popular option for many students is to participate in a ludic didactic program. Learning using computer tools and support systems can be helpful for anyone who gets bored easily. This type of learning is much more interactive than trying to learn in the scholar routine manner using audio and books alone, and can usually provide extra resources and support for student struggling with course material.

By using Ludic Didactic programs to learn English as a second language, students will find that they are able to manage their lessons much easier and see improvements in the speaking and understanding of the English language. They can learn at their own pace and be able to go over anything that they do not understand, which makes the whole experience a lot more positive.

The benefits of learning English as a second language in a user-friendly environment are very valuable and will be greatly utilized in future communication experiences, including personal, professional, and educational. Anyone thinking of expanding their language skills should certainly consider using didactic tools to help them succeed.

Using such a method is not only interesting and interactive, but it can also be very enjoyable and is perfect for a group of student that want to learn but in a fun way.

2.3.2 Teaching Approaches and Methods

Over the last years, foreign language teaching and learning have been swayed by two major approaches:

The skills-based approach referred to as the direct or formal instructional approach.

The whole-language approach referred to as the indirect or informal learning approach.

2.3.2.1 The skills-based approach.

The skill-based approach drew its theoretical roots from behavioral psychology and structural linguistics. Specifically, it is based on the following principles: The whole is equal to the sum of its parts; there are differences between spoken and written language; Oral language acquisition precedes the development of literacy; language learning is teacher-directed and fact-oriented; and students' errors are just like mistakes which should be eliminated at all cost.

In accordance with the above principles, advocates of the skills-based approach view language as a collection of separate skills. Each skill is divided into bits and pieces of subskills. These subskills are gradually taught in a predetermined sequence through direct explanation, modeling and repetition. These subskills are gradually taught in a predetermined sequence through direct explanation. Modeling and repetition. Furthermore, the skill-building teacher constantly uses discrete-point test.

2.3.2.2 The whole-language approach.

In response to recent theories in constructivist psychology and socio-psycho-linguistics, the whole-language approach was, to a large extent, a revolt against the skill-based approach. The basic principles underlying this approach are the following:

The whole is more than the sum of its part

Language learning is a social process.

Learning is student-centered and process-oriented.

Language learning involves relating new information to prior knowledge

Oral and written language are acquired simultaneously and have reciprocal effect on each other

Students' errors are signals of progress in language learning

The whole language technique brings to each student a deep respect for his or her existing prior knowledge as well as a strong desire to expand that student wealth of knowledge and experience, and therefore his or her power to truly comprehend.

In whole language classroom, typically there a few behavior problems, not only because students are more actively involved in learning but because students are given the opportunity to develop self-control rather than merely submit to the tutor control. Instead of controlling children by their demands, whole language staff develop learning.

Students in whole language classroom are thinkers and doers, not merely passive recipients of information. They learn to think critically and creatively and to process and evaluate information and ideas rather than merely to accept them.

From the preceding information, it is clear that the skills-based approach stresses skills at the expense of meaning in spite of the fact that understanding and conveying meaning is the ultimate aim of language teaching and learning. It is also clear that the whole-language approach stresses meaning at the expense of skills in spite of the fact that skills are necessary for comprehending and conveying meaning. In other words, the whole-language approach as a reaction to the skills-based approach is to extreme.

2.3.2.3 Ludic Strategies

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.

2.3.3.4 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 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:

- 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.
- 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.
- 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 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.

2.2.3.5 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.

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.

- **ListeningProjects**

A Listening Project is rarely referred to as ludic strategy in methodological handbooks. Its nature, however, has some elements in common with what is defined as a ludic strategy.

A listening project activates students because they work on something they are really interested in and very often these interests are centered in dialogues, debates, tales from outside the classroom. A listening project develops students 'communicative abilities as the main assumption about a listening activity 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, a listening project helps the class to quiet down and put special attention on the task. This activity 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 on their speaking skill 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. Lardousse2002 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.

2.2.4 The Forth Skills in the learning process of a new language.

Putting in practice any method to learn a new language there has to be a path, an outline that needs to be follow. This is where the acknowledge of the fourth basic skills came to action. To learn a language it is not only functional the advantage of understanding and the speaking of the language there are some basis that has to be very well establish. "To learn a language besides one's native idiom, to penetrate its syntax, is to open for oneself a second window on the landscape of being. It is to escape, even if only partially, from the confinement of the apparently obvious, from the intolerant poverty, so corrosive just because one is unconscious of it, of a single focus and monochrome lens."

In conclusion, we can say that in general the learning of a second language involves being able to understand, speak, read and write in that language and that when emphasis is placed on one of these skills is for a specific reason, e.g. Identifying sounds, read or speak correctly pronouncing words or phrases, using the appropriate accent and intonation patterns - writing using the registration required in a given situation.

2.2.4.1 Productive Skills and Comprehensive Skills

In the concept before we have analyzed the fact that in order to learn a language there is not a possibility to leave the review and practice of the fourth skills aside. They all work together to benefit the student. But there is a clear difference among them Speaking and Writing are consider as Productive Skills because they are the result of a thought that at the end it is express by a sound or a letter. The perfect speech is notice when the words are combined in a way that they create not only a meaningful meaning but also create a rhythm the perfect mix to make the sound right.

The other two skills Reading and Listening are consider the Comprehensive Skills, is the time when the brain analyze the sound that it is listening or the word that is reading. The brain searches for the visual code that the represent the sign that it is seeing or the code of the sound that it is listening. That is the beauty of the combination of the two skills when this combination starts to function as a whole the language is learned.

2.2.4.2 Speaking a Productive Skill

Speaking is found on the Skill's tree as one of the branches; it is labeled oral production and is one of the skills students are to learn in their language development. The ability to converse is highly valued by students, but teachers often find it a skill that is hard to develop. Students often feel a great deal of anxiety around speaking.

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production. As speaking is interrelated with the other skills, its development results gives more motivation than the others. One of the primary benefits of increased communicative competency is the resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people.

2.2.4.3 Importance of a Good Pronunciation

For some students, pronunciation is the most difficult problem to face while the process of learning English, speakers have to deal with different face expressions when the person who is receiving the message doesn't understand what they are saying.. Improper pronunciation can lead to negative impression, misunderstanding and ineffective communication. This investigation has discovered some negative impacts of poor pronunciation and tries to give an easy and practical solution by using ludic strategies and games to improve it.

When students talk among their peers, their pronunciation is the first thing they notice during a conversation. In everyday communication, it is not necessary to use many complicated words, so a limited vocabulary is not a big issue since there is a reasonable excuse to use more simple words to express the word that you do not know. In fact, at the moment of speaking people will notice right away if the pronunciation is good or bad only the first few simple words. If there is a poor pronunciation with very strong foreign accent,

the conclusion will be that the student is a weak English speaker and all the strong vocabulary and grammar knowledge won't help.

