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CARRERA DE IDIOMAS

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“ANALYSIS OF PLAYFUL ACTIVITIES SUCH AS TEACHING STRATEGY IN LEARNING ENGLISH LANGUAGE IN THE STUDENTS OF SEGUNDO DE BACHILLERATO “A” AT UNIDAD EDUCATIVA SAN GERARDO, IN THE GUANO CANTON, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD FEBRUARY -JUNE 2016.”

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"ANALYSIS OF PLAYFUL ACTIVITIES SUCH AS TEACHING STRATEGY IN LEARNING ENGLISH LANGUAGE IN THE STUDENTS OF SEGUNDO DE BACHILLERATO "A" AT UNIDAD EDUCATIVA SAN GERARDO, IN THE GUANO CANTON, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD FEBRUARY -JUNE 2016." Research work for English Teaching Bachelor's degree. It has been approved by the following Committee members at Universidad Nacional de Chimborazo in the month of June 2016.

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I declare that this work has the requirements and enough merits to be published.

It is all I can certify in honour of the truth.

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This research work is dedicated to God for giving me courage and motivation to go forward every day of my life.

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RESUMEN

La presente investigación se enfoca en el análisis y estudio de las actividades lúdicas como estrategia en el aprendizaje del Idioma Inglés porque se ha detectado la falta de motivación e interés para aprender este idioma extranjero. El objetivo general consiste en analizar las actividades lúdicas utilizadas como estrategia de enseñanza en el aprendizaje del idioma Inglés. Con respecto al tipo cualitativo, el nivel de estudio exploratorio. El método cualitativo empleado fue el etnográfico. Los métodos empleados fueron el inductivo y transversal, y la técnica utilizada fue la observación y los instrumentos fueron la hoja de cotejo y guías de observación. Los principales resultados de la investigación fueron positivos porque con la aplicación de las actividades lúdicas los estudiantes se sintieron motivados, alegres, desesterados, mostraron más interés, atención y activa participación. Se concluye que las actividades lúdicas son útiles como estrategia de aprendizaje de un idioma extranjero porque a más de captar la atención de los estudiantes también les motiva.

PALABRAS CLAVES: Actividades lúdicas, Inglés, estrategia, aprendizaje, motivación

Abstract

The present research focuses on the analysis and study of playful activities as a strategy in the learning of English because the lack of motivation and interest to learn this foreign language. The general objective is to analyse the playful activities used as strategy of teaching in learning English. This research work is of qualitative type; the level of study is exploratory. The qualitative method used was ethnographic. Methods applied were inductive and transversal, the technique was the observation and tools were the sheet of investigation and observation guides. The principal results were positive due to the application of the playful activities the students felt motivated, jolly and showed interest, attention and active participation. Lastly, the playful activities are useful as a learning strategy in learning English because to catch students 'attention even students are motivated.

KEY WORDS: Ludic activities, English, strategy, learning, motivation.



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INTRODUCTION

The recreational activities are excellent alternatives in relation to the old methods of education due to they allow the different skills of students. Besides, with playful activities students learn to think, analyse and solve problems and discover knowledge in an interesting way. Currently there are techniques and teaching methods that help teachers during the process of teaching and learning and improve the quality of education. Therefore it is necessary to use appropriate strategies that combine aspects, such as: cognitive, affective and emotional needs of students, this is found in playful activities. Playful activities are very useful as a teaching strategy to teach English and other subjects because they help to raise the level of students' achievement and learning real and practical form in the development of foreign language skills. In addition to the implementation of these activities in class students can become familiar with the English and learn to communicate through games and fun, motivating, dynamic and participatory activities that help to increase knowledge and improve them.

According Jimenez (2002) "The playful is a dimension of human development that promotes psychosocial development, the acquisition of knowledge, shaping personality, i.e. involves a range of activities where pleasure, enjoyment, creative activity and knowledge is crossed."

The playful activities allow the integral development of students and enjoy the natural environment. It is a way to appreciate what surrounds us and it also promotes the development of skills, social relations among people. The playful activities must not be identified only as a game because it is a type of exercise that where students enjoy learning, students start to think and act according the situation that was built with similarity in reality, with a pedagogical determination. Students need to learn to solve problems, critically analyze and change the reality, identify concepts, learning by doing and discover the knowledge in a fun, interesting and motivating way.

The education in Latin America is emphasized to the pedagogical theory and Ecuador is not the exception many teachers see the need to use the playful activities as an important element for the development and acquisition of skills and development integral of students. It has been noted mainly that in some early education centers the playful activities has been

implemented as a useful tool for learning due to the big benefits that this kind of activities produce and the form to learn is spontaneous and easy.

In the small parish of San Gerardo there is the Unidad Educativa San Gerardo is a prestigious institution located in the downtown of San Gerardo, the problem appears in students of Segundo de Bachillerato “A” at Unidad Educativa San Gerardo it seems that they feel bored, unmotivated in English class and the it has been observed that same old routine of learning do not catch their attention. Maybe teachers do not look for something different to create a nice English environment to get fun while students learn also it depends on the teacher’s creativity to catch the student’s attention and they (students) can learn better.

The present research study is a problem because the appropriate activities are not used by teachers in class for learning of foreign language for that reason students have problems in their learning because they cannot develop their skills and even they feel rejected towards learning this language.

This topic was chosen because it provides valuable benefits in English language learning. It also is a guide and source of information for English teachers. This research investigates and study the playful activities as strategies in English learning because they help to students to improve and develop their language skills.

