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“A STUDY ON THE RELATION BETWEEN THE RECEPTIVE SKILLS USING
LUDIC ACTIVITIES FOR STUDENTS OF PRIMERO DE BACHILLERATO
CONTABILIDAD “A” AT “ISABEL DE GODÍN” HIGH SCHOOL
IN RIOBAMBA CITY, CHIMBORAZO PROVINCE IN THE SCHOOL YEAR 2015-
2016”

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ACTA DE CALIFICACIÓN

Los miembros del Tribunal de Graduación del proyecto de investigación de título:

“A STUDY ON THE RELATION BETWEEN THE RECEPTIVE SKILLS USING LUDIC ACTIVITIES FOR STUDENTS OF PRIMERO DE BACHILLERATO CONTABILIDAD “A” AT “ISABEL DE GODÍN” HIGH SCHOOL IN RIOBAMBA CITY, CHIMBORAZO PROVINCE IN THE SCHOOL YEAR 2015-2016”

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SUMMARY

This research provides a study of the relation between receptive skills using ludic activities that help students of Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” high school in Riobamba city, Chimborazo province, to participate actively in the class in the period April – June 2016 and determine how teacher applied ludic activities. Population is 39 students, 31 woman and 8 men. This exploration leads us to observe the different ludic activities that the teacher uses in the teaching-learning process of listening and reading skills and to detect the importance of using ludic activities in the English class. The way of teaching of teacher is traditional, therefore, students get bored easily, they do not pay attention, and they do not participate in learning the English language especially listening and reading skills. This study is Qualitative because this type of research, studies the phenomenon in its natural environment, the researcher being the main instrument for the generation and collection of data, with which the researcher interacts. The level of this research is an exploratory study, using an ethnographic methodological design with documentary research, inductive approach and field research that allows to the thirty-nine students and the teacher to learn and describe what they do specifically in the classroom. Through observations that researches made in the classroom, listening and reading skills can be developed with practice in classroom through ludic activities, which promote interaction between students. This study has tried to show us that it is easier to obtain students’ participation and motivation through games which students can apply receptive skills (listening and reading).

RESUMEN

Esta investigación da a conocer un estudio de la relación entre las destrezas receptivas usando actividades lúdicas que ayuden a los estudiantes de primero bachillerato contabilidad “A” en la Unidad Educativa “Isabel de Godín” en la ciudad de Riobamba en la Provincia de Chimborazo a participar activamente en la clase en el periodo Abril-Junio 2016 y determinar cómo el profesor aplicó las actividades lúdicas. La población es de 39 estudiantes, 31 mujeres y 8 hombres. Ésta exploración nos lleva a observar las diferentes actividades lúdicas que el profesor usa en el proceso de enseñanza-aprendizaje de las destrezas de escuchar y leer y descubrir la importancia del uso de las actividades lúdicas en la clase de Inglés. La forma de enseñanza del profesor es tradicional, por lo tanto, los estudiantes se aburren fácilmente, no ponen atención, y no participan en el aprendizaje del idioma Inglés especialmente en las destrezas de escuchar y leer. Este estudio es cualitativo ya que éste tipo de investigación estudia el fenómeno en su entorno natural, el investigador es el principal instrumento para la generación y colección de datos, con los cuales el investigador interactúa. El nivel de ésta investigación es exploratorio, utilizando un diseño metodológico etnográfico con una investigación documental, enfoque inductivo, y una investigación de campo que permite a los treinta y nueve estudiantes y el profesor aprender y describir lo que ellos específicamente realizan en la clase. A través de las observaciones que los investigadores hicieron en la clase, las destrezas de escuchar y leer pueden ser desarrolladas con la practica en la clase a través de las actividades lúdicas, las cuales fomentan una interacción entre los estudiantes. Éste estudio ha tratado de mostrar que es más fácil obtener la participación y motivación de los estudiantes a través de juegos en los cuales los estudiantes pueden aplicar las destrezas receptivas (escuchar y leer).

INTRODUCTION

Unidad Educativa “Isabel de Godín” is a state institution, with own local working in three journeys without extension, it consists of fifty classrooms, six computer labs, a chemistry lab, a physics laboratory, a laboratory of cannery, and an English laboratory, also has all the basic services. On the other hand the institution has thirteen people in administration and departments begin with the general meeting, directing council, Rector, secretary, public servants 1-2 chief financial officer, Academic Vice President, Administrative Vice Chancellor and within this area the educational unit of production, standing committees and general services, also the general inspector, deputy inspector general, inspector of course, teachers, students, parents, and others. Moreover consists hundred sixty and two teachers from twenty-four men and one hundred thirty eight women, one hundred fifty five with title and only seven contracted, also there are two transfer quantity are teachers who help students with disabilities, with the all students between men and women three thousand three hundred thirty-four students. And concerning the area of English teachers have thirteen holders. In the class of Primero de Bachillerato Contabilidad “A” there are 39 students between thirty-one women and seven men, this course come from urban and rural areas, families comprise more than five members and some households; the father is the one that works and earns money for supporting the family. The socio-cultural situation in students is average, where the teaching of household members is up high and in some cases a high level with advanced education and very few who have a low situation where his parents have only primary education. In addition, students do not receive help with their English homework by any member of their household. During class there is a small group of students that understands and pays more attention, but most of them do not understand well the classes, maybe for lack of interest and for this reason they have problems to develop the skills of English language and this is reflected in their grading; most of the students get unsatisfactory marks. Students need to make classes more dynamic through games, where they can practice the skills of the English language in a more efficient and useful for teaching-learning process; this is the reason why they like more the listening and reading skills and dislike the speaking and writing skills. The teacher helps them practice the four skills but because of the lack of time she cannot work well with all students. There are some students who participate but mostly show lack of interest. The research problem arises from execution practices carried out in “Isabel de Godin” high school in which we observe negative reactions in students learning for this reason our investigation called “A study on the relation between the receptive skills using ludic activities for students of Primero de Bachillerato Contabilidad “A” in Riobamba city, Chimborazo province in the school year 2015-2016” was proposed for helping students to improve their English in class through games and to improve their performance is necessary to implement ludic activities that motivate both; students and teachers to improve their teaching skills learning, as the way of teaching of teachers is traditional, therefore, students get bored easily, they do not pay attention, and they do not participate in learning the English language especially listening and reading skills.

This investigation is about the importance of games in the classroom, for students can motivate in a better way, and games carry them to understand better listening and reading skills, where the principal objective of this investigation is to explore ludic activities that the teacher uses in English classes to see what happens with the development of the language skills listening and reading, and to observe the different ludic activities that the teacher uses in the teaching-learning process of listening and reading skills and to detect the importance of using ludic activities in the English class. For developing this investigation some techniques were used such as: Participative Observation who the researcher is involved in the observation process and open observation that researches involved in the process. By other way we can talk about the problem of research means that students do not actively participate in the receptive skills, for which we to explore ludic activities that the teacher uses in English classes of Primero de Bachillerato Contabilidad "A" at "Isabel de Godín" high school, in Riobamba city, Chimborazo province to see what happens with the development of the language skills listening and reading through observation of different ludic activities in the teaching-learning process of listening and reading skills, and to detect the importance of using ludic activities in the English class to solve the problem. For this we need to know about different aspects such as the ludic activities refers to dynamic strategies that promote active learning involving students in doing things out of the routine and thinking about what they are doing, also Huizinga describes ludic activities as playful experiences that are not organized as goal-oriented tasks where people optimize the means for an action on the world, too we need to know about the receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing. Also the receptive skills include understanding when you listen and when you read. You receive the language and decode the meaning to understand the message, there is also a need to learn how to think about and respond to what we listen to; because we often take part in social interaction and face-to-face conversations, and reading is a very complex process involving many physical, intellectual and emotional reactions where skimming and scanning are two very different strategies for *speed reading*. They are each used for different purposes, and they are not meant to be used all the time. They are at the fast end of the speed reading range, while studying is at the slow end. Skimming refers to looking *only* for the general or main ideas, and works best with non-fiction (or factual) material. Scanning is another useful tool for speeding up your reading. Unlike skimming, when scanning, you look *only* for a specific fact or piece of information without reading everything. Also we need know about type of study is Qualitative because in this type of research it is to know that studies the phenomenon in its natural environment, the researcher being the main instrument for the generation and collection of data, with which the researcher interacts. We also need to know the methodological framework where the level of study is exploratory because rresearch design is to facilitate greater penetration and understanding of the problem researcher that has as primary objective.

It aims to examine an unknown topic, understudied, or innovative. It provides the basis for other studies. The process is flexible, the sample is small and unrepresentative, qualitative data analysis. And the methodological design is Ethnographic because it is suited for the educational field. This qualitative research method was chosen to learn and describe the classroom practice and what they do specifically, teacher and students in the classroom context regarding the use of ludic activities for teaching and learning English receptive skills.

This research has a population was chosen for research are students of Primero de Bachillerato Contabilidad “A” at "Isabel Godin" high school the students of this course come from urban and rural areas of the city of Riobamba, there is a small group of students who understand and pay more attention, but most of them do not understand well the classes, perhaps by the lack of interest shown in class, students show laziness, neglect and for this reason they have problems to develop the English language skills and this is reflected in their grades. So we talk about techniques and instruments for data collection, finally we concluded with ludic activities that researches used in class, students pay attention more, they do not stop to reflect, they are excited and they are motivated to study. Students think about the benefits of the ludic activities for a better academic performance in the receptive skills as listening and reading.

CHAPTER I

1. FRAME OF REFERENCE

1.1 THE PROBLEM OF RESEARCH

Students do not participate actively in receptive skills.

1.2 PROBLEM DEFINITION

The intention is to explore Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” high school in Riobamba city, Chimborazo province to see what happens when the teacher applies ludic activities in the teaching-learning process of the language skills of listening and reading. This study is to observe the use of ludic activities in an English class and describe the procedure of ludic activities usage: how the teacher applies the ludic activities, this exploration is carried out to find out how students react when ludic activities are used to teach receptive skills in English.

The Unidad Educativa “Isabel de Godín” was created in November 15 in the year of 1940, the high school officially started as Liceo Municipal with professional education sections of Crafts and Trade. In January 1987 the Ministry of Education authorized the first year diversified specialties in Spanish secretarial and computer skills. On September 5, 1889 the night section was created with the first basic cycle course from the academic year 1889-1990.

Actually the Unidad Educativa Isabel de Godín has 4100 students and 157 teachers in general; also it has the following baccalaureates: international, accounting and administration, food industry, clothing industry, computing, organization and management secretary.

The high school facilities are adequately distributed for each specialization and it has classrooms equipped according to the students' needs. Teacher uses her computer and speakers to practice listening; she also uses the projector for reading practice thus she does make work group. The class is too large, students cannot practice the listening and speaking skills one by one. Students demonstrate that best develop the reading skill unlike the skill of listening. Moreover, teacher develops activities that motivate students, but for lack of time teacher cannot devote much time for games or activities to cover the entire class time. Teacher develops activities such as make them listen to the listening of the book; she plays the audio three times at most and students must pay attention and complete questions about what they heard; the teacher assigns reading activities and helps students to practice pronunciation when reading aloud. When students reading, they get a new vocabulary to reinforce these skills she assigns home readings to practice pronunciation.

Course students come from urban and rural areas, families comprise more than five members and some households; the father is the one that works and earns money for supporting the family. The socio-cultural situation in students is average, where the teaching of household members is up high and in some cases a high level with advanced education and very few who have a low situation where his parents have only primary education. In addition, students do not receive help with their English homework by any member of their household.

During class there is a small group of students who understands and pays more attention, but most of them do not understand well the classes, maybe for lack of interest and for this reason they have problems to develop the skills of English language and this is reflected in their grading; most of the students get unsatisfactory marks.

Teachers need to make classes more dynamic through games, where students can practice the skills of the English language in a more efficient and useful for teaching-learning process; this is the reason why they like more the listening and reading skills and dislike the speaking and writing skills. Teacher helps them practice the four skills but because of the lack of time she cannot work well with all students. There are some students who participate but mostly show lack of interest.

1.3 PROBLEM FORMULATION

How does the teacher use ludic activities when she teaching receptive skills in English language?

1.4 QUESTIONS GUIDELINES

1. What kind of ludic activities does teacher use to develop receptive skill?
2. How does the teacher use ludic activities to develop receptive skill?
3. Is it noticeable the improvement of receptive skills?

1.5. OBJETIVES:

1.5.1. GENERAL OBJECTIVE

To explore ludic activities that teacher uses in English classes of Primero de Bachillerato Contabilidad "A" at "Isabel de Godín" high school in Riobamba city, Chimborazo province to observe what happens with the development of the listening and reading skills.

1.5.2. SPECIFIC OBJECTIVES

- To observe the different ludic activities that the teacher uses in the teaching-learning process of listening and reading skills.
- To detect the importance of using ludic activities in the English class.

1.6 JUSTIFICATION

English is the most commonly used language among foreign language speakers. Throughout the world, when people with different languages come together they commonly use English to communicate. This project in Unidad Educativa “Isabel de Godín” it is interesting, it helps to the students obtain a better way of knowledge and learning. The beneficiaries in this investigation will be students and people around them, who by this investigation can analyze the mistakes that exist and they can improve the ludic activities using reading and listening skills. In this study we will apply tools as pools designed by the researches to determine the socio-cultural situation of students, besides that identifies the needs of nursing students in English classes. With the surveys applied analyze the likes and dislikes students have also the problem which is the subject.

We also identified the lack of ludic activities for students to pay more attention to classes and thus improve their knowledge because observing the class witnessed a lack of interest in most students and so the problem is the lack of recreational activities that motivate students especially listening and reading skills.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 BACKGROUND RESEARCH CONDUCTED WITH REGARD TO THE PROBLEM.