2.2.4.4 How to improve the pronunciation of the English Language

When assisting students in the development of their pronunciation skills, there are some tips and techniques that teachers can use to minimize students' anxiety and to make the development as efficient and practical as possible. This way, students will learn more and have increased motivation to continue this skill development.

- Create authentic practice activities that as similar to real-life as possible
- Create different contexts in which students can practice in order to broaden their vocabulary and experiential horizons
- Provide scaffolding and support for each context; this means making sure students are aware of the appropriate vocabulary and what social or cultural norms are appropriate
- Don't focus solely on errors; correct as much as each student can handle, more advanced students can often handle more correction, but avoid excessive correction if it will promote anxiety
- Be aware of Higgs, what students at different levels can focus on
- Give students options to use when responding to questions and teach them those options; allow them to use minimal responses if it reduces anxiety but make sure all students are aware of the possibilities. This allows for differentiation, as students can use the level of response that they feel comfortable with
- Develop routines involving certain scripts (ie greetings, compliments, asking certain questions) so students become comfortable and familiar with those scripts
- Use gestures to help get meaning across and encourage students to do the same; emphasize that what is important is the meaning.
- Make it fun use Ludic activities.

2.2.4.5 Connection between a good listener and a good speaker

One of the ludic exercise that helps the student to improve their pronunciation is a listening exercise. It is necessary to remember that the specific sound establish for each words must be recognize by the student. The proposal in these days is giving a class using

the English language all the times so the students will be in contact with the language every day. It is quite logical due to the fact that even the mother tongue that students speak, it was not learned through grammar structures but to the fact that everybody spoke this language and the child recognize the sound of a command and did it. So the brain started to make a relation between the sound and the action that it has to be done.

Then a great conclusion about a good listener is a good speaker is a manner of the result of being in contact with the language at all times. Many researches prove that a student who had a native speaker teacher or a teacher that manage the class just in English the understanding procedure was more accurate and the students also reply this methods at the moment of express themselves.

2.2.4.6 Examples of ludic exercises to improve pronunciation

Verb Endings

The pronunciation of verb endings is something that is particularly troublesome for some students. The two main problem areas are:

Present Simple – third person singular. There are three possible sounds for the verb ending – [s] as in talks, [z] as in sees and [iz] as in confuses

The Past Simple of regular verbs. There are also three possible sounds for the –ed verb ending: [d] as in stayed, [t] as in talked and [id] as in wanted.

What's the Word?

It is based on the phonetic spelling of words, or those who are not, but are clever enough to figure it out. Give them a list of words spelled phonetically. Students must write the word each describes:

/ m ð r/ - mother. To make it more fun, show each student a card with a word and its phonetic spelling and ask them to say the word out loud. The best way to go about this exercise is to practice words with a similar sound so that students start seeing a pattern.

Letters vs. Sounds

One of the things students need to know is that although there are 26 letters in the English alphabet, there are 44 sounds, and that the number of letters in a word is not the same as

the number of sounds. For example, the word bat has three sounds and three letters, but batch has five letters and three sounds (the “tch” is one sound).

Mimicking Pairs

Mimicking is an essential part of pronunciation practice, that is, you model a word and students repeat by copying the same stress and tone. But you can maximize the opportunities for learning by practicing two sounds at once. Have students repeat sentences like these:

Sit in your seat.

Chips are cheap.

Your niece is nice.

Which One Makes Sense?

Present students with two sets of possible answers to a question, for instance:

Hit it. /Heat it.

Ask: The soup is cold. What should I do?

He took the bait ./He took the bat.

Ask: What did he take fishing?

Tongue Twisting Fun

Tongue Twisters are fun and excellent for pronunciation practice. This is a great way to help students practice the longer ones. Let’s see one as an example taken from this worksheet, “Betty Botter”.

Example:

Betty Botter bought some butter,

"But," she said, "this butter's bitter.

If I bake this bitter butter,

It will make my batter bitter.

But a bit of better butter -

That would make my batter better."

So she bought a bit of butter,

Better than her bitter butter,

And she baked it in her batter,

And the batter was not bitter.

So 'twas better Betty Botter

Bought a bit of better butter.

Now, erase some of the words and have students say it again, filling in the blanks.

2.6 BASIC TERMS DEFINITIONS

Ludic- The Word is related to play use games to learn something.

Exercises. - Something that is done or practiced to develop a particular skill

Process. -A series of actions that produce something or that lead to a particular result

Pronunciation. -A particular person's way of pronouncing a word or the words of a language

Skill. - A learned power of doing something competently: a developed aptitude or ability

Learning. -The activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something: the activity of someone who learns

Method. -A systematic procedure, technique, or mode of inquiry employed by or proper to a particular discipline or art (2): a systematic plan followed in presenting material for instruction

Role-play. -To represent in action <students were asked to role-play the thoughts and feelings of each character.

Narrative. -A story that is told or written

Class Activity. -relating to or being a lawsuit in which many people join together to sue because they all say they were harmed by the same person or group.

Creativity. -The ability to make new things or think of new ideas.

Digital Resource. -A high-speed communications connection used for accessing the Internet and carrying short-range transmissions over ordinary telephone lines

Instructions. -A statement that describes how to do something, an order, a command

Develop. -To cause (something) to grow or become bigger or more advanced

2.7 HYPOTHESIS SYSTEM

2.7.1 GENERAL HYPOTHESIS

Using Ludic Digital Learning Resources to develop English pronunciation skill for the students.

2.8 VARIABLES

2.8.1 INDEPENDENT VARIABLE:

Ludic Digital Learning Resources

2.8.2 DEPENDENT VARIABLE:

English pronunciation skill

2.8 VARIABLES FACTIBILITY.

CHART 1: Independent Variable Factibility: Ludic Digital Learning Resources

CONCEPT	CATEGORY	INDICADOR	TECNQUES AND INSTRUMENTS
<p>Ludic Learning that takes place with an electronic and playful environment involving of a body of knowledge through electronic channels such as recordings, video games, computer activities, and classroom activities.</p>	<ul style="list-style-type: none"> • Execution • Movement • Control • Visual • Technical • Intellectual • Motriz 	<ul style="list-style-type: none"> • Uses body language to identify a message • Moves his or her hands to manage the computer activities • Controls his or her temper to achive what the games • Observes instructions and follows rules to do the activities. • It uses all his or hers background knowledge to reach the final goal. • It uses logical thinking to do the activities • Uses both sides of the brain to do the activity enables the body to be multi-functional. 	<p style="text-align: center;">TECNIQUE: Survey</p> <p style="text-align: center;">INSTRUMENT: Questionary</p>

CHART 2: Dependent Variable Factibility: English pronunciation skill

CONCEPT	CATEGORY	INDICADOR	TECNQUES AND INSTRUMENTS
<p>The pronunciation skill is part of the fourth English Skills. It is establish in the Speaking skill and is consider as a production skill. The student uses this skill to communicate his or hers necessities.</p>	<ul style="list-style-type: none"> • Phonetic sounds of the worlds 	<ul style="list-style-type: none"> • /t s / • /e / • /tz / 	<p>TECHNIQUE:</p> <p style="text-align: center;">Survey</p> <p>INSTRUMENT:</p> <p style="text-align: center;">Questionary</p>

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 METHODS

Scientific Method. - allowed to have a high level of knowledge related to scientific concepts that facilitated the study of this investigation.