The contribution of this study is to provide information about the positive progress of this language with the application of these type of activities. They help teachers to identify the weaknesses during the learning and teaching process with purpose to reinforce understanding and different language skills.

This research is important because the teachers will know the different ludic activities to apply them in class and improve their students learning. Moreover, they can help their students’ motivation and catch their attention to get a significant learning.

The purpose of the investigation is to analyse the playful activities as strategies in English learning to make known that these activities are appropriate during the process of teaching and learning due to students can learn in a natural and comfortable way.

For these reasons this research is focused on analysis of playful activities such as teaching strategy in learning English language in the students of Segundo de Bachillerato “A” at Unidad Educativa San Gerardo.

The thesis has five chapters, which are detailed below:

The First Chapter: It is about Reference Framework which contains: The Research problem, formulation of the problem, questions guidelines, goals: general and specific and justification of the problem.

The Second Chapter: It contains: The Theoretical Framework, back ground of research, the foundational theory, objective operationalization and definition of basic terms.

The Third Chapter: It is about Methodological Framework, research design, type investigation, population, techniques and instruments of data collection, observation guides and interviews.

The Fourth Chapter: It refers to analysis and description of observation guide and interviews, they help to analysis about playful activities.

The Fifth Chapter: It contains: conclusions and recommendations obtained of the results from observation and description of the observation guide and interviews.

CHAPTER I

1. REFERENCE FRAMEWORK

1.1- THE RESEARCH PROBLEM.

This problem arises because to the need to achieve meaningful learning of the English language in the students of Segundo de Bachillerato A at Unidad Educativa San Gerardo because it has been noticed for some years that English classes are monotonous and it has been seen that students are bored in classes and nothing catches their attention during learning. This situation has made the learning of English less interesting and motivating because students do not show interest to learn this foreign language. For this reason there is a need for the teaching of English to be based on the playful activities with the purpose to get the significant and productive learning of this important language.

1.2. - PROBLEM DEFINITION.

In the small parish of San Gerardo there is the Unidad Educativa San Gerardo located in the downtown of San Gerardo. It is part of the district of Guano and it was created in 1960 by the professor Carlos Zambrano Orejuela. This institution offers Educación General Básica that comprehends 2nd to 10th and Bachillerato General Unificado of 1st, 2nd and 3th. Moreover, it has fifteen teachers in different areas who guarantee a good education. Moreover, the Unidad Educativa San Gerardo has the necessary resources in all areas especially in the English area. The classrooms are comfortable in that way students can develop their learning activities. There are two English teachers who work hard in the teaching of this foreign language. The teaching of a new language requires effort and dedication above all the use of strategies appropriate to help students to develop their language skills. But nevertheless the problem appears when the students of Segundo de bachillerato “A” at Unidad Educativa San Gerardo have had problems to understand English language. It has been observed that students feel bored and are not motivated during English class possibility for the application of the same old ways of learning for example to fill the activities of English books and repeat them in notebooks, thus becoming passive students in learning. Some teachers do not look for different methods to achieve real learning English language maybe the lack of frequent application of playful activities and others do not use these type of activities according the students age and level. Whereby to analyze playful activities used as a teaching strategy in learning English language is can

be seen as the basic instrumental material for learning and students can get positive results, benefits and develop their language skills in a fun and natural way, in this form students can show a positive attitude to learn. Therefore, it becomes essential the application of playful activities to learn and improve the English language skills because they involve many benefits and advantages during of learning process.

1.3. - PROBLEM FORMULATION.

-How are playful activities used as teaching strategy in learning English language in the students of Segundo de bachillerato “A” at Unidad Educativa San Gerardo, in the Guano Canton, Chimborazo province, during the academic period February -June 2016?

1.4. - QUESTION GUIDELINES.

1. - What are the playful activities to apply in teaching learning English?
2. - How often the teacher does apply the playful activities in class?
3. - How do the playful activities influence in learning English language in the students?

1.5. - OBJECTIVES:

1.5.1. - GENERAL OBJECTIVE:

-To analyze the playful activities used as teaching strategy in learning English language in the students of Segundo de bachillerato “A” at Unidad Educativa San Gerardo, in the Guano Canton, Chimborazo province, during the academic period February -June 2016.

1.5.2. - SPECIFIC OBJECTIVES:

1. - To observe playful activities used as teaching strategy in learning English language.
- 2.- To determine if playful activities used as teaching strategy in learning English arouse the interest and get a meaningful learning in the students.
3. -To stablish what kind of skills students can develop with the use of playful activities to learn English.

1.6. - JUSTIFICATION

This investigation is oriented on analysis of playful activities used as teaching strategy in learning English language in the students of Segundo de Bachillerato “A” at Unidad Educativa San Gerardo, in the Guano Canton, Chimborazo province, during the academic period February -June 2016. This topic of research it was selected due to the big benefits that playful activities can contribute during the English learning because it allows students to develop creative thinking, find solution to their problems and developing language skills. Besides, the teacher's role to implement these type of activities is fundamental to help students' motivation and avoid lack of interest in playful activities which are considered as strategies to enhance learning because it allows to participate in their own process of academic training.

The reason for this research also is to analyze and observe using observation guides and interviews to teacher and students to know are use used playful activities are used as teaching in learning English in the classroom. Through of this research it will be a guide of information to practice and use playful activities in learning English language. This research work will benefit English teachers and students because they can know the different types of playful activities that they can use according the age and level and learn in a fun , comfortable and natural way without memorizing,

During the progress of this work it will have the support of English teacher and students to get the proposed objectives.