In recent years language researchers and practitioners have shifted their focus from developing individual linguistic skills to the use of language to achieve the speaker's objectives. This new area of focus, known as communicative competence, leads language teachers to seek task-oriented activities that engage their students in creative language use.

Games have a purpose beyond the production of correct speech; serve as excellent communicative activities (Saricoban & Metin 2000). On the surface, the aim of all language games is for students to "use the language"; however, during game play learners also use the target language to persuade and negotiate their way to desired results. This process receptive skills simultaneously.

Games offer students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way (Uberman 1998). While playing games, the learners' attention is on the message, not on the language. Rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win. Games are also motivating. Games introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language (Prasad 2003). In other words, these activities create a meaningful context for language use.

The competitive ambiance also makes learners concentrate and think intensively during the learning process, which enhances unconscious acquisition of inputs. Most students who have experienced game-oriented activities hold positive attitudes towards them (Uberman 1998). An action research conducted by Huyen and Nga (2003), students said that they liked the relaxed atmosphere, the competitiveness, and the motivation that games brought to the classroom.

2.2 THEORY DEFINITION

Ludicity can be understood as an aspect of the human condition that is common to all individuals, which manifests itself variously in play, game-playing, recreation, leisure and the in construction of ludic or creative objects, both electronic and analog. These manifestations consequently generate the final effects of ludicity as they are experienced by individuals who participate in ludic situations and who attribute ludic meaning to their behavior.

Ludicity's final effects occur in a number of contexts such as one's civic involvement, in competitions, as well as one's social, relational, affective, cognitive and creative abilities and attitudes. Ludicity is the site of action in which ludic intentionality is produced in each individual in expresses him or herself in terms of ludicity. In doing so, the individual establishes relationships between this and his or her other, non-ludic experiences, criticizing, changing and reformulating them, in the context of the situation created in establishing the initial pact, which is, significantly, ludic.

Ludicity can be understood in terms of its three dimensions: its condition, manifestation, and effects. The essence of ludicity can be located to a greater extent in the relational and interactive processes undertaken by individuals who invest their actions with ludic meaning, than in the end results of these actions.

Game is consubstantial with culture and society. Within this paradigm introduced by Johan Huizinga (Huizinga, 1955), a human being is not only defined as a "homo faber", who builds, but as a "homo ludens", who plays. In the context of homo ludens, we are characterized not only by our tasks but also by our ability to enjoy ourselves, to discover, to be curious, to invent... Johan Huizinga defines play as follows: "Summing up the formal characteristic of play, we might call it a free activity standing quite consciously outside 'ordinary' life as being 'not serious' but at the same time absorbing the player intensely and utterly. It is an activity connected with no material interest, and no profit can be gained by it."(Huizinga, 1955).

Huizinga describes ludic activities as playful experiences that are not organized as goal-oriented tasks where people optimize the means for an action on the world. The motivation is not to pursue an effective action on reality but to give some space to the free expression of subjective tendencies.

2.2.1 LUDIC ACTIVITIES

Ludic activities refers to dynamic strategies that promote active learning involving students in doing things out of the routine and thinking about what they are doing. They complement the integral formation of the students, and foster the development of skills, artistic and sports, in a space that promotes coexistence between students of preschool and elementary. It refers to social interaction based on games and play. 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 benefits of ludic activities are the affective cognitive class dynamics adaptability, the use of games in class time and the importance of fun and relaxing atmosphere.

Within the communicative approach to second language pedagogy, certain fun activities can play a significant role in acquisition when:

- The activities enhance the learners' motivation to actively participate in the learning process (Debyser & Laitenberger 1976; Cerrolaza, Cuadrado, Diaz & Martin 1997; Moreno 1997; Julkunen 2001).
- The learner's lexicon is given a widened semantic range through the use of metaphor and/or seemingly incongruent conceptual images (Guiraud 1980; Monnot 1988)
- The syntax is provided through the recurrent treatment of turns in play whenever a syntactical structure is required in an obligatory environment, such as the order of clauses in conditional sentences which can be alternated, for example.

The importance of promoting learner production and success becomes crucial in academic environments where student attrition and student retention are problematic issues. It has become increasingly difficult to maintain learner interest in the confines of a classroom as teachers compete with formidable foes for their students' attention. Since learners are coming into the classroom accustomed to being entertained by technology (video games, computers, television, camera-phones, etc.), language instructors may benefit from complementing pedagogical strategies with ludic activities that uphold the integrity of formal academic standards, while fostering language learning and learner motivation.

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. The ludic activities are used in the learning process through receptive skills are that are the ways in which people extract meaning from the discourse they see or hear.

2.2.2 RECEPTIVE SKILLS

The receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing. Also the receptive skills include understanding when you listen and when you read. You receive the language and decode the meaning to understand the message.

When we read a story or a newspaper, listen to the news, or take part in conversation we employ our previous knowledge as we approach the process of comprehension, and we deploy a range of receptive skills; which ones we use will be determined by our reading or listening purpose. What a reader will bring to understand a piece of discourse is much more than just knowing the language. In order to make sense of any text we need to have 'pre-existent knowledge of the world' (Cook 1989: 69). Such knowledge is often referred to as schema (plural schemata). Each of us carries in our heads mental representations of typical situations that we come across. When we are stimulated by particular words, discourse patterns, or contexts, such schematic knowledge is activated and we are able to recognize what we see or hear because it fits into patterns that we already know. As Chris Tribble points out, we recognize a letter of rejection or a letter offering a job within the first couple of lines (Tribble 1997: 35). When we read a sign on the motorway our motives are different from when we read a detective novel; when we take an audiotape guide round a museum we have a different purpose in mind from when we listen to a stranger giving us directions on a street corner. We can divide reasons for reading and listening into two broad categories:

1 For maintaining good social relations.

We often hear people say they spent a whole afternoon or whole weekend chatting with someone else but when they are asked what they talked about, they say things like, 'Nothing much!' or 'I can't really remember.' In this kind of talk, the information content or message is not important. What is important is the good will that is maintained or established through the talk. The communication here is listener oriented and not message oriented. A great deal of conversation and casual talk is of this nature.

2 For entertainment

People listen to jokes, stories, songs, plays, TV, radio broadcasts, etc. mainly for entertainment. The outcome of such listening is not usually measured in terms of how useful it was but in terms of personal satisfaction.

3 For obtaining information necessary for day to day living a large amount of reading and listening takes place because it will help us to achieve some clear aim. Thus, for example, we read a road sign so that we know where to go. People listen to news broadcasts, directions on how to get to different places, weather forecasts and travel: information airport, bus and train terminal announcements because listening to these enables them to get the information necessary for day to day living: to know when to board the plane, whether it is 'safe' to plan a picnic, etc.

4 For academic purposes

People listen to lectures, seminars and talks as a way of extending their knowledge and skills.

Listening is a central part of all learning. A pupil who cannot understand what the teacher is saying in a class is seriously hampered in his learning. As far as receptivity is concerned, it is the most common human trait, as with the birth itself; the child starts receiving various impressions through its senses. Traditional notion of listening being a passive activity and speaking as the most active, has become obsolete now, since the decoding of the message calls for an active participation in the communication between the participants.

Extensive listening to the 'real' as opposed to purpose-written English is very satisfying since it demonstrates that the student's efforts in the classroom will pay bonuses in life in an English-speaking environment. As Broughton says: "It is perfectly possible to hear, but not listen. Similarly, it is possible to listen but not understand. A technical lecture on nuclear physics is beyond the grasp of most people, regardless of the simplicity or difficulty of language it is couched in. Listening for meaning, therefore, is an important skill to develop, but it goes without saying that the actual content of the message should be within the intellectual and maturational range of the student." (Broughton, 1978)

Extensive listening of this type helps him considerably. The materials he hears need not of course be only a representation of what is already known. Another receptive skill is reading, thinking under the inducement of the printed page and is considered a psycho linguistic predicting game. It must be recognized that reading a receptive skill in written mode too, is a complex skill that is to say that it involves a whole series of lesser skills. On one hand, listening and reading are receptive (but not passive) decoding skills aiming at understanding; on the other, speaking and writing are productive, encoding skills. But there is less disparity and more parity among them. The concept of intensive reading and extensive reading in target language is well established.

Listening is consensual activity and cannot be enforced. It is considered an ability to identify and understand what others say or speak. This involves understanding a speaker's accent or pronunciation, grammar, vocabulary and gauging the meaning. It is a language experience that operates in contexts ranging from simple conversation to academic discussions. "Listening (author's name) for perception and listening for comprehension are the two broad activities under which the micro skills could be practiced." (Kottacheruvu, 2014) Although listening is an imperative key to language success, unfortunately it has been thrown on back seat for teaching reading and writing in the classroom. John Field aptly remarks: "There has been a bias towards comprehension approach, in which the main task is to answer questions about specific piece of text. In doing so we are treating listening as a product, rather than a process. We're looking at the answers which students give, rather than the process they use to get these answers." (Field 2008) The progressive skill for a student could be listening for problem solving, summarizing, answering questions, interpreting information, filling gaps, paraphrasing etc. Besides, as our main aim is to prepare the students for real-life social interaction, social listening could also be one of the skills.

2.2.3. LISTENING SKILL

There is also a need to learn how to think about and respond to what we listen to; because we often take part in social interaction and face-to-face conversations. Therefore, and direct teaching of the skill followed by organized, sequential practice has to be assimilated in the second language curriculum. Moreover, the root of many problems faced by students is the diversity of pronunciation and meaning of functional and content words in isolation and in connected speech in English.

Inappropriate decoding ruins his understanding and hence, they should be provided with adequate decoding practice to strengthen their comprehensibility of the content. As Y. Sreenivasulu and R.V. J. Kasyap puts it: "Learners require a model of the target language to reproduce, a kind of Standard English, which is systematic in training. Teachers with such good model, play an essential role in teaching right pronunciation. The more a teacher cares his own pronunciation the better a learner cares and learn it. They will automatically mend their own pronunciation at the college level if they get a chance to listen to it regularly in the classrooms."

For teaching listening skill:

1An EFL teacher can read orally a piece of literature such as a passage, play or poem in a natural manner. The reading [of dialogue] should sound as normal, natural, lively and meaningful as possible. This will help students to acquire the native language sounds. Gradually students will be familiar with the features and sounds of pauses, stresses, tones, rhythm and intonation.

2An EFL teacher can play a recorded play, poem, speech prepared by native speakers with necessary pauses and fillers, false starts and idioms. This exercise proves effective and useful if it is used as part of the language laboratory program. The exercise will help train EFL learners' ears to listen to all the features of pronunciation and to recognize the elements of the target language sounds. Gradually students will be able to distinguish different sounds, stress, intonation and rhythm. The phonological code includes phone, rhythm, stress, intonation and sandhi variation (social, regional and 1ialectical variations). The syntactic code encompasses word classes (affixes), and word order (stylistic variations).

3An EFL teacher can ask his students to listen and imitate various aspects of pronunciation of the target language while recorded segment of actual dialogue. Rivers identifies two levels in the acquisition of target sounds, i.e., recognition and selection: E L learners who are exposed to a conversation in a lively manner for the first time hear meaningless noise.

4An EFL teacher can tell a short story about a pleasant and humorous incident that happened to him or someone else in order to provide his students with varied, interesting and self-device for listening.

This variation in initiating oral materials will enhance the students' listening capability. He should make sure not to stick with the assigned material. He should try to minimize listening boredom by using a variety of listening activities.

5An EFL teacher can use taped segments in his class from selected radio, video and television programs.

The topics of these segments should include news, weather forecasts, and talk shows, guessing games, interviews (of dialogue/conversation), cooking programs and dramatization. Listening to a broadcast is a useful tool to improve the students' pronunciation, intonation and tone. These topics provide exposure to live language and meaningful issues of the target language.

Afterwards, he should develop several questions to measure the listening comprehension of his students. It is important that the students have some tangible record of how they are performing and progressing in listening comprehension.

6An EFL teacher can provide his students with plenty of exercises on minimal pairs to enhance their ability to differentiate sounds. In a minimal pair, i.e., a minimal contrast exercise, the teacher gives students two words in the target language which are pronounced alike except for a single distinctive sound (i.e. one phoneme). This phonemic difference leads to changes.

7An EFL teacher can use the Auditory Memory drill to enhance students' ability to remember and repeat immediately, in sequential order what is heard. In this drill, the teacher asks his students to listen carefully to series of words or numbers, remember them and then say what they have listened to, i.e. digits, license number, phone number and address. This activity encourages the students to listen attentively and enhances their memory to recall the data immediately.

8An EFL teacher can give short dictations on particular topics, which might deal, for example, with numerical information, Places, colors, foods, dates, and times. Passages for dictation should come in only familiar material. Dictation practice should be followed by listening and comprehension questions. The selected dictation should be, arranged from simple to difficult topics and from short to long texts. However, if the teacher selects a long paragraph from the textbook to dictate or has a large class size, he should give his students a transcript so that they can chew what they have written. Alternatively, he could let his students correct each other's dictation. Dictation should be used frequently but judiciously

9An EFL teacher can give a brief summary of the theme of oral reading passages, which gradually progresses in difficulty and length. The selected material should be relevant to the students' age and interest. In this activity the teacher can clarify the meanings of the reading passage and then read it several times at normal speed.

Listening comprehension questions of the main idea of the oral reading passage are essential. Hence, it should be tested by using essay or objective questions i.e., multiple choice answers and true false items.

10An EFL teacher can engage his students in listening to him while giving instructions for routine classroom activities, games and tests. He can also ask his students to devote some time to listen to the instructions and then ask quick questions. Such questions could be part of revision of daily work and practice activities.

2.2.4. READING SKILL

Reading is multi-faceted in nature and thus who so ever a reader be, he must be skilled to derive meaning from printed text accurately and efficiently. Reading, developed as a skill intensifies one's knowledge, understanding and intelligence.