Inductive Method. - allows us to start from the general knowledge to the most specific.

Deductive Method. -This method facilitated draw our deductions concerning the project.

Analytic Method. - With this method we issue our findings pointing out the benefits of the development of the project.

Bibliographic Method.-The collection of data and information are made through texts, brochures, specialized articles on the subject under investigation.

3.1.1 TYPES OF RESEARCH

Explanatory Research. - This type of research is given because phenomena that make the problem are explained, it is determined, predicts and identifies the relationship between the two variables of the study in question.

Field and Documentary Research. - This type of investigation has the advantage of reliable data on the issue, which will help our professional growth and colleagues who have the same problems in their institutions, providing solutions to the causes and effects on the learning process of the students

3.1.2 RESEARCH'S DESIGN

The development of this research is based on a field study of non-experimental nature, because an assessment of the use of Ludic Digital Learning Resources to develop English pronunciation skill for the students in 8th grade of basic education will take place at Colegio Amelia Gallegos Diaz in the city of Riobamba, Chimborazo Province, during the academic year 2015-2016.”There is where the investigation aims all its strength to focus the problem, analyze student’s behavior, how the teacher manages the class and especially how the use of these new tools will improve the pronunciation skill.

Once in class the development of the research started by leading the students to the laboratory to use the resources made for this study. The use of computers was vital for showing up the content of the CD, couples of learners in front of a PC began developing the activities such as listening, reading and speaking through interactive games and dialogues. The teacher gave the instructions and explained how to start doing the activities then monitored the class trying to correct mistakes in pronunciation by using flashcards and writing words and phrases on the board so that students could repeat accurately the information. At the end the students were assessed by giving examples and answering questions about the topics given in the CD.

3.2 POPULATION AND SAMPLE

3.2.1 POPULATION

Population, which is the whole phenomenon studied in this research consists of: A group of 35 8th graders that want form part of the Amelia Gallegos Diaz High School.

Graphic1: Population

CHART 3: POPULATION

POPULATION	N°
8th Grade Students	35
Teacher	1
Total	36

Source: survey applied to the students

Done by: Jenifer Vannesa Palacios

3.2.2 SAMPLE

Given the size of the population of students and teachers in the 8th grade of High School at The Amelia Gallegos High School considering that there are three courses but in order to get the right number we have to worked with 60%, of the total population this will be consider 35 STUDENTS as the sample.

To this decision took into account criteria Méndez (1994), who regard the sample said that only when ... "very broad universe of research must define a representative sample of the same"

3.3 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

In this research the following techniques and instruments were used:

- **Observation**

An observation technique was used in order to consider all the theoretical process it was necessary to detect which were all the weakness that the teaching and learning process had in to the classroom. There was some of the main problems the behavior held from the students and the ability of the teacher to use all the strategies to make the class a fun environment to learn.

- **Survey**

The survey held on the students were mainly focused on a questionnaire consisting of several typed of questions, to find statements of opinion on several matters of fact.

3.4 TECHNIQUES AND PROCEDURES FOR ANALYSIS AND INTERPRETATION OF RESULTS

On reaching the stage of data collection in this study, there will be a codification of the data, which will be transformed into numeric symbols to be counted and tabulated and make their analysis and interpretation. This research has practical implications and simplicity in calculations, as mentioned above is a percentage, and the various aspects that make up can be applied to other contexts.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1. ANALYSIS AND INTERPRETATION OF DATA investigated in surveys TO THE AMELIA GALLEGOS HIGH SCHOOL.

1. ¿Do you have fun when you play?

Table N°1

ITEM	FRECUENCY	PORCENTAGE
Usually	7	33%
Sometimes	28	67%
Hardly ever	0	0%
TOTAL	35	100%

Source: survey applied to students
Done by: Jennifer Vannesa Palacios

Graphic N°1



Source: survey applied to the students
Done by: JeniferVannesa Palacios

INTERPRETATION

From the 35 students that were enroll in the survey 67% say they ahve fun when they play a 33% say they always have fun, there is evidence that the best way to teach is with games.

ANALISYS

If there is a new proposal to have fun learning, games will be the best answer to solve the puzzle.

2. ¿Do you think Ludic Exercises are good for your learning process?

Table N°2

ITEM	FRECUENCY	PORCENTAGE
Usually	6	16%
Sometimes	31	84%
Hardly never	0	0%
TOTAL	35	100%

Source: survey applied to stude

Done by: Jennifer Vannesa Palacios

Graphic N°2



Source survey applied to students

Done by: Jennifer Vannesa Palacios

INTERPRETATION

From the total of students that filled up the survey there is a great evidence that applying Ludic exercise had the 84% of acceptance only a 16% doesn't frequently use it or doesn't know it.

ANALISYS

Even if the students will not know the complete meaning of what Ludic means, just the idea of changing the system of class it is evident through the results of the survey.

3. ¿Do you like to play with your classmates?

Table N°3

ITEM	FRECUENCY	PORCENTAGE
Ususally	10	30%
Sometimes	25	70%
Hardly never	0	0%
TOTAL	35	100%

Source: survey applied to students
Done by: Jenifer Vannesa Palacios

GraphicN°3



Source: survey applied to students

Done by: Jenifer Vannesa Palacios

INTERPRETATION

Making interaction with peers is the best way to create a save environment the results show a70% of agreement in the 35 students that were enroll in the survey. Only a 30% reply with an always because they mention that the group it is not quite solid

ANALISYS

Many researches have proven that when the students work in groups they learn better specially if the activity is focus on sharing time to play together. Now that doesn't mean that the class will not have an academic result.

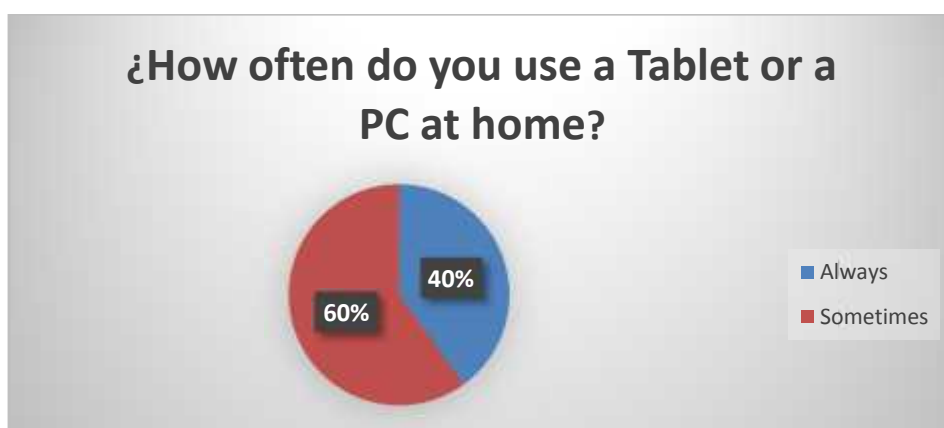
4. ¿How often do you use a Tablet or a PC at home?