Furthermore, it will get the necessary information from books and internet to analyze playful activities.

There is also enough time and economic resources to develop this project. The direct beneficiaries of this research are students and teachers because they are involved the teaching and learning process. The indirect beneficiaries are society in general because with this type of investigation people can know that they can use them not only to learn English but also other languages and different areas of study

Finally, this research is feasible in the economic resource, sufficient information, and access at Unidad Educativa San Gerardo.

CHAPTER II

2.1. - BACKGROUND OF THE INVESTIGATION REGARDING THE PROBLEM.

This research focused on to analyze of playful activities such as teaching strategy in learning English language. It was found some research works related with playful activities that were conducted by Adriana Maribel Ortega Tigse (2012) with the topic: Actividades Ludicas en el aprendizaje del Idioma Inglés y propuesta de un manual de juegos para su aplicacion con los niños y niñas de segundo año de educación básica del Pensionado Sudamericano en el año lectivo 2012-2013, this research concluded that games used in classes are not frequent on the contrary they are repetitive and do not promote interest to learn English.

Also it was found other research, whose title is: Modelo didáctico lúdico para el aprendizaje del idioma ingles en octavo, noveno y décimo año de educación básica del Colegio Nacional “Aláquez” de la parroquia Aláquez y del colegio Primero de Abril del cantón Latacunga done by Sandra Molina Vizuete, Inés María Garcés Ruiz, Mirian Reyes Valladares (2006), this research concluded that: The teaching of the English language is traditional in the predominant memory and repetition, teaching English language through playful activities was welcomed by the school authorities and students.

Thus, this research was done at Unidad Educativa San Gerardo it studied the analysis of playful activities such as teaching strategy in learning English language in the students of Segundo de bachillerato “A”, during the academic period February -June 2016, therefore this work was the first to be done in this institution.

2.2. - THEORETICAL FRAMEWORK.

2.2.1. WHAT IS PLAYFUL?

The playful is understood as a dimension of development of individuals, being a constituent part of being human. This refers to the need of human beings, to communicate, to feel, express and produce various emotions oriented entertainment, amusement, recreation that guide to enjoy. The playful promotes the psychosocial development, the formation of personality, values evidence, can be oriented to the acquisition of knowledge, enclosing a wide range of activities where interact the creativity and knowledge. It also is identified with the action that produces fun and pleasure in every action that is identified with recreation and different activities such as dance, music, sports, games, etc.

For these reasons the playful is used in education because it facilitates experiences during learning. The experiences are based on the reality that surround students to learn better and promote human development.

It is important to know the opinion of the playful and on their development in humans, as important opinions it can cite:

“It tell us that the game is not productive if not a waste of time when you do not have a structure of experiential learning to develop it, experiential learning is an opportunity to live to learn through new experiences built by the individual, thus creating space for learning using self-exploration, self-experimentation” (Yturralde, 2012)

“It shows the playful not like something you have to be, if not as something that comes by itself that is necessary for growth as a person of any human being and that leads s search for the meaning of life, fantasy creativity and freedom are essential for the development of playful and to work with the child we have a certain way fantasy and live at their own pace in their space and their world to be creative and share with them.” (Jiménez V, 2012)

The playful activity favors in the childhood the self-confidence, autonomy and the formation of personality, in this way become in an educational and recreational activities.

It is considered the game is an activity applied to get fun and create a nice environment learning because it helps to know the reality, it allows children socialize and integrate with others.

2.2.1.1. PLAYFUL AND LEARNING.

The learning process involves acquisition, knowledge, skills and values helping the experience and teaching. Playful has a relation with learning because this latest is known like the relatively unchanged behavior change of people due to experience.

Hilgard (1979) defines learning "The process by which an activity originates or changes through the reaction to a situation encountered, so that the characteristics of change recorded in the activity cannot be explained on the basis of innate tendencies response, maturation or transient states of the organism (e.g. fatigue, drugs, etc.)".

Zabalza (1991) believes that "Learning is basically concerned with three dimensions: as a theoretical construct, as a task of the student and the task of teachers, that is, the set of factors that can intervene on learning".

Due to development of learning, people have gotten to go ahead in their society and environment even they can change circumstances according their needs. When people learn they can acquire, analyze and understand information from the outside and apply it to their life. People with learning acquire a new behaviour and reflect new knowledge and current experiences.

There developmental levels of learning, which are the actual developmental level as regards the capacities of children for themselves assigned tasks and potential developmental level is when students can learn under guidance and teacher support. For many years it has identified various cognitive difficulties in learning processes among which are the logical structure of the conceptual, the influence of prior knowledge of the students and the ways how they have learned to reason.

For learning is necessary to do it and have knowledge, skills and strategies in a cognitive level, but it is also important the will to do and to have the intention and motivation during

learning and teaching process. Therefore that during the learning process cognitive and affective factors affect academic achievement of students.

Under this aspect the teacher's role is essential because for a meaningful learning in students

must put into practice the cognitive and affective interaction during the teaching-learning process, and with the help of a suitable material to motivate students want to learn, whereby it is advisable to use playful activities that will help create a pleasant learning environment.

Currently, students face problems of their own context and to solve them they must learn to develop and build their own knowledge. When there is learning of new subjects for study in a specific field of knowledge and level of development of competition, it helps them get a real learning. But often there is failure to learn because it does not fit in the school knowledge or skills required in education.