One must read the printed lines, as well as between the lines, behind the lines and beyond the lines for symbolic meanings, concealed meanings and ironic meanings connotatively as well as denotatively. Gangula & Eliah says "Reading any material is expected to make the reader more competent and give him more knowledge and insight." In fact, reading is one of the resources of knowledge. Effective reading is an active reading. Therefore one must know the drive and intent. Since reading is thinking under the stimulus of the printed page, it is a psycholinguistic guessing game, a technical teacher; student and other professional reader must focus on this intellectual soft skill which is a perplexing and lucrative activity for a modern reader to get success in his career. Word by word reading, slow eye movement, complex words in a text and lack of concentration are major hurdles faced by students while reading. In addition, meaning is not at all inherent in the words of the text. While reading, each reader tries to understand it from his own perspective in the context of his past or present knowledge of the text. Since reading is an active process, a reader can understand a text only when he actively puts to use his mental faculties. While reading, a reader interacts with a text, decodes it and constructs meanings in the process. What he constructs depends on not only what the writer writes but also on what the reader brings to the text. This intellectual soft skill is a challenging and profitable activity for a contemporary reader since current textual material is mostly abstract and symbolic. Reading skills for students include a focus on philological forms, reading strategies, typical academic terminology and criteria tasks.

Reading offers language input, as listening does. However, because it is fast and silent, the efficient reader is exposed to much more accurate linguistic content in a short space of time than when listening or engaging in interactive activities. Good readers become autonomous, able to read outside the classroom and to stay in touch with English through periodicals and books when they leave school. Through the rich language environment, readers can acquire a large vocabulary and an implicit command of the limitless language forms, pleasurably and almost effortlessly. Good writing is probably the product of reading, too. We learned to write our mother tongue largely as a consequence of reading, not by practicing spelling and writing.

Clearly, reading in the foreign language deserves attention, and reading passages should not be viewed merely as a springboard for speaking or writing activities. An aim of most language teaching programmers should be to develop the students' reading competence.

Reading is a very complex process involving many physical, intellectual and emotional reactions. The physical variable i.e., visual perception (perceptual skill) is a prerequisite of accurate and rapid reading. Skimming and scanning are two very different strategies for speed reading. They are each used for different purposes, and they are not meant to be used all the time. They are at the fast end of the speed reading range, while studying is at the slow end.

2.2.4.1. SKIMMING

Skimming is one of the tools you can use to read more in less time. Skimming refers to looking only for the general or main ideas, and works best with non-fiction (or factual) material. With skimming, your overall understanding is reduced because you don't read everything. You read only what is important to your purpose. Skimming takes place while reading and allows you to look for details in addition to the main ideas.

How to skim? Many people think that skimming is a haphazard process placing the eyes where ever they fall. However, to skim effectively, there has to be a structure but you don't read everything. What you read is more important than what you leave out. So what material do you read and what material do you leave out?

Let's say you are doing research on a long chapter or a web site. By reading the first few paragraphs in detail, you will get a good idea of what information will be discussed. Once you know where the reading is headed, you can begin to read only the first sentence of each paragraph. Also called topic sentences, they give you the main idea of the paragraph. If you do not get the main idea in the topic sentence or if the paragraph greatly interests you, then you may want to skim more.

At the end of each topic sentence, your eyes should drop down through the rest of the paragraph, looking for important pieces of information, such as names, dates, or events. Continue to read only topic sentences, dropping down through the rest of the paragraphs, until you are near the end. Since the last few paragraphs may contain a conclusion or summary, you should stop skimming there and read in detail. Remember that your overall comprehension will be lower than if you read in detail. If while skimming, you feel you are grasping the main ideas, then you are skimming correctly.

Skimming is done at a fast speed with less-than-normal comprehension; you shouldn't skim all the time. There are many times, however, when skimming is very useful. Suppose you are taking a presentation skills class and have to deliver an oral report in a few days about the first computers ever made. You locate six books and four newspaper articles about this topic. Because you must be ready soon, you do not have time to read each word, but you need a large quantity of solid information.

Skimming will help you locate the information quickly while making sure you use your time wisely. It will also increase the amount of usable material you obtain for your research. Suppose you have an exam in a few days. You need to review the material you learned, but you don't want to reread everything. By skimming, you can quickly locate the information you haven't mastered yet and study only that material. While reading, ask yourself the following questions to help you decide whether or not to skim. If you answer yes to any of these, then skimming is a useful tool.

- Is this material non-fiction?
- Do I have a lot to read and only a small amount of time?
- Do I already know something about this?
- Can any of the material be skipped?

2.2.4.2. SCANNING

Scanning is another useful tool for speeding up your reading. Unlike skimming, when scanning, you look only for a specific fact or piece of information without reading everything. You scan when you look for your favorite show listed in the cable guide, for your friend's phone number in a telephone book, and for the sports scores in the newspaper. For scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the specific information you need.

Scanning also allows you to find details and other information in a hurry. Because you already scan many different types of material in your daily life, learning more details about scanning will be easy. Establishing your purpose, locating the appropriate material, and knowing how the information is structured before you start scanning is essential.

The material you scan is typically arranged in the following ways: alphabetically, chronologically, non-alphabetically, by category, or textually. Alphabetical information is arranged in order from A to Z, while chronological information is arranged in time or numerical order. Information can also be arranged in non-alphabetical order, such as a television listing, or by category, listings of like items such as an auto parts catalog. Sometimes information is located within the written paragraphs of text, also known as a textual sense, as in an encyclopedia entry. Your peripheral vision can also help you scan effectively. When your hand moves down a list of names, you see not only the name your finger is pointing to, but also the names above and below. Let your eyes work for you when searching for information. Keep the concept of key words in mind while scanning. Your purpose will determine the key words.

When to scan? You scan when your aim is to find specific pieces of information. If you were doing the research for an oral presentation, you could scan the index of books, web sites, and reference materials. You would discover whether they contain any information you want and the pages where the information can be found. In the past, you probably scanned without knowing you were doing it. Now with the information provided in this section, you can use scanning more intentionally and frequently. The more you practice, the more effective scanning will become. Finally, the most important benefit of scanning is its ability to help you become a more flexible reader. Scanning adds another high gear to your reading.

The use of storytelling in the L2 classroom creates a good learning environment and provides meaningful and comprehensible input. Through stories, the language acquisition device is activated and it is easy for children to induce the language elements from the data provided by the stories (Krashen, 1981). Storytelling has special pedagogical values for the foreign language classroom, as Rossiter (2002, p. 1) points out below: Stories are effective as educational tools because they are believable, remember able, and entertaining. The believability stems from the fact that stories deal with human-like experience that we tend to perceive as an authentic and credible source of knowledge. Stories make information more remember able because they involve us in actions of the characters. In so doing, stories invite active meaning making. Language learners can benefit from storytelling because stories help them to develop the ability to understand spoken language and engage in thinking skills.

In connection to this, Castro (2002, p. 52) reports on a study carried out in Colombia and stresses that "Listening to stories develops children's listening and concentration skills and their ability to receive and understand information expressed in words. Besides, with the stories children develop learning strategies such as listening for general meaning, predicting, guessing meaning and hypothesizing".

Through the stories, the learners become aware of cultural values different from theirs, sharpen their memory and develop the ability to predict and infer. Telling stories provides the opportunities for students to speak the foreign language creatively, integrate information and knowledge they learn from other sources.

According to Curtain & Dahlberg (2004), storytelling can provide experience with the interpretive mode for children, even at very early stages of language acquisition, when the stories meet the following criteria: the story is highly predictable or familiar to the children from their native culture, with a large proportion of previously learned vocabulary. In early stages it is especially helpful to choose stories that include vocabulary representing the home and the school environments of the children.

The story is repetitive, making use of formulas and patterns that occur regularly and predictably. In the best stories chosen, these repeated elements provide language that children can use later for their own expressive purpose. Cameron (2001, p. 163) defines this repetitive pattern in a story as parallelism. "The pattern of predictability + surprise, or repetition + change is often reflected in patterns of repetition of the language. This repeated pattern, or parallelism, creates a way into the story for the active listener, as well as providing a natural support for language learning." The stories are memorable, as the language is repeated, and this encourages students to participate. This recycling of patterns incites students to predict what is coming next in the story and, at the same time, exercises their imagination. In addition, Lipton (1998, p. 129) echoes the idea of active participation on the part of the students by saying that the ideal story "should have a short refrain that is repeated periodically throughout the story, so that after a while the children naturally chime in and repeat the refrain without being asked".

When stories meet these criteria it is much easier for students to make meaning clear not only because the stories are related to their real life environment but also because the use of pantomime and body language makes the story more comprehensible for the students. On the other hand, stories contain patterns that help students to get familiar with and internalize the new language. Reading stories aloud allows children to make connections between oral language and the print that represent that oral language. While reading aloud, the teacher should point to the word or line to emphasize those connections. The purpose of reading stories is to give students oral language input and a bridge to literacy in the new language. For reading stories in the early language stages, the teacher should first do a lot of pre-reading work which prepares the learner to be able to understand the story. This pre-reading work is focused on building up vocabulary through different kinds of activities such as games, puzzles, matching activities, songs and other sorts of activities that help students to become familiar with the new language. After reading the story aloud, the learner can be involved in a variety of post-reading tasks and language activities which can make the story more comprehensible and move them from receptive skills (listening and reading) to productive skills (speaking and writing).

Repetitive stories are particularly easy for children to memorize. Repetition helps children learn the patterns and structure of a story and, eventually, word recognition. Repetition makes books predictable and helps develop vocabulary and sequencing. Repetitive patterns can be the schema for students' comprehension of the children's story and for being able to predict the action in the plot and the ending. The recurring phrases and events can aid their understanding and memory. In addition, the repetition featured in the text is a great way for children to improve their reading skills. It also gives them a strong base to develop the confidence to move on to more interesting and complex texts.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. TYPE OF RESEARCH

Type of study: Qualitative, why it is qualitative? In this type of research it is to know that studies the phenomenon in its natural environment, the researcher being the main instrument for the generation and collection of data, with which the researcher interacts.

Level of study: Exploratory. Why it is exploratory? Research design is to facilitate greater penetration and understanding of the problem researcher that has as primary objective. It aims to examine an unknown topic, understudied, or innovative. It provides the basis for other studies. The process is flexible, the sample is small and unrepresentative, qualitative data analysis.

Methodological design: Ethnographic. Why it is ethnography? It is suited for the educational field. This qualitative research method was chosen to learn and describe the classroom practice and what they do specifically, teacher and students in the classroom context regarding the use of ludic activities for teaching and learning English receptive skills.

Place: UNIDAD EDUCATIVA “ISABEL DE GODÍN”

Time: Six months

3.2. POPULATION AND SAMPLE

Population was chosen for research are students of Primero de Bachillerato Contabilidad “A” at “Isabel de Godín”, the students of this course come from urban and rural areas of the city of Riobamba, their families consist of five or more members, being the householder who brings home. The social cultural situation is average where the level of education of household members is high and in some cases a low level where there are few who have a situation where their parents have only primary education. In addition, students do not receive help with their English homework by any member of your household, they need as parents encourage and guide them in academic development.

There is a small group of students who understand and pay more attention, but most of them do not understand well the classes, perhaps by the lack of interest shown in class, students show laziness, neglect and for this reason they have problems to develop the English language skills and this is reflected in their grades; most of students get unsatisfactory results.

Students need to take more dynamic classes through games, where they can practice receptive skills of the English language a more efficient way and useful for teaching-learning, for this reason that they like listening and reading skills and dislike speaking and writing skills. The teacher helps them practice the four skills but due to lack of time that may not work well with all students.

There are some students who participate but most shows lack of interest by presenting fear of English language, but for students to lose the fear of subject should be made ludic activities that will obtain the participation of students and allows them to develop their potential regarding the language English.

3.3. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION. (PROCEDURES)

To investigate this study, the researcher is involved in the observation process. Observation of the use of ludic activities in an English class and describe the procedure of ludic activities usage: how teacher applies the ludic activities. The selection of the area is methodology through this area the researcher can analyze the different ways in which the head teacher takes his classes and steps used to make your class, how to motivate students who can achieve better academic performance in the subject of English. Since motivation is very important for students to have access to improve this language (English), the ludic aspect is very important and interesting, teacher seeks an infinitive of resources to assist in the transmission of content and the application and implementation thereof. Following different methodological and pedagogical trends we see that game is a tool that brought to the classroom, with clear and precise objectives, creates an enabling environment for the learning process will be efficient, effective and productive. The specific problem concerning ludic in the teaching-learning process is that it can see signs of timidity and lack of motivation so it is essential to carry out this study to improve the motivational level that favors learning processes through development of ludic activities. To access the field of study which is Primero de Bachillerato Contabilidad "A" at "Isabel Godin" High School it accessed with an official letter to the rector, who very politely he agreed access us, then we talked to the teacher in charge of the area English and the students, who agreed us equally to the study of the subject, any objection was not filed.

Upon entering in the classroom, the contact with students was friendly, there's no bad interaction, bad behavior, or the students were confused, there was attention and respect, teacher began the class, while we interacted with her and students, we support students to participate without fear, they pay attention while teacher gives the class during the process of the classes the students began to pay less attention in English class that teacher gave, they used things those did not correspond to the subject, such as cell phones, books, and notebooks, they didn't participate, and they did not understand what their teacher explained.

In classes that we gave, all students participated and they felt comfortable, really they liked the games we made and that they were motivated to participate. The contact with participants established in implementation practices carried out in the "Isabel Godin" high school hence we attended several classes at Primero de Bachillerato Contabilidad "A". The role that we as researchers was to become a member of the group being studied, and hiding the group the role of researcher to avoid disrupting normal activity, behaving in such a way that they become a part nonintrusive to develop ourselves effectively in data collection through interviews, observations and document analysis for qualitative research we are doing based on ludic activities and receptive skills. The aspects that were observed are the relationship between teacher and students, interests, problems, potentials and needs of students. Reaction to the implementation of a class with ludic activities, socialization among the group investigated. Data were collected using different techniques and tools that were used to develop information systems, knowing the needs, interests, and problems of students.