Table N°4

ITEM	FRECUENCY	PORCENTAGE
Usually	15	40%
Sometimes	20	60%
Hardly ever	0	0%
TOTAL	35	100%

Source: survey applied to students
Done by: Jenifer Vannesa Palacios

GraphicN°4



Source: applied to students
Done by: Jennifer Vannesa Palacios

INTERPRETATION

From the 35 students that were enroll in the survey 60% say they have some gadgets at home and they play with them a 40% say they always do it because they claim that their parents have a computer to work so they have the chance to play with it.

ANALISYS

Technology is the best way to make a class really interactive, there are many resources and software nowadays that can be apply in the class. With the survey the research was able to identify how often de student use gadgets and home and if they know how to use them.

5. ¿How often do you use a Tablet or a PC at school?

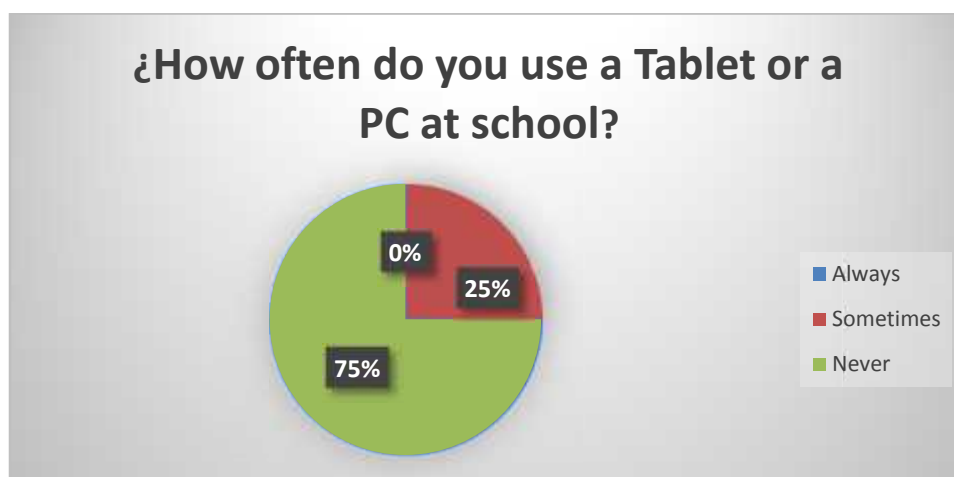
Table N°5

ITEM	FRECUENCY	PORCENTAGE
Usually	7	33%
Sometimes	28	67%
Hardly ever		
TOTAL	35	100%

Source: survey applied to students

Done by: JeniferVannesa Palacios

Graphic N°5



Source: survey applied to students

Done by: Jenifer Vannesa Palacios

INTERPRETATION

From the 35 students that were enroll in the survey 60% say they have some gadgets at home and they play with them a 40% say they always do it because they claim that their parents have a computer to work so they have the chance to play with it.

ANALISYS

Technology is the best way to make a class really interactive, there are many resources and software nowadays that can be apply in the class. With the survey the research was able to identify how often de student use gadgets and home and if they know how to use them.

6. ¿How frequently do you get bored at English Class?

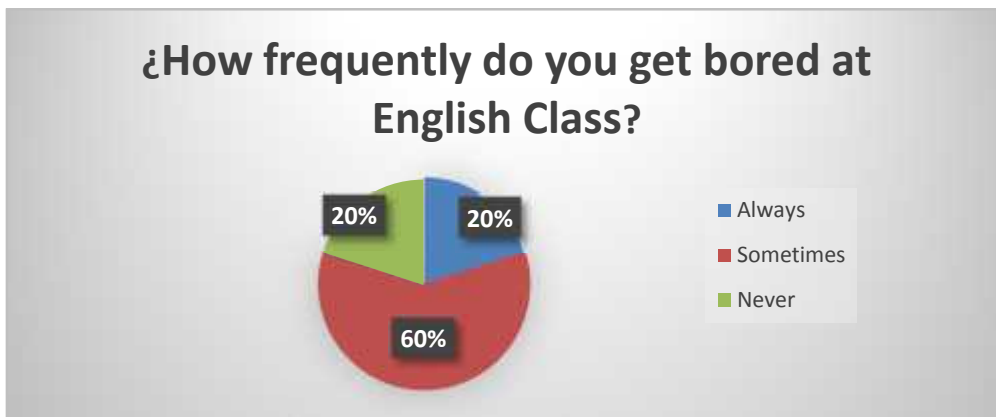
Table N°6

ITEM	FRECUENCY	PORCENTAGE
usually	9	20%
Sometimes	17	60%
Hardly ever	9	20%
TOTAL	35	100%

Source: survey applied to students

Done by: Jenifer Vannesa Palacios

Graphic N°6



Source: survey applied to students

Done by: Jenifer Vannesa Palacios

INTERPRETATION

A high percentage of the 35 students enroll in the survey said that they get easily bored in class 20 % said that sometimes depending of the topic and a 20% never because they like English.

ANALISYS

The Teacher is the first leader of the class, he has to use all the possible tools surround them to make the class fun. The research proposal it hits in this specific manner.

7. ¿How many times do you use English to communicate at school, home or neighborhood?

Table N°7

ITEM	FRECUENCY	PORCENTAGE
Usually	0	0%
Sometimes	3	10%
Hardly never	32	90%
TOTAL	35	100%

Source: survey applied to students
 Done by: Jennifer Vannesa Palacios

Graphic N°7



Source: survey applied to students
 Done by: Jenifer Vannesa Palacios

INTERPRETATION

From the 35 students that were enroll in the survey 90% say they never use English except when they are in class not even to great people. A 10% said sometimes due to the fact that they like the language.

ANALISYS

Many researches have proven that the students only see English as a school subject but don't understand that is a language to communicate and put it in practice like other societies does. The teacher has to work really hard in that concept.

8. ¿How often do you listen to English Dialogues?

Table N°8

ITEM	FRECUENCY	PORCENTAGE
Usually	2	33%
Sometimes	12	67%
Hardly ever	21	
TOTAL	35	100%

Source: survey applied to students
Done by: Jenifer Vannesa Palacios

Graphic N°8



Source: survey applied to students
Done by: Jenifer Vannesa Palacios

INTERPRETATION

From the total of students that filled up the survey there is a great evidence that applying Listening exercise had being an option the 65% never did it only a 25% did it sometimes and a 10% always did it because they are in after school hours classes.

ANALISYS

The Teacher is the first leader of the class, he has to use all the possible tools surround them to make the class fun. The research proposal it hits in this specific manner of giving the teacher the tools made in an interactive CD to expose during the class easy listening exercises so all the students can practice and reach the goal of learning.