The author Diaz (2008), indicates " The action recreational does not generate development thought to be a matter of reason, but it can support the processes of learning and teaching processes alternative model to traditional to generate intellectual motivation and encourage teacher and student relationship, It is learning is not only a cognitive process, it is also an affective process. "

The essence of play is in the affectivity and emotionality and its application in the classroom. It involves changing role of the teacher who ceases to be an instructor and becomes a counselor and friend of the student in the learning process taking account aspect such as: interests, needs, strengths and weaknesses of each student. Therefore it is important that there is a good relationship between teacher and student for training and exchange of academic and social self-concept students, because if students feel motivated always want to learn more and to overcome obstacles.

2.2.1.2. LEARNING ENVIRONMENT PLAYFUL.

Playful learning environments have an impact on learning and teaching process and spaces are conceived as learning and playful interaction.

Although the "term playful learning environment refers to the sugarcoating of unpleasant learning tasks."(Resnick, 2003, p. 2653)

"Playful describes the attitudes toward learning as well, as the nature of participation in that environment. Learning activities design contents of playground activities, playing games on the playground and engagement both indoors and outdoors and other creative and playful learning activities enhanced by technological tools." (Encyclopedia of the Sciences of Learning, 2012)

It is important to mention some factors that influence in learning environment playful, such as:

2.2.1.2.1. - Affective arousal. - "Affective, or emotional, arousal happens when we are emotionally charged up and feel passionate about something. We may be angry, excited, scared, joyful or feeling the stimulation of any other emotion. Some people fall easily into affective arousal and may be considered to have a volatile temperament. It is, in some ways, most central to arousal in that cognitive and physical arousal are more likely to be accompanied with some degree of emotional sensation. There is a less frequent direct connection between cognitive and physical arousal."(Changing Minds.org, 2016)

The affective dimension refers to the assimilation of knowledge in the teaching and learning process. It is essential to have an emotional and warm climate where the student is released from tensions generated by different situations inside of the classroom but at the same time it favors the interpersonal relationships. This will produce the development of social skills and it will be a motivating aspect for learning.

The playful as class experience can be applied to create mechanisms to stimulate and encourage situations values for students. For example teacher can prepared nice games very fun to create in students' knowledge, communication, and cooperation with aim to contribute in learning process.

2.2.1.2.2. -Inquiring previous knowledge. - Many researches about didactic science believes that one of the main difficulties in learning are the previous ideas that the students have about a specific field of knowledge.

For a student can feel motivation to learn, it is that important to know about the new content in a fun way and interesting to get a true significant learning. That is, to reproduce what they have learned. Obviously if learning has understandable content so student will feel unmotivated because he/she will think that there is not the chance to learn, so which will produce anxiety. On the other hand, if student already knows the material and the teacher merely repeats the same thing so the student will be bored.

Nowadays the traditional style of education has changed in which students were not involved in participation, but now it is important the active participation of students. The fact that students share their ideas allow them to be aware of their own learning and help with their personal contributions to their teachers. For example, they can share experiences, discuss, compare and take decisions, i.e. confront what they know and what they need to know to solve a problem in real situations.

For teachers it is important to reach to know the needs, possibilities and limitations of students to generate motivational strategies in the classroom and improve learning. It is better to get a good learning the use of playful activities where students can express their ideas in a free environment and without fear to be wrong about their mistakes.

2.2.1.2.3. – Organize the class activities. - This refers to activities that teachers through its objectives searches that are aimed at promoting learning and student must be prepared to face the challenges to help contribute and promote attitudes of responsibility and autonomy.

The teacher has a great responsibility to schedule activities of appropriation of content, feedback, evaluation and transfer of knowledge according to the level of students to ensure the odds of success during teaching and learning process. The teacher must be who by learning strategies to capture the interest in learning in order to give more sense of the tasks and content learning.

Playful offers several alternatives that contribute to the development of both individual learning and collaborative through moments of group interactivity. The interaction has an important role between teachers and students and would enhance learning social skills such as autonomy and independence as well. It provides a valuable context information that will serve to maintain or modify their own concepts.

2.2.1.3. THE PLAYFUL DIMENSION IN HUMAN LIFE.

"Etymologically, playful, comes from the French: ludique, ludicer, ludicrus, which refers to the game; Latin: ludus, which applies to the playful act; in Castilian the ludic term or ludicra is used to designate the free and voluntary act, eluding the seriousness of life and not seeking a creative purpose, but has an end in itself, hence, the playful act is referred, that attitude or transcendent position that the human being against the phenomena of life. It is an integral act, is a unity of being, is the man himself, studying, playing, integrating the family and society building." (Perez, 2012)

"Playful to describe someone who likes to have fun and doesn't take things too seriously. A playful kindergarten teacher makes everything seem like a game, even lining up to go outside for recess. A group of cheerful kids playing musical chairs at a birthday party can be called playful, and so can a litter of wiggly puppies. A playful joke might be mischievous, but it's meant in a silly, friendly way. This word has been around since the thirteenth century, in the sense of full of play." (Vocabulary.com Dictionary, 2016)

Then the fun has become an important factor in the life of human beings aspect because throughout his life experiences different situations, solve problems and learn to live surrounded by social and cultural aspects.