This information was obtained from observation in the classroom of the "Isabel Godin" high school for which the technique of participant observation was used with different instruments to collect research data such as interviews, surveys, observation, also using chips for better results in the investigation. All these instruments were applied at a particular time, in order to seek information that will be useful to the research.

Data were collected on different days of class, by researchers to be part of the stage research, performing observations involves a variety of activities and considerations for the researcher, which include ethics, establish relationships, select key informants, processes for conducting observations, deciding what and when to observe, keep field notes, and write the findings that have thus obtained recording data consisting of information gathering.

This is accomplished through interviews, questionnaires and observation; where researchers obtain and develop information systems achieving its goals and objectives, making finding information through the tools used. For the success of the development and implementation of the technical documentation is critical knowledge and preparation of research on the object of investigation and the whole process to be applied.

Made data collection are the measurement procedures of valid, reliable data and therefore scientific usefulness of the objects of study in order to resolve the question posed in the investigation, and we conclude the field study because the information obtained was enough to solve the research problem. After observing and collecting data in different classes the results will be analyzed and investigated in such a way to make it easier to understand. Trying to understand, organize and make decisions that are consistent with the analyses carried out, the data collected is analyzed; the information is interpreted to conclude the investigation.

3.4. PROCESS, ANALYSIS AND INTERPRETATION OF DATA.

The general process of qualitative data analysis was followed:

3.4.1 DATA REDUCTION:

3.4.1.1 SEPARATION OF CONTENT UNITS BASED ON CRITERIA OF TEMPORAL AND THEMATIC SEPARATION.

In this research data were collected through surveys, observations and document analysis on different days of class, by researchers to be part of the stage research, performing observations involves a variety of activities and considerations for the researcher, which include ethics, establish relationships, select key informants, processes for conducting observations, deciding what and when to observe, keep field notes, and write the findings that have thus obtained recording data consisting of information gathering.

For the success of the development and implementation of the technical documentation is critical knowledge and preparation of research on the object of investigation and the whole process to be applied. First surveys were applied and designed by the researches to determine the socio-cultural situation of students, besides that identifies the needs of nursing students in English classes. With the surveys applied analyze the likes and dislikes students have also the problem which is the principal. The results of surveys carried out in the socio-cultural environment most students come from a rural area, followed by the urban sector of the city of Riobamba, we can also say that families of students surveyed in research comes from extended families comprising with more than five family members in each household. Referring to the socioeconomic and cultural situation, only the father is working to support the household, income in most households are sufficient to survive, and about the cultural level most families have an average level. Reference about the English language we can say that students work alone in their tasks because they do not receive help from any household member, also most of the course meant only little of the teacher's explanation, also referring to reading in English almost all respondent course explains that understand few words about what they read, the same problem have the time to listen only understand a few words. Also the researchers rescue the English language skills more like students are reading and listening skills but most dislike is writing. Finally referring to how they would like to learn the English language got the majority wants a more dynamic class it to be carried with games to get the attention of students and teacher have more patience.

Then an observation sheet was used where some points were observed on different days, these points were:

- The objectives of the class are determined clearly.
- Students´ characteristics and needs are known.
- Students´ interests and problems are known.
- The resources used are adequate for ludic activity.
- The activity is planned appropriately.
- There is improvisation in the activity.
- Ludic activity is used to: Introduce a topic. Set and practice content. Review contents.
- Social attitudes that are in ludic activities: Initiative, responsibility, respect, creativity, communicability

- Decrease anxiety of students: Yes - No
- During the game, there is insecurity and fear?
- It is noted that the student gains confidence to learn during the game.
- The student feels free to participate in the learning process in a responsible and autonomous form.
- The game corresponds to the objectives and content of the program.
- The game is in relation to students' age, students' interests, students' personality, and the level of student learning.
- The ludic activity allows developing communication strategy.
- The monitor is calm at the start of ludic activity.
- Monitor establishes game explanations clearly and concisely.
- Monitor uses the ludic activity at the time and right situation.
- Monitor has the necessary materials for ludic activities.
- The type of game that the monitor uses is: verbal (making rhymes, songs, riddles), manipulative (throwing objects, drawing), body (running, jumping), dramatic and social (representing a character).

These points allowed the researchers analyze carefully each point and check if each day analyzed coincided with the other. In the sheet observation, the points analyzed were different in each day. There were three days in which all points spoken above were analyzed, carefully and observed. The fourth day a class was performed in which the results are removed with the observations made in the 3 days.

3.4.1.2 IDENTIFICATION AND CLASSIFICATION OF THE ELEMENTS INVOLVED A CATEGORIZATION AND CODIFICATION.

SURVEY

SOCIOCULTURAL	Demographic data of those surveyed was collected, among which asked about the physical environment familiar neighborhood, referring to how the sector where it comes from each student of the course used for research. The sample was 40 respondents. Among the course respondent in question No. 1 it was found to be 35.0% comes from a rural sector, followed by 30.0% who come from an urban area, also 17.5% coming from a central sector and communicated and the remaining 0% in the range comes from a marginal and held incommunicado sector.
	Demographic data of those surveyed was collected, among which asked about how many members the family consists of each student of the course used for the research were collected. The sample was 40 respondents. Among the course respondent in Question No. 2 it was found that 52.5% consists of more than five family members, followed by 32.5% comprising four family members, also 10.0% consisting of three members family and the remaining 5% in the range consisting of two family members.
LABOR SITUATION	Demographic data of those surveyed was collected, among which asked about the economic and cultural situation, referring to the employment status of household members of each student of the course used for the research were collected. The sample was 40 respondents. Among the course respondent in Question No. 3 was found that 40.0% work only the father, followed by a 35.0% working all household members, also only 22.5% working mother and remaining in the range a brother working student 2.5%.

ECONOMIC INCOME	Demographic data of those surveyed was collected, among which asked about the economic and cultural situation, referring to the family income of each student of the course used for the research were collected. The sample was 40 respondents. Among the course respondent in Question No. 3 it was found that 77.5% revenues are sufficient, followed by 12.5% households where income is insufficient and the remaining 10.0% in the range that has little income economic home.
CULTURAL LEVEL	Demographic data of those surveyed was collected, among which asked about the economic and cultural situation, referring to the cultural level of each student of the course used for the research were collected. The sample was 40 respondents. Among the course respondent in Question No. 3 was found that 47.5% have an average cultural level, followed by 25.0% who have a high level, also 25.0% have a low level and 2, remaining 5% in the range possess a very low cultural level.
RELATING TO THE ENGLISH LANGUAGE	Demographic data of those surveyed was collected, among which asked related to the English language, at home, who helps you complete more homework in English?, referring to that person help with English language questions presented were collected. The sample size was 40 respondents. Among the students surveyed, question No. 4 was found that 67.5% no one helps students surveyed at home, followed by 17.5% that the older brother helps with tasks English, also the sister more help with homework with 10.0%, the remaining 5% collaborates with homework English is the father and the mother does not help with homework.
	Demographic data of those surveyed was collected, among which asked related to the English language, do the things he explains his English teacher, how understand? Referring to as understood from the explanations that the teacher teaches about the English language were compiled. The sample size was 40 respondents. Among the students surveyed in Question No. 5 it was found that 52.5% students understand some things only taught classes, followed by 45.0% who understand almost all of the class that gives teachers, too 2.5% understand all of the things that explains the teacher and the remaining 0% not understand anything.
	Demographic data of those surveyed was collected, among which asked related to the English language, how much of what you read? Understood as referring to the words on reading understand about the English language were collected. The sample size was 40 respondents. Among the students surveyed, in Question No. 6 was found that 97.5% students understand few words when they read, followed by 2.5% who understand all the words when they read and 0% remaining not He understands nothing.
	Demographic data of those surveyed was collected, among which asked related to the English language, how much of what you hear? Understood as referring to the words on listening understand about the English language were collected. The sample size was 40 respondents. Among the students surveyed, question No. 7 was found that 87.5% students understand few words when they hear some dialogue or conversation, followed by 10.0% who understand all the words when listening to 2, remaining 5% do not understand anything when you hear something about the English language.
	Demographic data of those surveyed was collected, among which asked related to the English language, What he likes in English? Referring to which of the four English language skills is more like it. The sample size was 40 respondents. Among the students surveyed, question No. 8 was found that 47.5% that students like most the skill of listening, followed by 37.5% who likes to read, also that 15.0% like writing in English and the remaining 12.5% to the skill he likes most is to talk.
	Demographic data of those surveyed was collected, among which asked related to the English language, What you most dislike in English? Referring to which of the four English language skills is like most were collected. The sample size was 40 respondents. Among the students surveyed, question No. 9 was found that 55.0% students who dislike more skill to write, followed by 20.0% who dislikes more than talking, which also 15.0% dislikes listening in English and the remaining 10.0% that the skill that you most dislike is read.
	Demographic data of those surveyed was collected, among which asked related to the English language, How would you like to learn English? Referring to the form or methodology that would like to learn the English language were collected. The sample size was 40 respondents. Among the students surveyed, question No. 10 found that 70.0% students would like to learn in a dynamic way and games, followed by 12.5% of students would like to make classes in Spanish and fun, also the 12.5% they would like the teacher has more patience and 5.0% would like to learn different methods or with other forms of learning and the remaining skill that you most dislike is read. And teacher continues to work traditionally with 0.0%.

OBSERVATIONS	DATE	INDICATORS
FIRST OBSERVATION	16-05-2016	<p>REGARDING TO THE CLASS: The objectives of the class are determined clearly. The game corresponds to the objectives and content of the program.</p> <p>REGARDING TO THE TEACHER / MONITOR Monitor: Presents the activity Indicates the steps in the game Looks calm at the beginning of the ludic activity Explanations of the game are clear and concise Use the ludic activity at the right time and the right situation</p> <p>REGARDING TO THE LUDIC ACTIVITY</p>
SECOND OBSERVATION	19-05-2016	<p>The kind of game is: Verbal (rhymes, songs, guesses) Manipulative (to through things, to draw) Body expression (run, jump) Dramatic and Social (represent a character)</p> <p>The ludic activity allows to develop communication strategy The resources used are suitable for ludic activity The activity is properly planned There are improvisation in the activity The ludic activity is used to: Introduction of a topic</p>
THIRD OBSERVATION	20-05-2016	<p>Fix and practice contents Review contents Use of the necessary material to realize the ludic activity Decreases anxiety of students Ludic activity motivates students in the classroom.</p> <p>REGARDING TO THE STUDENTS The characteristics and needs of students are known Social attitudes that are to be made with the ludic activity: Initiative Responsibility Respect Creativity Communicability</p> <p>During the game, there is insecurity and fear.</p>
FOURTH OBSERVATION	22-05-2016	<p>The game is in relation to students regarding: Age Interests Personality Learning Level</p> <p>The student gains confidence to learn during the game Feels free to participate in the learning process in a responsible and autonomous. Students work effectively in English classes.</p>

3.4.1.3 PHYSICAL GROUPING.

FIRST OBSERVATION 16-05-2016	SECOND OBSERVATION 19-05-2016	THIRD OBSERVATION 20-05-2016	FOURTH OBSERVATION 22-05-2016
<p>Ludic activities are used to introduce a new topic in class, this game allows develop strategies for communication between students and teacher, also it is related to age, level, personality, and interests of students for this reason teacher teaches according to the content and purpose of the program, referring the book also explains clearly what the objective to achieve in each of their classes.</p> <p>For which uses appropriate resources that are necessary to satisfy the needs and interests of students using a lesson plan according to time and topic will teach teacher acquires the attention of students and avoids them getting bored in classes with</p>	<p>The ludic activity is used at the end of the class to reinforce the explanation; the game is according to the objective for the topic.</p> <p>The monitor gives instructions of the game, but students don't understand clearly, so teacher has to repeat twice the instructions until students can understand, teacher feels tired because students don't pay attention. In the class, teacher has the correct materials for doing the ludic activity, the type of the game that monitor uses is dramatic and social.</p> <p>The ludic activity allows to the students to focus in the topic, and for they can apply their knowledge. The ludic activity is organized correctly, because it</p>	<p>The ludic activity is used for motivate the class to learn a new topic; the game is according to the objective for the topic.</p> <p>The monitor gives instructions of the game, and students understand clearly, In the class, the teacher has the correct materials for doing the ludic activity, the type of the game that monitor uses is verbal.</p> <p>The ludic activity allows to the students to focus in the topic, The ludic activity is organized correctly, because it is at time and all of steps are given in the correct way.</p> <p>There is improvisation in the activity, the teacher asks students what songs they like and who like to sing. With this activity</p>	<p>In this observation, we give the class; first we apply a ludic activity that consists in the following: Teacher brings to class cards that have written sentences in which there are verbs for students can identify.</p> <p>It is divided players into four groups of 8 students and one of seven.</p> <p>One member of each team, in turn, chooses a card the teacher has placed upside down on the table and student must silently read the sentence, then the student selects the verb in the sentence and he should try his classmates identify the verb through a simple drawing that he designed on the board with phrases that describe the drawings, while the</p>