9 ¿Do you believe grammar is important to communicate in English?

Table N° 9

ITEM	FRECUENCY	PORCENTAGE
Yes	2	33%
No	33	67%
TOTAL	35	100%

Source: survey applied to students
Done by: Jenifer Vannesa Palacios

Graphic N° 9



Source: survey applied to students
Done by: Jennifer Vannesa Palacios

INTERPRETATION

A high percentage of the 35 students enroll in the survey said that they don't believe that grammar is important to communicate in English. 90% said that in order to communicate they only need to practice listening and pronunciation. 10% percent said yes because they miss understood the question.

ANALISYS

Many researches have proven that when the students work in groups they learn better specially to speak and listen if the activity is focus on sharing time to play together. Now that doesn't mean that the class will not have an academic result.

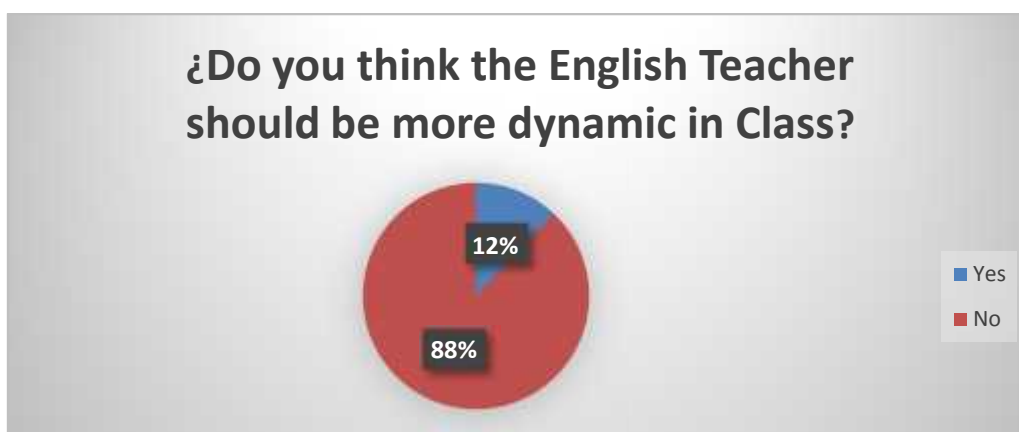
10 ¿Do you think the English Teacher should be more dynamic in Class?

Table N° 10

ITEM	FRECUENCY	PORCENTAGE
Yes	32	88%
No	3	12%
TOTAL	35	100%

Source: survey applied to students
Done by: Jenifer Vannesa Palacios

Graphic N° 10



Source: survey applied to students
Done by: Jenifer Vannesa Palacios

INTERPRETATION

From the 35 students that were enroll in the survey 88% said they think the teacher should put effort to make the class fun and play with them a 40% say they always do it because they claim that their teacher is very creative 12%.

ANALISYS

The Teacher is the first leader of the class, he has to use all the possible tools surround them to make the class fun. The research proposal it hits in this specific manner

11. ¿Would you like to change your class routine?

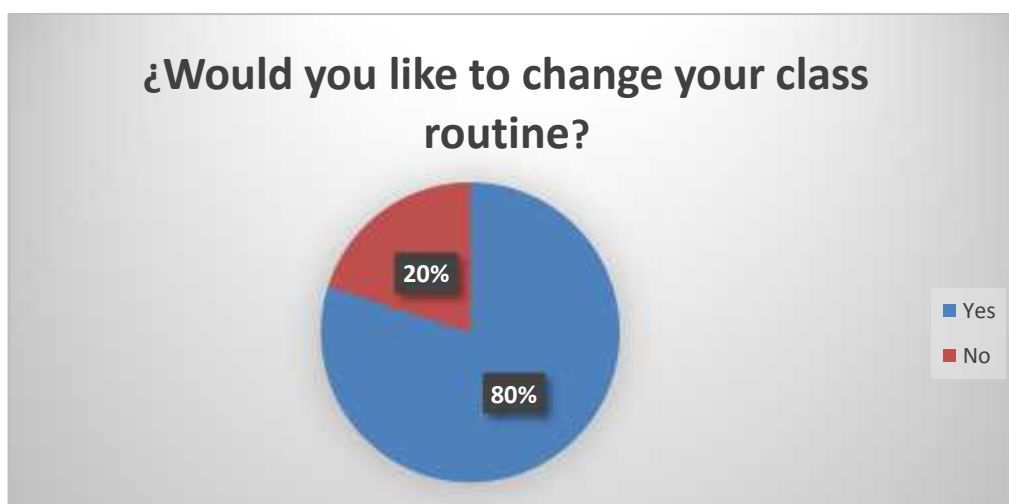
Table N° 11

ITEM	FRECUENCY	PORCENTAGE
Yes	28	80%
No	7	20%
TOTAL	35	100%

Source: survey applied to students

Done by: Jenifer Vannesa Palacios

Graphic N°11



Source: survey applied to students

Done by: Jenifer Vannesa Palacios

INTERPRETATION

An 80% of the students reply yes to this answer because they claimed that their teacher is only focus on the book and the class gets a heavy pressure just in the academic site. The other 20% said not because they use the computer in class or sometimes the book comes with an interactive CD.

ANALISYS

Many researches have proven that when the students work in groups they learn better specially to speak and listen if the activity is focus on sharing time to play together. Now that doesn't mean that the class will not have an academic result.

12. ¿Do you think listening is an important skill to learn English?

Table N°12

ITEM	FRECUENCY	PORCENTAGE
Yes	30	75%
No	5	15%
TOTAL	35	100%

Source: survey applied to students

Done by: Jennfer Vannesa Palacios

Graphic N° 12



Source: survey applied to students

Done by: Jenifer Vannesa Palacios

INTERPRETATION

A high percentage of the 35 students enrolled in the survey said that they believe that listening is an important tool to learn English especially to identify the many new sounds produced by the language. 90% said yes that in order to communicate they only need to practice listening and pronunciation. 10% percent said no because they did not understand the question.

ANALYSIS

The Teacher is the first leader of the class, he has to use all the possible tools surrounding them to make the class fun. The research proposal it hits in this specific manner of giving the teacher the tools made in an interactive CD to expose during the class easy listening exercises so all the students can practice and reach the goal of learning.

13 ¿Do you ever participate in a debate held in English at school?