Looking meaning and motivation in life to move forward for that reason people express themselves, communicate, and produce different emotions and moods such as sadness and joy. Through recreational activities people can express and communicate different emotions among these are the emotions of feeling happiness and joy through entertainment and fun to perform various activities. With recreational activities such as the games the students can learn and have fun at the same time in natural and spontaneous form. With this type of activity the human brain is stimulated and produces motivation and the person feels happy and develop learning and creativity, maximizing their capabilities.

In a study done by the author Perez (2012), explains: "Playful is an internal process that exists in every human being, is a positive and important attitude that is implicit in every moment of human existence, an attitude that seeks freedom, creation and happiness, it is true, that human beings can find themselves, find the fullness, joy and transcendence in their natural and social environment; likewise, live happily everyday acts."

Play activities have characteristics to be creative because it helps people to express and integrated into the social, cultural aspects, etc. The playful activities in education are very useful because students can demonstrate through activities such as dance, theatre, poetry, music, play, etc and get a successful learning.

2.2.1.4. PLAYFUL ACTIVITIES.

The playful activities has become in an important tool of learning in schools and high schools around the world, many teachers believe when students learn with playful activities they have new experiences to face responsibilities in society, also it will support to the communication and creation of students in a spontaneous form, and the student enjoy through the learning and teaching process.

The education in Latin America is emphasized to the pedagogical theory and Ecuador is not the exception many teachers see the need to use the playful activities as an important element for the development and acquisition of skills and development integral of students. It has been noted mainly that in some early education centers the playful activities has been implemented as a useful tool for learning due to the big benefits that this kind of activities produce and the form to learn is spontaneous and easy.

According Jimenez (2002) “The playful is a dimension of human development that promotes psychosocial development, the acquisition of knowledge, shaping personality, i.e. involves a range of activities where pleasure, enjoyment, creative activity and knowledge is crossed.”

The playful activities allow the integral development of students and enjoy the natural environment. It is a way to appreciate what surrounds us and it also promotes the development of skills, social relations among people. The playful activities must not be identified only as a game because it is a type of exercise that where students enjoy learning, students start to think and act according the situation that was built with similarity in reality, with a pedagogical determination. Students need to learn to solve problems, critically analyze and change the reality, identify concepts, learning by doing and discover the knowledge in a fun, interesting and motivating way.

Playfulness is related with activities: interesting, cheerful, fun, recreation and motivating, and they is reflected in the games in that way teachers can create and this is the natural environment to help to students in learning and personal development. The playful activities have many advantages as: Produce confidence in their skills, promote communication, help in the socialization of students, develop vocabulary, develop imagination, cooperate with troubleshooting, develop creative thinking, etc.

2.2.1.4.1. - Didactic principles.

It refers the playful as a teaching strategy, it is important to mention the didactic principles according Stocker, K. (1984):

These principles are the basis for selecting the methods of teaching and evaluate the learning.

1. - Scientific character. - All teaching must have a scientific basis and supported in the reality.
2. - Systematization.- It is derived from the laws of science that teach that reality is only one and form a system and it is divided according to the object of study. In the educational process, the systematization of teaching means systematic training in the student according the curriculum content.
3. - Relationship between theory and practice. - It refers about the theoretical curriculum that must be transmitted to students, but to get assimilation the teachers prepare is achieved practical activities.
4. - Relationship between the concrete and the abstract.- Students can reach abstractions by direct or indirect observation of the reality, where it includes explanations of the teachers and observation of students and questions during the interaction or feedback between students and teachers.
5. - Cognitive independence. - Learning to learn is the conscious character and independent activity of the students.

6. -Understanding- Teaching should be understandable and possible according to the individual characteristics of each student.

7. - Of the individual and the group. - The educational process must combine the interests of the group and of each members with the purpose to get proposed objectives and tasks of teaching.

8. - Solidity of knowledge. - It is the systematic and conscious work during the teaching and learning process to avoid the forgetfulness.

The playful activities can contribute greatly to develop the potential of students to assistance in the educational process. They can be applied in kinder gardens, elementary schools, high schools and universities. Playful activities are considered as a teaching strategy. It is a strategy of work focuses on student through which the teacher prepares with anticipation the organized activities to promote and creates positive and motivated environment for development of learning. It also teacher can detect the difficulties and progress during the learning and teaching process.

Methodologically, the game is used as an important tool to get knowledge but it should not be considered as an activity for motivation because it involves learning. Moreover, it supports to internalize and transfer the knowledge and get meaningful learning because it allows students to experiment, investigate, create and recreate and use nice imagination. It helps the development of emotional intelligence. In that way teachers are not the center during the learning process because students are the principal protagonists. Finally, the knowledge is reconstructed from environmental events.

2.2.1.4.2. - Main benefits of the Playful activities.

According Daniel (2016), the principal benefits are:

-The game develops creativity. - The game can be wild and crazy and it can break all the rules and unlock the traditional way of doing the same thing in daily life. For example, Walt Disney was dedicated only to play and changed significantly the world of

entertainment. He did not allow criticism of the world stand in the child's imagination. He overcame his obstacles and went ahead with his dreams.

-The game reduces stress and anxiety. - It is part of human being to play it is considered instinctive and fundamental during life. With the game people can be relaxed and resolve the problems with more easily.

-The game reduces conflict states. - Some studies have shown that play is a good method against the violence to get positive socialization. The game offers the chances to choose alternatives to face the conflict situations and have an excellent connection with others.