<p>traditional resources. With this ludic activity students are afraid to participate, feel mostly fear but over time using this activity students are losing their fear and gain confidence in them, they feel free to learn in the process of learning. Teacher has a great initiative, creativity, respect, communicability, responsibility and feels calm to manage and improvise a class with ludic activities, being the class monitor clearly establishes the game instructions, time and the right time where it goes activity to be performed with the materials and resources required according to the type of game that will be used as in this case referring to listening and reading teacher uses songs, making rhymes, riddles, represent a character, drawing, and other activities. Students develop their skills and</p>	<p>is at time and all of steps are given in the correct way. There is no improvisation in the activity because teacher planned the class proper. With this activity decrease anxiety of the students, they can relax while they are playing, teacher doesn't know the characteristics of the students but she knows what they need to learn. Students express their responsibility and creative through the game, while they are representing a character, they can put in practice their imagination and they organize at time. During the game there isn't fear because students feel sure to participate with their classmates and teacher. The ludic activity is according to students learning because teacher gives them to represent a character in the past, and they are learning the simple past, and the</p>	<p>decrease anxiety of the students, they can relax while they are singing; the teacher knows what they need to learn. Students express their respect through the game, while they are singing, they can put in practice their vocabulary. During the game there isn't fear because students feel sure to participate with their classmates and teacher. The ludic activity is according to students learning because teacher gives them a sheet of paper where can guide and they can learn new vocabulary, and students gain security to ask and answer questions about words they don't know. The students with this game fell free because they work with teacher.</p>	<p>rest of the course have to be quiet to listen. They will have a moment of time and not be allowed to make gestures, or write numbers or letters, drawings and just say short sentences. If the team guesses the verb, they win a point and continue with another card and another student, but if they fail, the turn passes to the other team. The name of this game is: Think about verbs!! And the purpose is to apply dynamic strategies to motivate students. In this ludic activity the objectives of the class are determined clearly, students understand clearly because the game corresponds to the objectives and content of the program. We indicate the steps of the game, and the students look calm at the beginning of the game. The game is in the right situation because is according to the topic that</p>
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<p>abilities through ludic activities because they lose their fear of participating in classes with this activities students have fun while they learn effectively with materials provided by teacher for this reason teacher must know the needs and characteristics of their students in order to make them lose their anxiety and feel calm and comfortable in the activity carried out; obtaining good results through play activities, the teacher meets the objective planned with development of students and they acquire new knowledge in the teaching-learning process.</p>	<p>students gains security to ask and answer questions about teacher does. The students with this game fell free because they like working between them and so on they don't have to work alone.</p>		<p>students are studying. The kind of the game is to through drawings and body expression they have to run. The ludic activity allows developing communication strategy, students talk about what they need to guess. This ludic activity is used to practice vocabulary and it motivates students in the classroom, in this game there is creativity, respect, communicability and initiative.</p>
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3.4.2 ARRANGEMENT AND GROUPING

3.4.2.1 MATRICES OR CROSS TABULATIONS WERE USED, IN WHOSE CELLS STAY A QUICK VERBAL INFORMATION ACCORDING THE MATTERS SPECIFIED BY ROWS AND COLUMNS.

<p>SOCIOCULTURAL</p>	<p>Demographic data of those surveyed was collected, among which asked about the physical environment familiar neighborhood, referring to how the sector where it comes from each student of the course used for research. The sample was 40 respondents. Among the course respondent in question No. 1 it was found to be 35.0% comes from a rural sector, followed by 30.0% who come from an urban area, also 17.5% coming from a central sector and communicated and the remaining 0% in the range comes from a marginal and held incommunicado sector.</p>	<p>The results of surveys carried out in the socio-cultural environment most students come from a rural area, followed by the urban sector of the city of Riobamba, we can also say that families of students surveyed in research comes from extended families comprising with more than five family members in each household. Referring to the socioeconomic and cultural situation, only the father is working to support the household, income in most households are sufficient to survive, and about the cultural level most families have an average level. Reference about the English language we can say that students work alone in their tasks because they do not receive help from any household member, also most of the course meant only little of the teacher's explanation, also referring to reading</p>
<p>Demographic data of those surveyed was collected, among which asked about how many members the family consists of each student of the course used for the research were collected. The sample was 40 respondents. Among the course respondent in Question No. 2 it was found that 52.5% consists of more than five family members, followed by 32.5% comprising four family members, also 10.0% consisting of three members family and the remaining 5% in the range consisting of two family members.</p>		
<p>LABOR SITUATION</p>	<p>Demographic data of those surveyed was collected, among which asked about the economic and cultural situation, referring to the employment status of household members of each student of the course used for the research were collected. The sample was 40 respondents. Among the course respondent in Question No. 3 was found that 40.0% work only the father, followed by a 35.0% working all household members, also only 22.5% working mother and remaining in the range a brother working student 2.5%.</p>	
<p>ECONOMIC INCOME</p>	<p>Demographic data of those surveyed was collected, among which asked about the economic and cultural situation, referring to the family income of each student of the course used for the research were collected. The sample was 40 respondents. Among the course respondent in Question No. 3 it was found that 77.5% revenues are sufficient, followed by 12.5% households where income is insufficient and the remaining 10.0% in the range that has little income economic home.</p>	
<p>CULTURAL LEVEL</p>	<p>Demographic data of those surveyed was collected, among which asked about the economic and cultural situation, referring to the cultural level of each student of the course used for the research were collected. The sample was 40 respondents. Among the course respondent in Question No. 3 was found that 47.5% have an average cultural level, followed by 25.0% who have a high level, also 25.0% have a low level and 2, remaining 5% in the range possess a very low cultural level.</p>	
<p>RELATING TO THE ENGLISH LANGUAGE</p>	<p>Demographic data of those surveyed was collected, among which asked related to the English language, at home, who helps you complete more homework in English?, referring to that person help with English language questions presented were collected. The sample size was 40 respondents. Among the students surveyed, question No. 4 was found that 67.5% no one helps students surveyed at home, followed by 17.5% that the older brother helps with tasks English, also the sister more help with homework with 10.0%, the remaining 5% collaborates with homework English is the father and the mother does not help with homework.</p>	

	<p>Demographic data of those surveyed was collected, among which asked related to the English language, do the things he explains his English teacher, how understand? Referring to as understood from the explanations that the teacher teaches about the English language were compiled. The sample size was 40 respondents. Among the students surveyed in Question No. 5 it was found that 52.5% students understand some things only taught classes, followed by 45.0% who understand almost all of the class that gives teachers, too 2.5% understand all of the things that explains the teacher and the remaining 0% not understand anything.</p>	<p>in English almost all respondent course explains that understand few words about what they read, the same problem have the time to listen only understand a few words. Also the researchers rescue the English language skills more like students are reading and listening skills but most dislike is writing. Finally referring to how they would like to learn the English language got the majority wants a more dynamic class it to be carried with games to get the attention of students and teacher have more patience.</p>
<p>Demographic data of those surveyed was collected, among which asked related to the English language, how much of what you read?, understood as referring to the words on reading understand about the English language were collected. The sample size was 40 respondents. Among the students surveyed, in Question No. 6 was found that 97.5% students understand few words when they read, followed by 2.5% who understand all the words when they read and 0% remaining not He understands nothing.</p>		
<p>Demographic data of those surveyed was collected, among which asked related to the English language, how much of what you hear?, understood as referring to the words on listening understand about the English language were collected. The sample size was 40 respondents. Among the students surveyed, question No. 7 was found that 87.5% students understand few words when they hear some dialogue or conversation, followed by 10.0% who understand all the words when listening to 2, remaining 5% do not understand anything when you hear something about the English language.</p>		
<p>Demographic data of those surveyed was collected, among which asked related to the English language, What he likes in English?, referring to which of the four English language skills is more like it. The sample size was 40 respondents. Among the students surveyed, question No. 8 was found that 47.5% that students like most the skill of listening, followed by 37.5% who likes to read, also that 15.0% like writing in English and the remaining 12.5% to the skill he likes most is to talk.</p>		
<p>Demographic data of those surveyed was collected, among which asked related to the English language, What you most dislike in English?, referring to which of the four English language skills is like most were collected. The sample size was 40 respondents. Among the students surveyed, question No. 9 was found that 55.0% students who dislike more skill to write, followed by 20.0% who dislikes more than talking, which also 15.0% dislikes listening in English and the remaining 10.0% that the skill that you most dislike is read.</p>		
	<p>Demographic data of those surveyed was collected, among which asked related to the English language, How would you like to learn English? Referring to the form or methodology that would like to learn the English language were collected. The sample size was 40 respondents. Among the students surveyed, question No. 10 found that 70.0% students would like to learn in a dynamic way and games, followed by 12.5% of students would like to make classes in Spanish and fun, also the 12.5% they would like the teacher has more patience and 5.0% would like to learn different methods or with other forms of learning and the remaining skill that you most dislike is read. And teacher continues to work traditionally with 0.0%.</p>	

DATES	First observation 16/05/2016	Second observation 19/05/2016	Third Observation 20/05/2016	Fourth Observation 22/05/2016	RESULTS
PARAMETERS					
The objectives of the class are determined clearly.	Teacher meets the objective planned with development of students and they acquire new knowledge in the teaching-learning process.	The objectives in the class are clearly, and they are development in a good way.	Teachers set objectives at the beginning of each class.	Teacher explained the objectives at the beginning of the class, so, students knew to be achieved after class.	With objectives determined clearly, students understand better what the class is about.
Students' characteristics and needs are known.	Teacher uses appropriate resources that are necessary to satisfy the needs and of students	Teacher doesn't know the characteristics of the students but she knows what they need to learn.	Teacher does not know all the characteristics of students	Teacher knows the needs of students, to work specifically with the weaknesses of students	In the class, teacher doesn't know the students' need, for that sometimes she has difficult that students understand the receptive skills (listening and reading).
Students' interests and problems are known.	The students' interests are known in the class.	Teacher knows students' interests, what they need to learn.	Teacher knows some problems that develop their students.	Teacher knows problems samples of students to focus on their fears	The problems are known, each difficult that student has, and how they learn English
The resources used are adequate for ludic activity.	Teacher uses appropriate resources that are necessary in the class.	The resources are used in a good way, students can learn with this activity.	No, because the teacher still working with traditional resources.	Resources are appropriate to the class that encourages students to participate.	Teacher uses the correctly resources, but these resources are traditional, and students bored in the class.

The activity is planned appropriately	The activity is planned in a good way, and students understand very well.	The ludic activity is according to students learning because teacher gives them to represent a character in the past, and they are learning the simple past.	Teacher prepares his classes, but time is short to efficiently develop each planning.	Yes, it was necessary distribute time according to the ludic activities to be carried out.	The activity is planned in a good way, teacher follows all of the steps that are in the lesson plan.
There is improvisation in the activity.	No, there isn't improvisation in the activity. Objectives are determined according to the class.	There is no improvisation in the activity because teacher planned the class proper.	There is improvisation, in some questions or needed.	No, all activities were planned in advance to avoid problems.	In some cases, teacher has to do an improvisation, because students don't understand what she is going to teach.
Ludic activity is used to: Introduce a topic. Set and practice content. Review contents.	In this class the ludic activity is used to introduce a new topic.	The ludic activity is used at the end of the class to reinforce the explanation	Ludic activities can be used for all three stages but this observation was used to set and practice content.	In this class the ludic activities were used to introduce a new topic, getting the attention of students.	Teacher uses ludic activities at all times, sometimes at the beginning, sometimes at the middle of the class and sometimes at the end of the class.
Social attitudes that are in ludic activities: Initiative, responsibility, respect, creativity, communicability.	Teacher has a great initiative, creativity, respect, communicability, responsibility and feels calm to manage and improvise a class with ludic activities	Students express their responsibility and creative through the game, while they are representing a character, they can put in practice their imagination and they organize at time.	Social attitudes that occur in ludic activities is the creativity.	Students show initiative to participate in ludic activities, and communicability between them, also show respect to participate.	The principal social attitude that exists in the classroom is the creativity, when teacher applies a game, students use their creativity.

Decrease anxiety of students: Yes - No	Students lose their anxiety and feel calm and comfortable in the activity carried out	With this activity decrease anxiety of the students, they can relax while they are playing.	No, because students show doubts and that increases their anxiety.	Yes, because with the ludic activity students participate and lose the anxiety.	Yes teacher applies funny games, students' anxiety decrease, but if the teacher applies bored games, students do other things.
During the game, there is insecurity and fear?	With this ludic activity students are afraid to participate, feel mostly fear but over time using this activity students are losing their fear and gain confidence in them, they feel free to learn in the process of learning.	During the game there isn't fear because students feel sure to participate with their classmates and teacher.	There is insecurity to participate because they fear being wrong, but gradually is more secure during the class.	No, because through play they are losing the fear and participate more.	At the beginning of the game, there is insecurity, but when students gain confidence, they feel free and they like to participate.
It is noted that the student gains confidence to learn during the game.	Students are losing their fear and gain confidence in them; they feel free to learn in the process of learning.	Students gain security to ask and answer questions about what the teacher is doing.	Students gain security to ask and answer questions about some words that they don't know.	Yes because students gain confidence and security, facilitating learning English.	Students gain confidence in themselves when learning, lose their fear to ask and answer about the English language, showing security in the learning process.
The student feels free to participate in the learning process in a responsible and autonomous form.	At the beginning of the class, students feel fear, but after they obtain confidence, and they feel free to participate.	The students with this game fell free because they like working between them and so on they don't have to work alone.	Students with this game fell free because they work with teacher.	With games students feel free to participate without fear of being wrong but still there is irresponsibility in the learning process.	We can say that students are afraid to start the class, but then gain confidence and feel free to participate in the course of the game, sharing with teachers and other students.