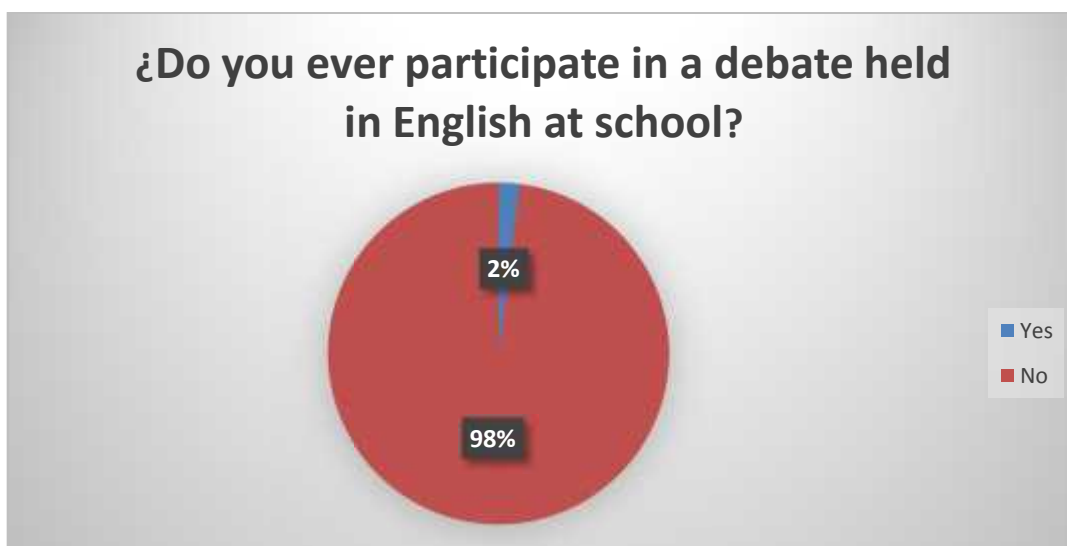
Table N°13

ITEM	FRECUENCY	PORCENTAGE
Yes	1	2%
No	34	98%
TOTAL	35	100%

Source: survey applied to students

Done by: Jenifer Vannesa Palacios

Graphic N° 13



Source: survey applied to students

Done by: Jenifer Vannesa Palacios

INTERPRETATION

A high percentage of the 35 students enroll in the survey said that they don't participate in a discussing in English they feel ashamed to do so, because their pronunciation is too weak so a 98 % said no, that in order to communicate they only need to practice listening and pronunciation. 2% percent said yes because they miss understood the question.

ANALISYS

El 90 % de las maestras coincide en que el desarrollo visomotor permiten al niño ir evolucionando en el control de su cuerpo, hasta lograr una efectiva coordinación motora,

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- The way to be prevented student's fear of learning a new language and in this case English is by making them understand that when you learn a new language the best way to improve your learning is by put it in practice
- Encourage English teachers the application of Digital Ludic exercises to determinate the level of pronunciation skill that the student have, see how the students interact with the program, what complication the Ludic exercises might have, what is the correct level to start with and of course check and witness how much the students were able to improve their pronunciation skill by using the Digital Ludic exercises.
- Use multiple learning styles and multiple intelligence for learning is a relatively new approach. This approach is one that teachers have only recently started to recognize. Do not use traditional schooling, it is still used in many schools mainly linguistic and logical teaching methods. It also uses a limited range of learning and teaching techniques. Many schools still rely on classroom book-based teaching, repetition and pressured examinations for reinforcement and review
- They way students learn have more influence than the teachers may realize. The preference style guide the way students should be taught. They also change the way students internally represent experiences, the way they recall information, and even the words they choose to express their needs
- There is a great need of giving a good amount of dynamism to the English classes and a good way to do so it is by applying Ludic resources in 8th grade classrooms of Amelia Gallegos High School.

5.2 RECOMMENDATIONS:

- Se sugiere la aplicación de la Guía de ejercicios “ME DIVIERTO APRENDIENDO” elaborada para el Centro de Educación Inicial Particular Bilingüe “Safari Kids”, para desarrollar habilidades en niños y niñas de la Coordinación Visomotora.
- Incluir a los padres de familia e incentivar a los niños en la práctica de los ejercicios en sus hogares, con conocimiento sobre la importancia que tiene dentro de su desarrollo.
- Orientar a las docentes, en la utilización práctica de la Guía como apoyo a su labor educativa dentro del aula de clase.
- El desarrollo y motivación de los niños y niñas es tarea de todos, pero con mayor responsabilidad de quienes tienen en sus manos la formación de estos niños, hablamos específicamente de los padres de familia y las docentes, para poder edificar a tiempo las falencias y debilidades encontradas.
- A la Universidad Nacional de Chimborazo, se recomienda mantener vínculos con la comunidad de esta naturaleza, donde se manifiesta la investigación de sus estudiantes, lo que facilitará la inclusión de los futuros profesionales en el ámbito laboral.

CHAPTER VI

6. ALTERNATIVE PROPOSAL

Ludic Exercises to apply in our Classroom

“My class My world”

LUDIC DIGITAL LEARNING RESOURCES TO DEVELOP ENGLISH
PRONUNCIATION SKILL FOR THE STUDENTS IN 8TH GRADE OF BASIC
EDUCATION

AUTOR:

Jenifer Vanessa Palacios



6.1 NATURE OF THE PROPOSAL

6.1.1 PLACE

The proposal is to be implemented at the 8th Grade of Amelia Gallegos High of the City of Riobamba, Chimborazo Province.

6.1.2 DEFINITION OF THE PROPOSAL

Use Ludic Digital Learning Resources to develop a better pronunciation skill among the students of the 8th Grade of Amelia Gallegos High of the City of Riobamba, Chimborazo Province.

6.2 PROPOSAL JUSTIFICATION

Through the use of Ludic Digital Learning Resources to develop a better pronunciation skill among the students of the 8th Grade of Amelia Gallegos High of the City of Riobamba, Chimborazo Province the academic level of the students will increase in their ability to speak English.

Enforcement activities indicated will be taken only as suggestions, as these activities can be replaced by others in teaching, according to the terms of physical space and performance of the students it will be a great tool for the teacher to make the class more interesting and fun for the students.

That is why the following proposal consists of a set of activities whose exercise would facilitate the teaching-learning process in a fun way.

6.2.1 PROJECT'S FEASIBILITY

This project is feasible to do because has all the necessary information and the willingness of both parties, as well as human talent trained by the researchers,

authorities of the National University of Chimborazo, authorities and English Teachers of the 8th Grade of Amelia Gallegos High School.

6.3 OBJECTIVES

6.3.1 GENERAL PURPOSE

- Implement Ludic Digital Learning Resources to develop a better pronunciation skill among the students of the 8th Grade of Amelia Gallegos High of the City of Riobamba, Chimborazo Province.

6.3.2 SPECIFIC OBJECTIVES

- Improve Listening Skills
- Identify word specific sound
- Develop interaction among the 8th grade students of the Amelia Gallegos High School
- Develop a fun and dynamic activity to change the class routine
- Identify students strengths in the English Language use.

6.4 GOALS

Socialize Ludic Digital Learning Resources to develop a better pronunciation skill among the students of the 8th Grade of Amelia Gallegos High School in the period of regular English Classes.

6.5 THEORETICAL BASIS:

Learning is a process that depends on experience and leads to long-term changes in behavior potential. Behavior potential designates the possible behavior of an individual, not actual behavior. The main assumption behind all learning psychology is that the effects of the environment, conditioning, reinforcement, helps students to interiorize what they are learning every day.