In a study done by Sosa (2010) mentions some benefits of playful activities in learning, such us:

1. - Students can assimilate easily the proposed activities by the teachers.
2. - Students can develop skills through active and affective participation, therefore the creative learning becomes a happy experience.
3. - This type of activities has a great emotional and motivational potential.
4. - It does not only promotes the acquisition of knowledge and skills development, it also contributes the motivation.
5. - It has as pedagogical activity a didactic character and carries out the intellectual, practical, communicative and valuable elements in a playful way.
6. - It affects its structural components, such us: intellectual cognitive, behavioural, affective, and motivational and skills.
7. - It encourages the observation, attention, logical capabilities, fantasy, imagination, initiative, scientific research, knowledge, skills, habits, creative potential, etc.
8. - The critical and self-critical spirit is developed, the initiative, attitudes, discipline, respect, perseverance, tenacity, responsibility, etc.
9. - It arouses and encourages creativity.
10. - They are used to strengthen and verify the knowledge acquired and skill developed in classes.
11. - It allows the acquisition, expansion, deepening and knowledge sharing, combining theory with experiential, active and dynamic way.
12. - It increases the level of independent preparation of students and teachers that have the possibility to analyze in a detailed way, the assimilation of content learnt.

2.2.1.4.3. - Importance of Playful Activities.

Playful activities can be seen as a useful strategy to learn something. Therefore it becomes essential activity for the acquirement of knowledge.

They are pleasurable activities for children, teenagers and adult people also they help for achieving the objectives programmed in the different subjects.

These activities develop some aspects that influence a child's personality, such as:

- Cognitive through solving the problems.
- The motor skills, making all kinds of movements and abilities.
- The social, through all kinds of group games in which cooperation is encouraged.
- The affective, as personal ties are established.
- The principal characteristics of playful activities are: motivating, enjoyable, creative, free, socializing and inclusive.

This type of activities allow the development physical of the students because they can be in constant movement and participate with a good interaction with classmates. Playful activities help students that have stress, nervousness, shyness, etc. These activities encourage the communication among students and they learn to communicate with each other to understand what others are saying. Besides, these activities help to promote the teamwork because being a strategy of learning because being a valuable source of learning it provides many opportunities to learn because it is a stimulus for creativity to achieve satisfactory results during of teaching and learning process.

Playful activities are an important option to apply them in the classroom due to excellent results in learning. For this reason they have become in a useful tool in learning because they help in building learning and increase knowledge. It is evident that leisure activities are considered very fun and useful for learning of foreign languages. To learn another language especially English using this type of activities will help to develop language skills.

The idea that playful activities become one of the most important learning strategies is a breakthrough in modern education. It has considered that these activities fun and socialize because exercises the physical and intellectual abilities of students while favouring their maturation process.

Psychologists and psychologists have conducted studies on this subject with special reference to cognitive, emotional, social and linguistic values that develop with the practice of this teaching tool. These activities are useful to be applied in any area of knowledge and even more to learn foreign languages, for example English language. Putting them into practice the teachers can create an environment more enjoyable class where participation and motivation arises spontaneously so students feel comfortable and confident in their own learning.

2.2.1.4.4. - Application of playful activities.

Playful activities have features that help students improve and to progress in their learning. The purpose of playful activities is to ensure that students learn while they enjoy and have a great time with fun activities. Teachers can comply their educational goals, for that reason they must learn to select productive activities according to age and level of each student. Then, students can immediately familiarize with the activities to get positive results.

The playful activities to be related to learning comply with the goals of teaching. It is important to take into account the characteristics of students with regarding learning styles, interests, needs, knowledge and the skills acquired to apply them in the playful activities to achieve learning efficiency.

For which, teachers should know how to choose the playful activities of reflexive form before applying them in the classroom, for example these are useful at the moment to start the class because its main characteristic is to be motivating.

And they can be included even at any time of the class. Then the playful activities are excellent strategies for learning in different subjects and equally they are valuable help for learning English or any foreign language.

Another feature of the playful activities is that they are fun. For this reason the most teachers prefer not apply them obviously for the lack of order that can produce the students. To learn is necessary for students to have fun and enjoy doing it and teacher can also play with them.

Unfortunately it continues something of influence of traditional education in which the student could not move or do anything. It is right to learn students have to interact, play and have fun. Teachers should not forget the idea of using these type of activities in class but they will simply have to direct them in orderly manner giving simple instructions for students learn in a different and spontaneous form but following to the rules of the teacher.

The playful activities not only encourages students also benefit teachers. This type of learning strategy allows learn differently leaving aside the repetitive and traditional to achieve the desired objectives with motivation and interest only playful activities can get.

2.2.1.4.5. - Playful Activities classification

The playful activities allow integral development of people because they enjoy the environment around them. Through these activities they learn many things as values and positive attitudes toward learning. They are also, considered all forms of game.

Play activities are classified into three types:

a) Free Playful activities.-They favour the spontaneity, creative activity develops imagination, liberates depressions. They allow act with entire freedom and independence.

b) Directed Playful activities.- They increases the chances of the use of toys, help to vary the training situations, increase learning, promote intellectual and social development, also provide positive role models and meet the individual needs of each students.

c) Artistic Playful activities. - They are activities of artistic creation as the visual arts, theatre, dance, music manual creation such as handicrafts and making sculptures. This type of activity is known as creative because it stimulates the imagination and creativity.

d) Active playful activities. - In which the materials are used specifically and appropriate to

achieve the established goals. They also stimulate the imagination and creativity of students. One of the most preferred activities are those related to music, which can be considered as an active game depending on how it is used. It is considered active when

students participate singing, playing an instrument or when they are using the music as a complement to other activity. It can also be considered productive when students have fun learning and they create their own music.

e) Passive Playful activities. - It can be defined as activities in which students spend little energy during the activity. They can perform activities like watching an interesting educational program, playing with modern electronic equipment, etc. These activities contribute to the intellectual development by having to concentrate, reason and remember, promoting creativity and motivation.

f) Cooperative Playful activities. - The purpose is to help develop goals on the whole students because the success of one is the success of the other members of the team.