The game corresponds to the objectives and content of the program.	Teacher teaches according to the content and purpose of the program	The game is according to the objective for the topic.	Teacher planned the activities according to the book that establishes the institution, according to the program established.	The game corresponds to the program content to continue with the teaching process.	Teacher works according to the content and purpose of the program established, according to the corresponding topic work.
The game is in relation to students' age, students' interests, students' personality, and the level of student learning.	The ludic activity is related to age, level, personality, and interests of students.	The ludic activity is related to level and personality of students.	The game set is according to age, interests and level of students to facilitate the development of activities.	Yes, because the game is according to the level, age, interests and needs of students to improve their learning.	Ludic activities are according to age, interests, and personality students to improve their learning process.
The ludic activity allows developing communication strategy.	This game allows develop strategies for communication between students and teacher.	This ludic activity is about students having to represent a character, so they have to develop communication between them.	Ludic activities can improve the communication strategy because students lose their fear and learn to communicate.	With ludic activities students improve their communication strategy effectively developing the English language skills.	Ludic activities allow students to develop communication strategies among themselves and with the teacher, because they lose their fear and learn to communicate
The monitor is calm at the start of ludic activity.	Teacher feels calm at the start, she doesn't feel nervous.	Teacher feels tired because students don't pay attention.	Teacher is confident to start the play activity, to show confidence in their students.	Teacher shows confidence, security for students by knowing the topic well to work.	Teacher is confident, calm when starting the class, she does not feel nervous because he must know the topic for the activity.
Monitor establishes game explanations clearly and concisely.	The explanations are clearly and students understand what the game is about.	The explanations aren't so clear, students are confused.	Teacher clearly states the game and concise explanations to avoid doubts in game development	The monitor gives clear and concise explanations avoiding doubts students so that they can develop the game properly.	Monitor gives clear explanations and when students have doubts teacher explains in a more accurate for students to understand the game

<p>Monitor uses the ludic activity at the time and right situation.</p>	<p>Teacher uses a lesson plan according to time and topic teacher acquires the attention of students and avoids them getting bored in classes with traditional resources.</p>	<p>The ludic activity is organized correctly, because it is at time and all of steps are given in the correct way.</p>	<p>Teacher uses ludic activities at the right time because all the steps are specified in the right way.</p>	<p>Ludic activities are explained step by step according to time and in the right to develop effective time.</p>	<p>Teacher uses the lesson plan according to time and right to get the attention of student's topic, because the ludic activity should take steps to develop properly.</p>
<p>Monitor has the necessary materials for ludic activities.</p>	<p>Teacher performed the activity with the materials and resources required according to the type of game</p>	<p>The teacher has the correct materials for doing the ludic activity, the materials are according to the game.</p>	<p>Teacher works with the right materials to develop the playful activities.</p>	<p>Yes because according to the ludic activity performed by the teacher has the necessary material.</p>	<p>Teacher works with materials and according to the type of game you make, facilitating the development of the resources.</p>
<p>The type of game that the monitor uses is: verbal (making rhymes, songs, riddles), manipulative (throwing objects, drawing), body (running, jumping), dramatic and social (representing a character).</p>	<p>This ludic activity is used as in this case referring to listening and reading teacher uses songs, making rhymes, riddles, represent a character, drawing,</p>	<p>The type of the game that monitor uses is dramatic and social.</p>	<p>In this ludic activity the type of game that teachers use was verbal because according to the song students should develop their verbal skills.</p>	<p>In this ludic activity was manipulative type because students should learn to develop their writing skills, drawing what they saw.</p>	<p>The types of game that the monitor can use are of different types, verbal, manipulative, dramatic and social, depends on the teacher who wants to get teach ludic activities, and English language skills want to improve.</p>

3.4.3 COLLECTION AND VERIFICATION OF CONCLUSIONS

Through observations, surveys, and observation sheet that researches made in the classroom, listening and reading skills can be developed with practice in classroom through ludic activities, which promote interaction between students. With objectives determined clearly, students understand better what the class is about. In the class, teacher doesn't know the students' need, for that sometimes she has difficult that students understand the receptive skills (listening and reading). The problems are known, each difficult that student has, and how they learn English. Teacher uses the correctly resources, but these resources are traditional, and students bored in the class. The activity is planned in a good way, teacher follows all of the steps that are in the lesson plan. In some cases, teacher has to do an improvisation, because students don't understand what she is going to teach.

Teacher uses ludic activities at all times, sometimes at the beginning, sometimes at the middle of the class and sometimes at the end of the class. The principal social attitude that exists in the classroom is the creativity, when teacher applies a game, students use their creativity. If teacher applies funny games, students' anxiety decrease, but if the teacher applies bored games, students do other things. At the beginning of the game, there is insecurity, but when students gain confidence, they feel free and they like to participate.

Students gain confidence in themselves when learning, lose their fear to ask and answer about the English language, showing security in the learning process. We can say that students are afraid to start the class, but then gain confidence and feel free to participate in the course of the game, sharing with teachers and other students.

Teacher works according to the content and purpose of the program established, according to the corresponding topic work. Ludic activities are according to age, interests, and personality students to improve their learning process. Ludic activities allow students to develop communication strategies among themselves and with the teacher, because they lose their fear and learn to communicate. Teacher is confident, calm when starting the class; she does not feel nervous because he must know the topic for the activity. Monitor gives clear explanations and when students have doubts teacher explains in a more accurate for students to understand and effectively develop the game

Teacher uses the lesson plan according to time and right to get the attention of students, because the ludic activity should take steps to develop properly. Teacher works with materials and according to the type of game you make, facilitating the development of the resources.

The types of game that the monitor can use are of different types, verbal, manipulative, dramatic and social, depends on the teacher who wants to get teach ludic activities, and English language skills want to improve. This study has tried to show us that it is easier to obtain students' participation and motivation through games which students can apply receptive skills (listening and reading)., and with ludic activities that researches used in class, students pay attention more, they do not stop to reflect, they are excited and they are motivated to study. Students think about the benefits of the ludic activities for a better academic performance in the receptive skills as listening and reading.

CHAPTER IV

4. ADMINISTRATIVE FRAMEWORK

4.1 Human resources

- Researches
- Tutor
- Students at “Isabel de Godín”

4.2 Resources Material

- Books
- Printer
- Copies
- Transportation

4.3 Technological Resource

- Computer
- Internet
- Cellphones
- Scanner

4.4. Expenses

Description	Cost
Copies	50.00
Printings	100.00
Internet	150.00
Extras	30.00
Cds.	30.00
Total	360,00

5. TIMETABLE

PHASE	Nº	Project Activities	ENERO				FEBRERO				MARZO				ABRIL				MAYO				JUNIO				JULIO			
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
I. PREPARATORY	1.1	Research area selection	■	■																										
	1.2	Problem identification		■																										
	1.3	Tutor revisión			■																									
	1.4	Literature revisión		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		
	1.5	Problem definition				■																								
	1.6	Tutor revisión				■																								
	1.7	Qualitative Research Method Selection					■																							
	1.8	Research Design						■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		
	1.9	Tutor revisión															■													
	1.10	Project presentation to the comitee															■	■												
	1.11	Revision and aproval (Academic Comitee)															■	■												
II. FIELD WORK	2.1	Field Access																												
	2.1.1	Field recognition															■	■												
	2.1.2	Report writing, draft																■	■	■	■	■	■	■	■	■	■	■		
	2.1.3	Gathering tools recognition																■												

6. CONCLUSIONS AND RECOMMENDATIONS

6.1 CONCLUSIONS

- Listening and reading skills can be developed with practice in classroom through ludic activities, which promote interaction between students. This study has tried to show us that it is easier to obtain students' participation and motivation through games which students can apply receptive skills (listening and reading). Using ludic activities in the classroom students feel more comfortable and sure when they play using English and they make the receptive skills more effective in order to get a perfect acquisition of the second language.

- With ludic activities that researches used in class, students pay attention more, they do not stop to reflect, they are excited and they are motivated to study. Students think about the benefits of the ludic activities for a better academic performance in the receptive skills as listening and reading.

6.2 RECOMMENDATIONS

- Teachers should include different ludic activities in their educational planning and included the game in the daily activities that can be obtained: creativity, desire and interest in participating, respect for others, pay attention and enforce rules.

- Teachers should provide opportunities for participation after the games, encouraging all students to build their own criteria and mention the things those caught their attention.

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8. ATTACHMENTS

ENCUESTA

FECHA:

CURSO:

PREGUNTAS

SOCIOCULTURAL

1. Datos del entorno físico familiar: Barrio

Zona: Rural Céntrica Comunicada
 Urbana Marginal Incomunicada:

2. ¿De cuántos miembros consta su familia?

Miembros: Dos Tres Cuatro Más de cinco

3. Situación socioeconómica y cultural

Situación laboral: Todos trabajan Trabaja el padre Otra:
 Trabaja algún hermano Trabaja la madre

Ingresos económicos: Suficientes Insuficientes Otros:

Nivel cultural: Muy bajo (Analfabetismo) Bajo (Estudios Primarios)
 Medio (Enseñanzas Medias) Alto (Enseñanza Superior)

TEST RESULTS

SOCIOCULTURAL

QUESTION 1

Datos del entorno físico familiar: Barrio

OPTIONS	f	PERCENTAGES
Rural	14	35,0%
Céntrica	7	17,5%
Comunicada	7	17,5%
Urbana	12	30,0%
Marginal	0	0,0%
Incomunicada	0	0,0%
TOTAL	40	100%

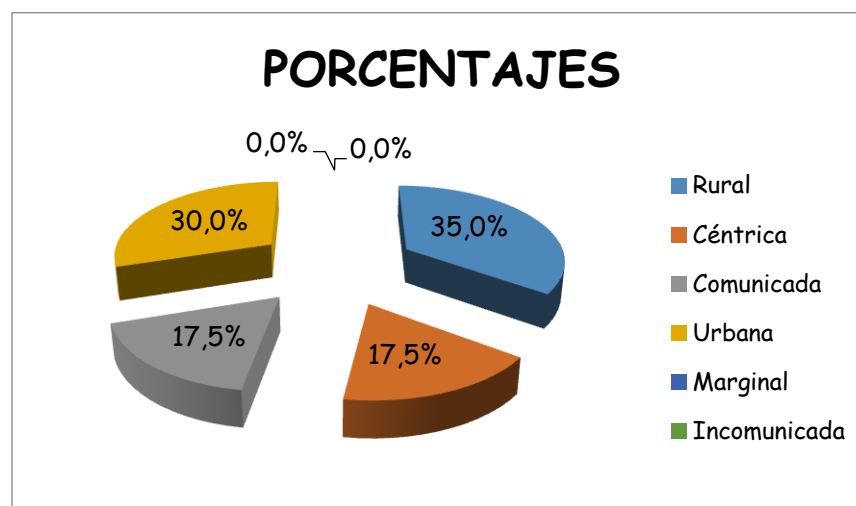
Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

Analysis and Interpretation:

Demographic data of those surveyed was collected, among which asked about the physical environment familiar neighborhood, referring to how the sector where it comes from each student of the course used for research. The sample was 40 respondents. Among the course respondent in question No. 1 it was found to be 35.0% comes from a rural sector, followed by 30.0% who come from an urban area, also 17.5% coming from a central sector and communicated and the remaining 0% in the range comes from a marginal and held incommunicado sector.

Graphic:



Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

QUESTION 2

¿De cuántos miembros consta su familia?

OPTIONS	f	PERCENTAGES
Dos	2	5,0%
Tres	4	10,0%
Cuatro	13	32,5%
Más de cinco	21	52,5%
TOTAL	40	100%

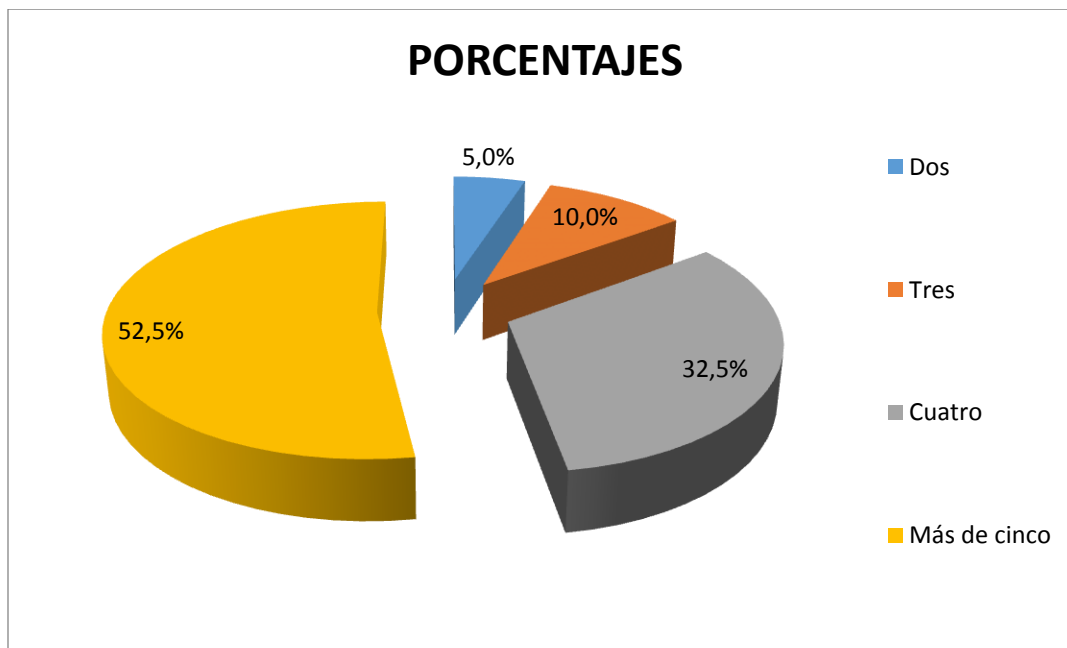
Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

Analysis and Interpretation:

Demographic data of those surveyed was collected, among which asked about how many members the family consists of each student of the course used for the research were collected. The sample was 40 respondents. Among the course respondent in Question No. 2 it was found that 52.5% consists of more than five family members, followed by 32.5% comprising four family members, also 10.0% consisting of three members family and the remaining 5% in the range consisting of two family members.