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.

The teacher will establish some guidelines:

- Development as a game, on the playground and in the classroom with clear and urgent orders.
- The use of the computer to load the CD to run the program.
- Performance of work in the air, on the floor, on the table.
- Scribbled on the blackboard.

6.6 ALTERNATIVE SOLUTION OF THE PROBLEM

6.6.1 Activities taking place

- Selecting proposal name
- Presentation and approval
- Data collection for research
- Preparation of the proposal
- Presentation of the proposal
- Approval

6.6.2 PRODUCTS AND RESULTS

Products and results are recorded with the elaboration of the proposal.

6.7 METHODS AND TECHNIQUES

Observation Technique.-With this technique has been able to demonstrate the lack of implementation of a guide that encourages children to get their motor skills improve.

Scientific Method. - Using this method has gained wide knowledge of practical and relevant contents of this project.

Inductive Method. - To establish general concepts to specific.

Deductive Method. - To Show deductions project method.

Analytic Method. - Using this method, issuing the respective conclusions detailing the benefits provided by the project.

Bibliographical Base. - The collection of information is done through texts, magazines, scholarly articles, and photographs of the students from the Amelia Gallegos High School of the city of Riobamba of the Chimborazo Province.

6.7.2 FOR THE PROPOSED SOLUTION TO THE PROBLEM

With the made of the CD exercise sample "My class, My World" the teacher will have a great tool

6.7.3 Evaluation of the problem

- **Review and Evaluation Process**



ACTIVITY N°1

IDENTIFY COLORS AND ITS CORRECT MONTH

OBJECTIVE: Recognize the correct pronunciation when talking about colors.

Dialogue

WOULD YOU LIKE TO PLAY A GAME?
YES I'D LOVE TO.
YOU SHOULD PUT A COLOR TO A MONTH OF YEAR.
LIKE JANUARY "BLUE"
YES, LIKE THAT LET'S GET STARTED!
JANUARY WHITE
FEBRUARY BLUE
MARCH PURPLE
APRIL PINK
MAY GREEN: WHY APRIL PINK?
JUNE "BLUE" I LIKE PINK
JULY BROWN
AUGUST ORANGE
SEPTMBER RED
OCTOBER LIGHT BLUE, WHY RED?
I DIDN'T KNOW WHAT I LISTEN TO TODAY, NOVEMBER BLACK
DECEMBER GAD
WOW, WHAT AN INTERESTING GAME!

VOCABULARY

The Colors	The Months
Rojo	Red
Verde	Green
Naranja	Orange
Amarillo	Yellow
Azul	Blue
Blanco	White
Gris	Grey
Rosa	Pink
Marrón	Brown
Negro	Black
Violeta	Violet

INSTRUCTIONS:

- Explain the students the Main Topic of the Class.
- Divide the group in order so everyone has a computer to work with.
- Make the students listen the dialogue and repeat the phrases.
- Reinforce ant questions that the student may have.

MATERIALS:

- ✓ Computer
- ✓ Interactive CD
- ✓ Notebook

EVALUATION:

Role Play among to students from the class to say the dialogue they listened during the class.

ACTIVITY N°2

CLASSROOM COMMANDS

OBJECTIVE: Recognize the correct pronunciation when taking about classroom commands.

Dialogue

GOOD MORNING TEACHER MAY I COME IN?
YES I STILL ON TIME! COME IN AND PLEASE SIT DOWN.
OK, HI EVERYONE!
EVERYBODY PAY ATTENTION, LISTEN AND OPEN YOUR BOOKS
WHICH ONE?
PLEASE RAISE YOUR HAND FOR SPEAKING.
SHOULD WE WRITE WHAT WE ARE LISTENING?
YES, AND THEN EXCHANGE WORK WITH A CLASSMATE.
I CAN'T LISTEN ANYTHING.
MISS PLEASE STAND UP AND COME HERE SURF TEACHER!
THIS IS HAPPENING BECAUSE YOU ARE NOT
PAYING ATTENTION CLOSE YOUR BOOK AND WAIT.
THANK YOU TEACHER.

CLASSROOM COMMANDS

1 Come in.

2 Stand up.

3 Sit down.

4 Open your book.

5 Close your book.

6 Write.

7 Listen.

9 Exchange work with a classmate.

INSTRUCTIONS:

- Explain the students the Main Topic of the Class.
- Divide the group in order so everyone has a computer to work with.
- Make the students listen the dialogue and repeat the phrases.
- Reinforce ant questions that the student may have.

MATERIALS:

- ✓ Computer
- ✓ Interactive CD
- ✓ Notebook

EVALUATION:

Role Play among to students from the class to say the dialogue they listened during the class.

ACTIVITY N° 3

TALK ABOUT CURRENCY

OBJECTIVE: Recognize the correct pronunciation when talking about money and coins.

The screenshot shows an interactive CD-ROM interface for 'U.S. MONEY'. The background is blue. At the top left, the word 'Dialogue' is written in red. Below it, a series of text prompts are displayed in purple and blue: 'WELCOME TO OUR NEW SYSTEM OF EXCHANGING MONEY WHAT WOULD YOU LIKE TO DO?', 'I WOULD LIKE TO CHANGE 20 DOLLARS IN TO QUARTERS.', 'PLAESE INSERT YOUR MONEY', 'HERE! I HAVE 80 QUARTERS', 'ANY OTHER TRANSACTION?', 'YES! I WANT TO CHANGE 100 NICKELS IN TO A BILLS', 'INSERT THE COINS', 'WOW! FIVE DOLLARS', and 'THANKS FOR USING THIS SERVICE!'. To the right, the text 'U.S. MONEY' is written in yellow, followed by a red square with a white 'X'. Below this, the text 'Click in the Coins' is written in red. There are several images of U.S. coins: a penny, a nickel, a dime, a quarter, and a half-dollar coin. At the bottom, the text 'Click on dollar bills' is written in red. There are six images of U.S. dollar bills: a one-dollar bill, a two-dollar bill, a five-dollar bill, a ten-dollar bill, a twenty-dollar bill, and a fifty-dollar bill.

INSTRUCTIONS:

- Explain the students the Main Topic of the Class.
- Divide the group in order so everyone has a computer to work with.
- Make the students listen the dialogue and repeat the phrases.
- Reinforce ant questions that the student may have.

MATERIALS:

- ✓ Computer
- ✓ Interactive CD
- ✓ Notebook

EVALUATION:

Role Play among to students from the class to say the dialogue they listened during the class.

ACTIVITY N°4

LET'S TALK ABOUT THE TIME

OBJECTIVE: Recognize the correct pronunciation when talking about time.

Dialogue

WHERE ARE THE FLIGHT'S SCHEDULES?
LET'S SEE TO PARIS AT A QUARTER TO TWELVE
LOOK! THERE IS SHE COMING!