Satisfaction and interest experienced by each student in the realization of playful activities to constitute pleasant experiences and satisfying. The purpose is that everyone is able to fulfill the assigned activity and work individually and in groups. With these activities they can express their initiative, independence and creativity which will help each student to play an active role.

2.2.1.4.6. - Examples of Playful activities.

Examples of playful activities include the following:

2.2.1.4.6.1. - Songs. - The songs are an excellent tool for learning especially English language. The music has always been popular among people of all ages, especially young people. If the music is applied in education as a teaching strategy it will be good results in the process of teaching and learning. Songs have some benefits such as:

- Improve the pronunciation.
- Increase vocabulary.
- Reinforce grammatical structures.
- Improve listening comprehension.
- Practice reading with the text of the song.

The teacher can work with songs as follows:

-Before listening to the song teacher can perform activities of advance, for example: to introduce new vocabulary.

-After that, while students are listening to the song you can include exercises completion and then sing the song.

-Next, the activity can be performed subsequent years on the understanding of the lyrics of the song, review grammar, writing exercises like writing short paragraphs.

Also through songs students can learn about the culture of other countries and understand what the singers want to express their musical lyrics.

2.2.1.4.6.2. – Tongue Twisters. - “A word or sequence of words difficult to pronounce, especially rapidly, because of alliteration or a slight variation of consonant sounds, as *she sells seashells by the seashore.*” (Dictionary.com, 2016)

The tongue twisters specially consist of the pronunciation correctly a sentence in which the same phonetic sound is repeated. They are a good tool to put into practice the sounds and pronunciation of a new language. With application of tongue twisters can help students gain fluency and lose the slow way of speaking English, i.e. improve the communicative fluency.

Tongue twisters produce in the students the mood not to give up until to get pronounce the words clearly and fluently. The application of this playful activity will create a nice and comfortable environment in class.

There ways to work with this activities in class, for example: ask students individually or in groups that focus on specific sounds and after they read the tongue twisters as quickly as possible.

There are some examples of this type of activities:

“If a noisy noise annoys an onion, an annoying noisy noise annoys an onion more!

Please peel this peck of pickled peppers Peter Piper picked.

Surely Shirley shall sell Sheila's seashells by the seashore.

Which witch wishes to switch a witch wristwatch for a Swiss wristwatch?

How much wood would a woodchuck chuck if a woodchuck could chuck wood?

The skunk sat on a stump and thunk the stump stunk, but the stump thunk the skunk stunk.

The butter Betty Botter bought could make her batter bitter, so she thought she'd better buy some better butter!

Not many an anemone is enamored of an enemy anemone.

Five fine Florida florists fried fresh flat flounder fish fillet.

A three-toed tree toad loved a two-toed he-toad that lived in a too-tall tree.” (Hartman, 2016)

2.2.1.4.6.3. – Jokes. - “It is something said or done to provoke laughter; especially a brief oral narrative with a climactic humorous twist.” (Merriam-Webster Dictionary, 2016)

Create a pleasant environment is the key to class teachers to ensure that students feel relaxed and interested in learning English. It applies the good humour as a learning strategy will produce a motivating and positive learning environment, for that reason the jokes are used as a tool for learning in class.

With use of jokes according the level and age of students, they can know vocabulary so they have no difficulty in understanding. It is important that the jokes are short to capture the attention of students. These type of activities promote positive attitudes towards foreign language that it is doing learned and the development of language skills.

Jokes help to develop the creativity and imagination of students and also to put in practice their skills, for example the reading and listening comprehension it will be appreciated when students have understood the joke, i.e. it has produced them laugh, the speaking skill they can tell jokes in English class, and the writing skill they can write their own jokes. They besides of being funny to help to learn to students while they are developing their skills naturally.

Examples:

The doctor to the patient: 'You are very sick'

The patient to the doctor: 'Can I get a second opinion?'

The doctor again: 'Yes, you are very ugly too...'

Mother: "Did you enjoy your first day at school?"

Girl: "First day? Do you mean I have to go back tomorrow?"

A: Hey, man! Please call me a taxi.

B: Yes, sir. You are a taxi.

A teenage girl had been talking on the phone for about half an hour, and then she hung up.

"Wow!," said her father, "That was short. You usually talk for two hours. What happened?"

"Wrong number," replied the girl.

Teacher: "Nick, what is the past participle of the verb to ring?"

Nick: "What do you think it is, Sir?"

Teacher: "I do not think, I KNOW!"

Nick: "I do not think I know Either, Sir!"

Pupil: "Would you punish me for something I didn't do?"

Teacher: "Of course not."

Pupil: "Good, because I haven't done my homework." (The Internet TESL Journal, 2005)

2.2.1.4.6.4. – Games.-"It is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome." (Salen & Zimmerman, 2016); Vygotsky explains: "It creates a zone of proximal development of the child. In play a child always behaves beyond his average age, above his daily behaviour; in play it is as though he were a head taller than himself. "

The games are other very useful playful activities to learn English because improve grammar, vocabulary, spelling and reading comprehension. Students also may reduce and correct their mistakes when put into practice the language in real situations.