Graphic:



Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

QUESTION 3

SOCIOECONOMIC AND CULTURAL SITUATION

Situación laboral:

OPTIONS	f	PERCENTAGES
Todos trabajan	14	35,0%
Trabaja el padre	16	40,0%
Trabaja algún hermano	1	2,5%
Trabaja la madre	9	22,5%
TOTAL	40	100,0%

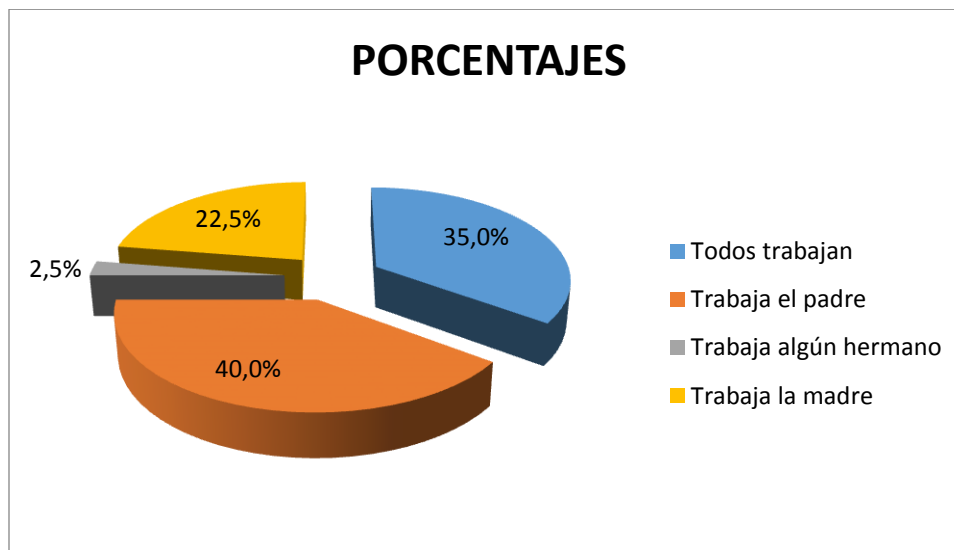
Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

Analysis and Interpretation:

Demographic data of those surveyed was collected, among which asked about the economic and cultural situation, referring to the employment status of household members of each student of the course used for the research were collected. The sample was 40 respondents. Among the course respondent in Question No. 3 was found that 40.0% work only the father, followed by a 35.0% working all household members, also only 22.5% working mother and remaining in the range a brother working student 2.5%.

Graphic:



Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

Ingresos económicos:

OPTIONS	f	PERCENTAGES
Suficientes	31	77,5%
Insuficientes	5	12,5%
Pocos	4	10,0%
TOTAL	40	100,0%

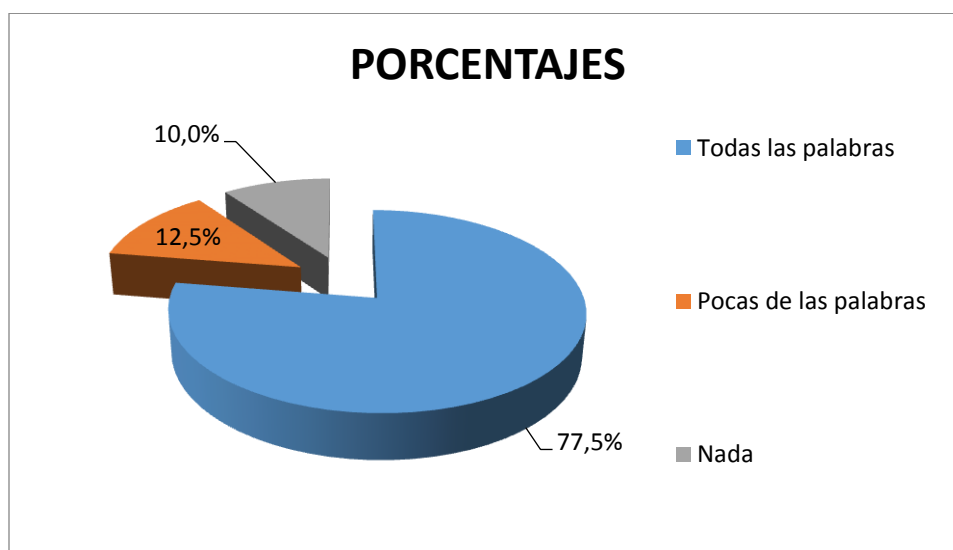
Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

Analysis and Interpretation:

Demographic data of those surveyed was collected, among which asked about the economic and cultural situation, referring to the family income of each student of the course used for the research were collected. The sample was 40 respondents. Among the course respondent in Question No. 3 it was found that 77.5% revenues are sufficient, followed by 12.5% households where income is insufficient and the remaining 10.0% in the range that has little income economic home.

Graphic:



Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

Nivel cultural:

OPTIONS	f	PERCENTAGES
Alto	10	25,0%
Bajo	10	25,0%
Muy bajo	1	2,5%
Medio	19	47,5%
TOTAL	40	100,0%

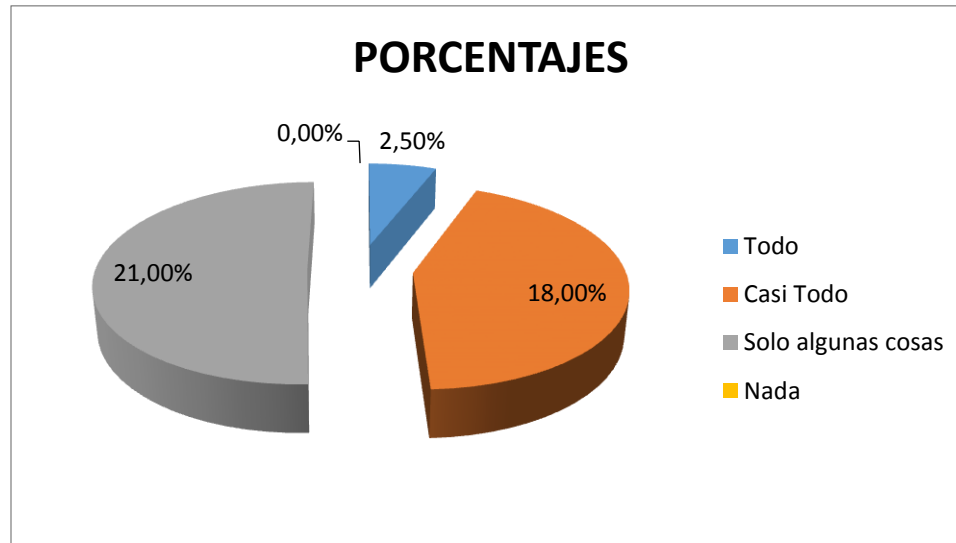
Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

Analysis and Interpretation:

Demographic data of those surveyed was collected, among which asked about the economic and cultural situation, referring to the cultural level of each student of the course used for the research were collected. The sample was 40 respondents. Among the course respondent in Question No. 3 was found that 47.5% have an average cultural level, followed by 25.0% who have a high level, also 25.0% have a low level and 2, remaining 5% in the range possess a very low cultural level.

Graphic:



Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

RELATING TO THE ENGLISH LANGUAGE

QUESTION 4

En casa, ¿quién le ayuda más con sus tareas en Inglés?

OPTIONS	f	PERCENTAGES
Nadie	27	67,5%
Hermana Mayor	4	10,0%
Hermano Mayor	7	17,5%
Mamá	0	0,0%
Papá	2	5,0%
TOTAL	40	100,0%

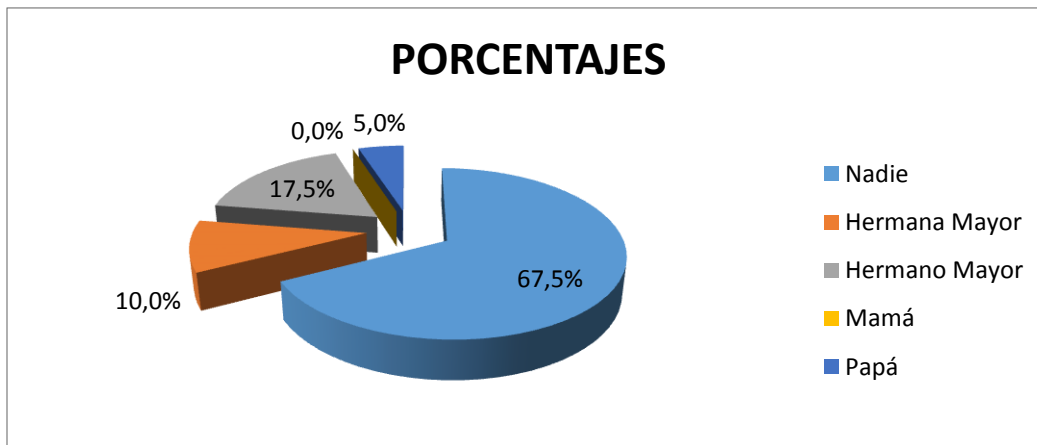
Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

Analysis and Interpretation:

Demographic data of those surveyed was collected, among which asked related to the English language, at home, who helps you complete more homework in English?, referring to that person help with English language questions presented were collected. The sample size was 40 respondents. Among the students surveyed, question No. 4 was found that 67.5% no one helps students surveyed at home, followed by 17.5% that the older brother helps with tasks English, also the sister more help with homework with 10.0%, the remaining 5% collaborates with homework English is the father and the mother does not help with homework.

Graphic:



Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

QUESTION 5

¿De las cosas que le explica su profesor de inglés, cuánto entiende?

OPTIONS	f	PERCENTAGES
Todo	1	2,50%
Casi Todo	18	45,00%
Solo algunas cosas	21	52,50%
Nada	0	0,00%
TOTAL	40	100,00%

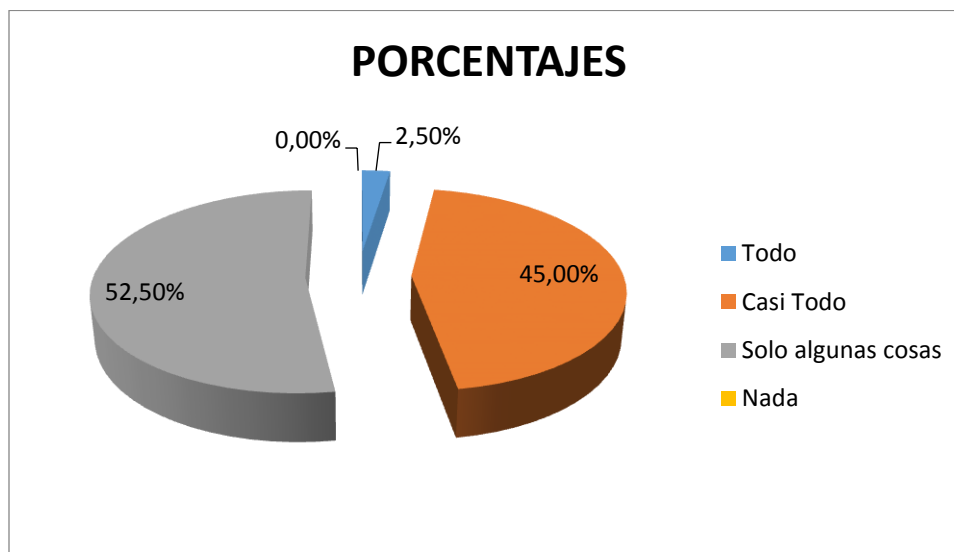
Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

Analysis and Interpretation:

Demographic data of those surveyed was collected, among which asked related to the English language, do the things he explains his English teacher, how understand? Referring to as understood from the explanations that the teacher teaches about the English language were compiled. The sample size was 40 respondents. Among the students surveyed in Question No. 5 it was found that 52.5% students understand some things only taught classes, followed by 45.0% who understand almost all of the class that gives teachers, too 2.5% understand all of the things that explains the teacher and the remaining 0% not understand anything.

Graphic:



Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

QUESTION 6

¿Cuánto de lo que lee entiende?

OPTIONS	f	PERCENTAGES
Todas las palabras	1	2,5%
Pocas de las palabras	39	97,5%
Nada	0	0,0%
TOTAL	40	100,0%

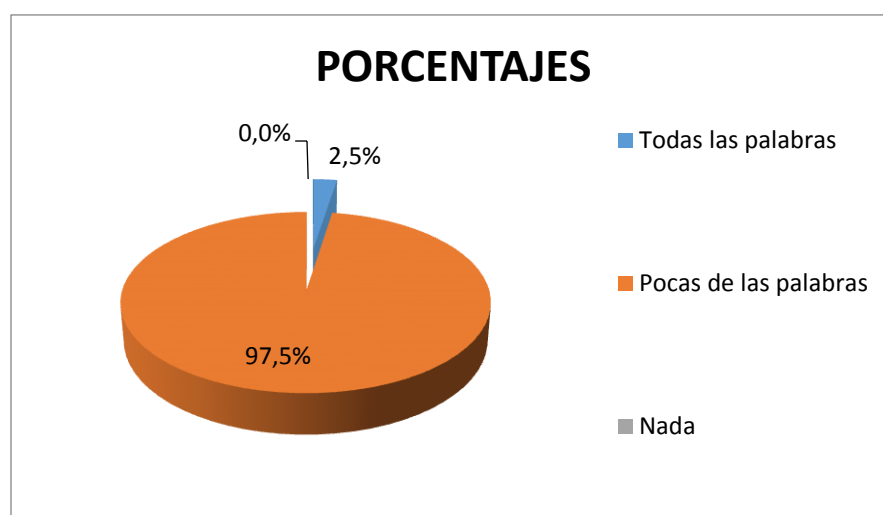
Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

Analysis and Interpretation:

Demographic data of those surveyed was collected, among which asked related to the English language, how much of what you read?, understood as referring to the words on reading understand about the English language were collected. The sample size was 40 respondents. Among the students surveyed, in Question No. 6 was found that 97.5% students understand few words when they read, followed by 2.5% who understand all the words when they read and 0% remaining not He understands nothing.