OVER THERE!
AND FROM PARIS AT TEN AFTER TWELVE
WHERE WERE YOU?

I ARRIVED AT TWENTY AFTER 10 YOU WERE SEEING THE SCHEDULE FOR TOMORROW FLIGHTS.

OOH! SORRY!

Ten o'clock

LOOK AT THE CLOCK
AS YOU LISTEN AND
REPEAT

to

after

INSTRUCTIONS:

- Explain the students the Main Topic of the Class.
- Divide the group in order so everyone has a computer to work with.
- Make the students listen the dialogue and repeat the phrases.
- Reinforce ant questions that the student may have.

MATERIALS:

- ✓ Computer
- ✓ Interactive CD
- ✓ Notebook

EVALUATION:

Role Play among to students from the class to say the dialogue they listened during the class.

ACTIVITY N°5

WHAT IS YOUR DAILY ROUTINE

OBJECTIVE: Recognize the correct pronunciation when talking about routines.

Dialogue

LET'S TALK ABOUT YOUR ROUTINE!
IT IS NOT UN COMMON THING I ALWAYS TO TAKE A SHOWER AND THE HAVE BREAKFAST
DO YOU USUALLY WAKE UP EARLY?
YES, EXCEPT THE WEEKENDS. AT WEEKENDS I ALWAYS GET UP LATE
HOW OFFEN DO YOU TRAVEL
I AM ALWAYS AT WORK SO I DON'T TRAVEL A LOT.
SO YOU DON'T VISIT YOUR PARENTS?
YES BUT SELDOM.

CLICK ON THE ACTIVITY ACCORDING TO THE ROUTINE OF A DAY IN THE SCHOOLS

Get up
Get dressed
Eat or have dinner
Eat or have breakfast
Watch TV
Go to bed
Take a shower
Go to school
Brush my teeth
Get home from school
Do home work
Brush my hair

INSTRUCTIONS:

- Explain the students the Main Topic of the Class.
- Divide the group in order so everyone has a computer to work with.
- Make the students listen the dialogue and repeat the phrases.
- Reinforce ant questions that the student may have.

MATERIALS:

- ✓ Computer
- ✓ Interactive CD
- ✓ Notebook

EVALUATION:

Role Play among to students from the class to say the dialogue they listened during the class.

ACTIVITY N°6

WHAT IS THAT YOU CAN OR CAN'T DO?

OBJECTIVE: Recognize the correct pronunciation when talking about abilities.

Dialogue

CAN YOU DANCE?
I CAN'T DANCE, CAN YOU DANCE?
YES I CAN, CAN YOU SPEAK FRENCH?
YES I CAN, CAN YOU DRIVE A CAR ?
NO, I CAN'T, CAN YOU SKATE?
NO I CAN'T , IT'S SO HARD , CAN YOU COOK?
YES I CAN LOVE TO COOK , CAN YOU ACT?
NO , I CAN'T I'M SO NERVOUS.



LISTEN AND REPEAT

CanCan'tAct

RapDanceAdd



A: Can you rap

B: Yes, I can.

A: Can you dance

B: No, I can't

A: Can you act

B: Yes, I can.

A: Can you add 1/2 and 1/4

B: No, I can't

INSTRUCTIONS:

- Explain the students the Main Topic of the Class.
- Divide the group in order so everyone has a computer to work with.
- Make the students listen the dialogue and repeat the phrases.
- Reinforce ant questions that the student may have.

MATERIALS:

- ✓ Computer
- ✓ Interactive CD
- ✓ Notebook

EVALUATION:

Role Play among to students from the class to say the dialogue they listened during the class.

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ANEXOS



**UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS**

CARRERA DE IDIOMAS ESPECIALIZACIÓN IDIOMA INGLÉS

SURVEY

**ENCUESTAS DE DIAGNOSTICO DE LA PERCEPCIÓN DE LOS
ESTUDIANTES DEL OCTAVO AÑO DE EDUCACIÓN BÁSICA DEL
COLEGIO AMELIA GALLEGOS DE LA CIUDAD DE RIOBAMBA.**

QUESTION	FREQUENCY (ALWAYS/SOMETIMES/NEVER)
-----------------	---

¿Do you have fun when you play?	A ____/ S ____/ N ____.
---------------------------------	-------------------------

¿Do you think Ludic exercises are good for your learning process?	A ____/ S ____/ N ____.
---	-------------------------

¿Do you like to play with your classmates?	A ____/ S ____/ N ____.
--	-------------------------

¿How often do you use a tablet or PC at home?	A ____/ S ____/ N ____.
---	-------------------------

¿How often do you use a tablet or PC at school?	A ____/ S ____/ N ____.
---	-------------------------

¿How frequently do you get bored in an English Class?	A ____/ S ____/ N ____.
---	-------------------------

¿How many times do you use English to communicate at school, home or neighborhood?	A ____/ S ____/ N ____.
--	-------------------------

¿How often do you listen to English Dialogues?	A ____/ S ____/ N ____.
--	-------------------------

QUESTION	YES OR NO ANSWER (YES/NO)
-----------------	----------------------------------

¿Do you believe grammar is important to communicate in English?	Yes ____/ No ____.
---	--------------------

¿Do you think English teacher should be more dynamic en Class?	Yes ____/No ____.
--	-------------------

¿Would you like to chance your class routine?	Yes ____/No ____.
---	-------------------

¿Do you think listening is an important skill to learn English?	Yes ____/No ____.
---	-------------------

¿Do you ever participate in a debate held in English at school?	Yes ____/ No ____.
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OBSERVATION GUIDE

STUDENTS NAME	/s/	/ʒ/	/dʒ/	/z/
Abarca Henry	-----	-----	-----	-----
Ayala Nataly	Correct	-----	-----	Correct
Caiza Carolina	-----	-----	-----	Correct
Camacho Hugo	-----	-----	-----	-----
Criollo Jonattan	-----		Correct	-----
DaquiJuis	-----	-----	Correct	-----
DiazJnny	-----	-----		-----
Flores Javier	-----	-----	Correct	Correct
Olivo Jayaira	Correct	-----	-----	-----
Obregon Jairo	-----		-----	-----
Poma miguel	-----	-----	Correct	-----
Parra MariaMose	-----	-----	-----	-----
Pilco Dennis	-----	-----		
Ramos Dario	-----	-----	Correct	Correct
Rivera Mateo	-----	-----	-----	-----
Saltos Janina	-----	Correct	-----	-----
Solano kevin	-----		-----	-----
Torres Abigail	-----		Correct	Correct
Uvidiakaren	-----	Correct	Correct	Correct
Velastegui Antonio	-----	Correct	Correct	-----
Velas Gabriela	-----	-----	Correct	-----
Velez lucia	-----	Correct	-----	-----
Veloz Mariana	-----	Correct	-----	-----
Vinueza Jesica	-----	-----	-----	-----
VinuezaDayan	-----	-----	-----	Correct
Vazantes Adriana	-----	Correct	-----	-----