Graphic:



Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay.

QUESTION 7

¿Cuánto de lo que escucha entiende?

OPTIONS	f	PERCENTAGES
Todas las palabras	4	10,0%
Pocas de las palabras	35	87,5%
Nada	1	2,5%
TOTAL	40	100,0%

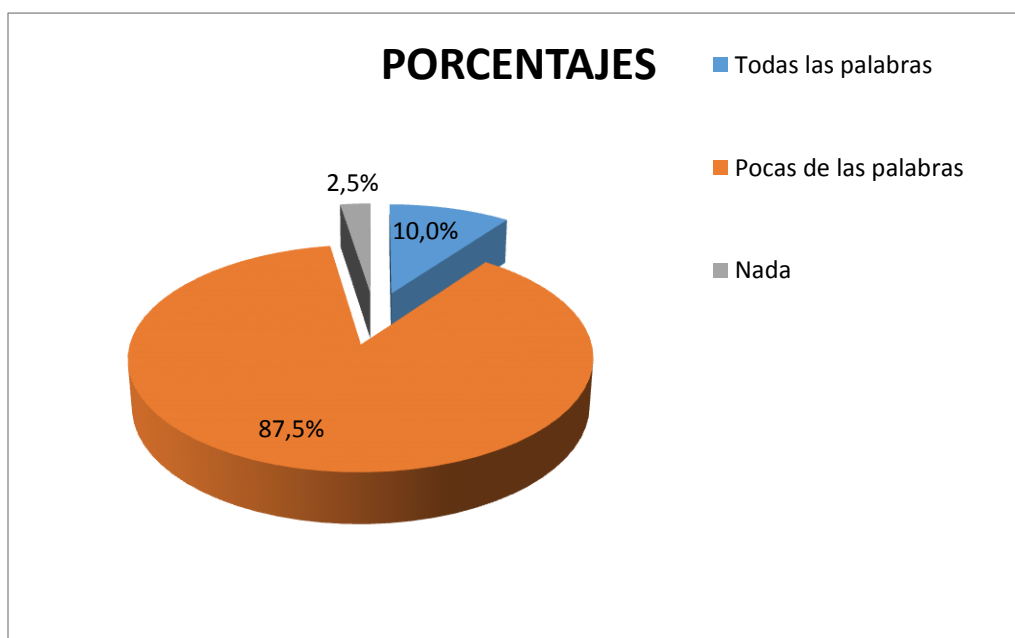
Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay.

Analysis and Interpretation:

Demographic data of those surveyed was collected, among which asked related to the English language, how much of what you hear?, understood as referring to the words on listening understand about the English language were collected. The sample size was 40 respondents. Among the students surveyed, question No. 7 was found that 87.5% students understand few words when they hear some dialogue or conversation, followed by 10.0% who understand all the words when listening to 2, remaining 5% do not understand anything when you hear something about the English language.

Graphic:



Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

QUESTION 8

¿Qué es lo que más le gusta en inglés?

OPTIONS	f	PERCENTAGES
Leer	6	37,5%
Escribir	22	15,0%
Escuchar	4	47,5%
Hablar	8	12,5%
TOTAL	40	100,0%

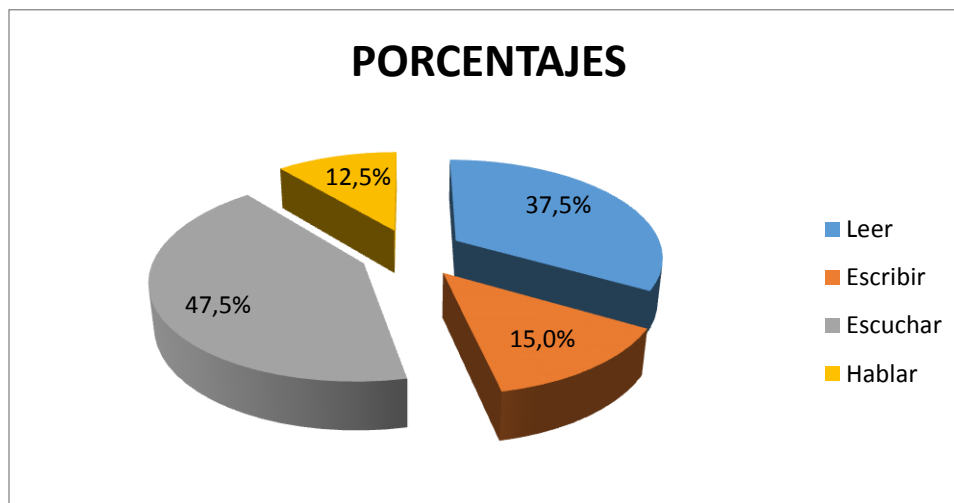
Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay.

Analysis and Interpretation:

Demographic data of those surveyed was collected, among which asked related to the English language, What he likes in English?, referring to which of the four English language skills is more like it. The sample size was 40 respondents. Among the students surveyed, question No. 8 was found that 47.5% that students like most the skill of listening, followed by 37.5% who likes to read, also that 15.0% like writing in English and the remaining 12.5% to the skill he likes most is to talk.

Graphic:



Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay.

QUESTION 9

¿Qué es lo que más le disgusta en inglés?

OPTIONS	f	PERCENTAGES
Leer	4	10,0%
Escribir	22	55,0%
Escuchar	6	15,0%
Hablar	8	20,0%
TOTAL	40	100,0%

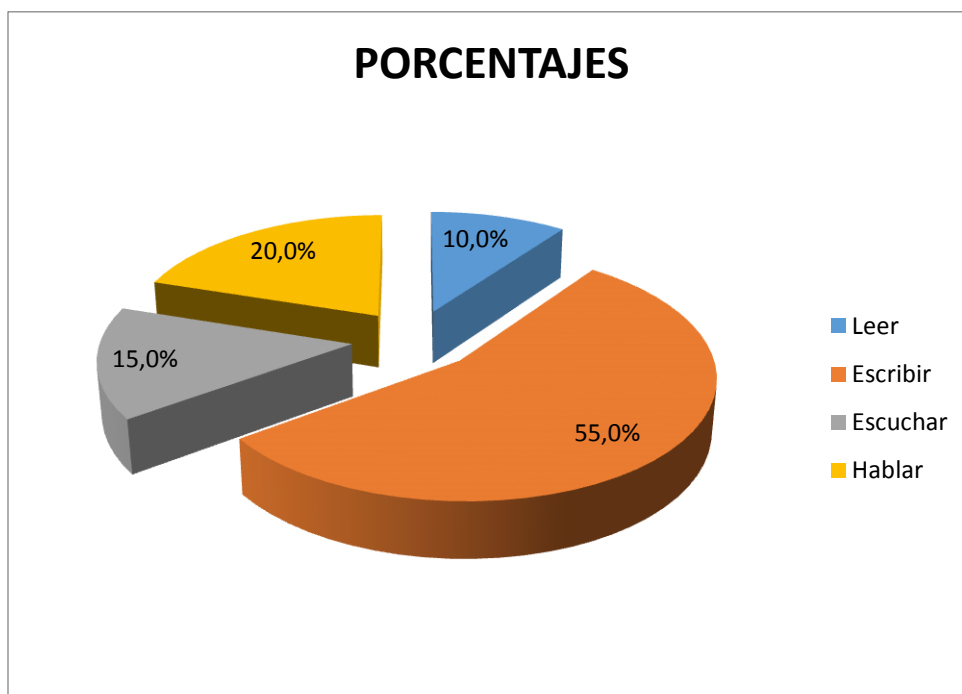
Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay.

Analysis and Interpretation:

Demographic data of those surveyed was collected, among which asked related to the English language, What you most dislike in English?, referring to which of the four English language skills is like most were collected. The sample size was 40 respondents. Among the students surveyed, question No. 9 was found that 55.0% students who dislike more skill to write, followed by 20.0% who dislikes more than talking, which also 15.0% dislikes listening in English and the remaining 10.0% that the skill that you most dislike is read.

Graphic:



Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

QUESTION 10

¿Cómo le gustaría aprender inglés?

OPTIONS	f	PERCENTAGES
Clase dinámica, con juegos	28	70,0%
Sea en español y divertida	5	12,5%
La profesora tenga paciencia	5	12,5%
Siga trabajando tradicionalmente	0	0,0%
Otros	2	5,0%
TOTAL	40	100,0%

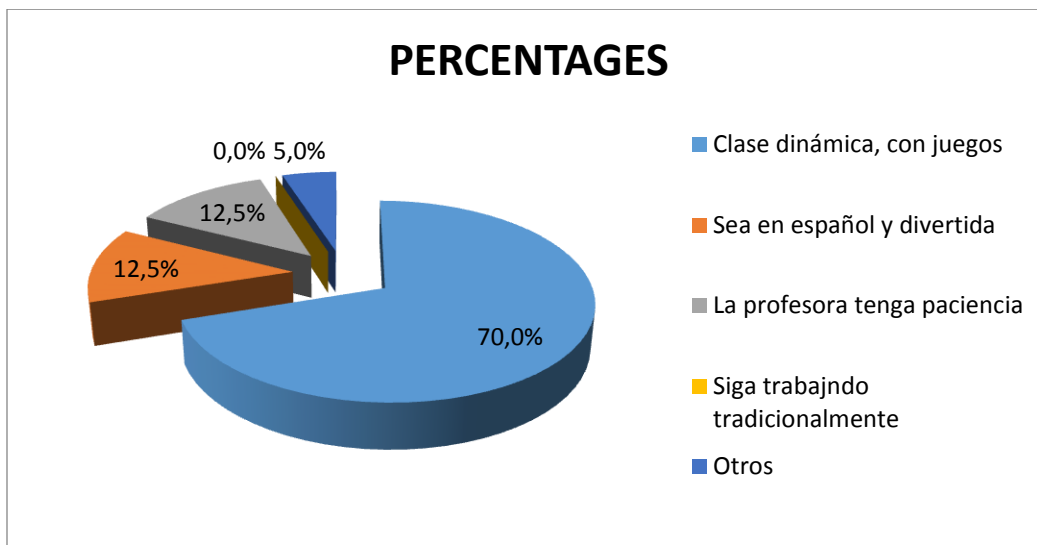
Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

Analysis and Interpretation:

Demographic data of those surveyed was collected, among which asked related to the English language, How would you like to learn English? referring to the form or methodology that would like to learn the English language were collected. The sample size was 40 respondents. Among the students surveyed, question No. 10 found that 70.0% students would like to learn in a dynamic way and games, followed by 12.5% of students would like to make classes in Spanish and fun, also the 12.5% they would like the teacher has more patience and 5.0% would like to learn different methods or with other forms of learning and the remaining skill that you most dislike is read. And teacher continues to work traditionally with 0.0%.

Graphic:



Source: Primero de Bachillerato Contabilidad “A” at “Isabel de Godín” High School.

Designed by: Carmen Cecilia Garófalo Cobos and Jesica Estefanía Allauca Pasmay

OBSERVATION SHEET

This is a support sheet for the research study: **THE RECEPTIVE SKILLS USING LUDIC ACTIVITIES.**

Name of the game: Think about verbs!!

Type of game: Manipulatives (through draw)

Purpose of ludic activity: To apply dynamic strategies to motivate students.

Skill: Listening and Reading

Duration of ludic activity: 20 Minutes

Class: First of baccalaureate accounting "A"

Date: May 23

INDICATORS	Yes	No
Regarding to the class		
The objectives of the class are determined clearly.	X	
The game corresponds to the objectives and content of the program.	X	
Regarding to the teacher / monitor		
Monitor:		
Presents the activity	X	
Indicates the steps in the game	X	
Looks calm at the beginning of the ludic activity	X	
Explanations of the game are clear and concise	X	
Use the ludic activity at the right time and the right situation	X	
Regarding to the ludic activity		
The kind of game is:		
Verbal (rhymes, songs, guesses)	X	
Manipulatives (to through things, to draw)	X	
Body expression (run, jump)		X
Dramatic and Social (represent a character)		X
The ludic activity allows to develop communication strategy	X	
The resources used are suitable for ludic activity	X	
The activity is properly planned	X	
There are improvisation in the activity	X	
The ludic activity is used to:		
Introduction of a topic		X
Fix and practice contents	X	

	Review contents	X	
	Use of the necessary material to realize the ludic activity	X	
	Decreases anxiety of students		X
	Ludic activity motivates students in the classroom.	X	
Regarding to the students			
	The characteristics and needs of students are known		X
Social attitudes that are to be made with the ludic activity:			
	Initiative	X	
	Responsibility	X	
	Respect		X
	Creativity	X	
	Communicability	X	
	During the game, there is insecurity and fear.	X	
The game is in relation to students regarding:			
	Age	X	
	Interests		X
	Personality		X
	Learning Level	X	
	The student gains confidence to learn during the game	X	
	Feels free to participate in the learning process in a responsible and autonomous.		X
	Students work effectively in English classes.		X

DEVELOPMENT: The teacher brings to class cards that have written sentences in which there are verbs for students can identify.

It is divided players into four groups of 8 students and one of seven. One member of each team, in turn, chooses a card the teacher has placed upside down on the table and student must silently read the sentence, then the student selects the verb in the sentence and he should try his classmates identify the verb through a simple drawing that he designed on the board with phrases that describe the drawings, while the rest of the course have to be quiet to listen. They will have a moment of time and not be allowed to make gestures, or write numbers or letters, drawings and just say short sentences. If the team guesses the verb, they win a point and continue with another card and another student, but if they fail, the turn passes to the other team.