The games are a good way to practice other languages because when students are playing they are using them spontaneously without any kind of difficulty and pressure. They are considered as fun activities that help to develop fluency to learn English. At the moment of being applied bring relaxation and fun for stressed and shy students. In this way games are helping them to learn and remember new vocabulary so easy creating the interest to learn more and more.

Among the benefits of the games are the following:

- Promote creativity and spontaneity of the use of foreign language.
- Encourage the communicative competence, because games help to develop languages skills.
- It is motivating.
- It produces fun.
- Improve communication and grammar.
- Encourage the class participation.
- Apply the four languages skills, such as: reading, listening, writing and speaking.
- Easily games accommodate according the age, level and interests of each student.

The games can be used at any time of the class to get the participation and enjoyment of the participants in the game. For the students feel very good playing them and feel no losers because this way it is acquiring the language. Teachers should choose games according the topic class to sequence exists between what they have learnt and new knowledge related with the same topic, so they can put into practice the vocabulary of the game done. It should be taken into consideration preferences and interests of the students before using the games.

There are many games that can be used in class such as: Simon says, the mime, hot seat, people who? , learning months of the year, etc.

2.2.1.4.6.5. - Chat Rooms.- The chat rooms are considered today, as one of the moderns playful activities because there are direct interaction between students and native speakers

of English or other languages. They will experience a real communication and have the opportunity to develop language skills that because they start to use language to real communication and it is not only the knowledge is embodied in books.

There are some benefits of chat rooms for learning a foreign language:

- a) It provides opportunities for interaction with real audiences.
- b) Participant receives input and produces an output immediately.
- c) Speakers emit instant feedback.
- d) There is no restriction as to the geographical location of participants, and offers endless opportunities for negotiation of meaning.
- f) It helps promote collaborative learning towards individual construction of knowledge.
- g) It offers learners opportunities for obtaining intake through awareness of syntactic structures and the vocabulary they are unknown in the input to which they are exposed.

In addition, the chat helps to promote a sense of autonomy in our students and, once the activity, transcripts of conversations allow us to analyze them, also help us to give coherence to the different threads that are generated; as well as facilitate the observation of the process of interaction among participants. All these elements, combined with the motivation of our students through the use of group chat and so high evaluation given its importance to learning English, for the work done in our unit online, are the factors that make us choose it as the means to carry out collaborative group work that usually perform in the traditional classroom, but this time conducted online.

Example:

L4: hi Andres

T: hi Andres

L2: hi Andres you are finally here

L5: hi every one!!

L1: ok, so let's talk about our summaries

L2 Great you finally made it!

T: good idea, start chatting, I will be here in case you need any help, otherwise I will be quiet just checking upon your work.

L1: Download the latest version of Yahoo! Messenger at <http://messenger.yahoo.com>

T: I will be around here, but since I do not want to interfere, if you really need me, buzz me please.

T: try to concentrate and not waste your time rambling around

T: any news about Nadine, anyone?

L3: Ruben, that message is for whom? (González & Esteves, 2006)

Learn English using chat rooms can get an effective and fun learning because it provides opportunities for interaction with real audiences. It helps promote collaborative learning towards individual construction of knowledge. It provides learners opportunities to improve and correct use of syntactic structures and vocabulary they are unfamiliar.

2.2.1.4.6.6. - Role Plays. - This type of playful activity is developed in pairs or groups. Teachers should prepare different situations and roles for example: In the practice of any topic for example as "A day in the office" roles can be the workers and the employer and assign a role to each student and create situations and contexts like real life in this way the student develops the grammatical part and language skills.

This activity includes some aspects:

- Motivation to encourage participation.
- Preparation of dramatization and contextualize the situation will represent that is performed taking into consideration the roles realism, feelings, attitudes.
- Realization of the dramatization in which the student will take on the role of the character doing feelings, reasoning, interests and behavior to play an excellent role.
- Analyze the exposition by students who have made the representation.
- Identify different ways of reacting to the selected situations of different roles.

This activity allows access to knowledge significantly, it becomes important that certain information was difficult to understand at the beginning by the student. Besides it helps to develop the reading habits that help overcome many of the difficulties encountered in studies due to poor reading comprehension and lack of motivation. Moreover it develops a wealth of vocabulary because at the moment to do dialogues for roles, students put in practice grammar and vocabulary. In addition it also stimulates the creative and imaginative potential of students because they must create situations and imagine to convey a positive message.

Example:

Veronica has a job interview in a major product company Avon. She enters the office where she expects Miss. Estopace, possible future boss.

Miss. Estopace. Hi good afternoon. How are you?

Veronica: Good afternoon.

Miss Estopace: Your name is Veronica Aulla, right?

Veronica: Exactly.

Miss Estopace: Well, Have you served the instructions that we gave you by phone before coming here?

Veronica: Yeah, I could find the address easily.

Miss Estopace: Okay Veronica, first I want to congratulate you because you have a bright Resume, good experience in the sales of beauty products. Tell me, why do you want to change of job?

Veronica: Well, the company where I work for now is of my mother. It is a successful company but I would follow my own path and not depend on my mother.

Miss Estopace: I see. Veronica I liked your resume, you have an interesting and related experience to the position that we offer.

Miss Estopace: Okay, Veronica I can say that we have several candidates but our intention is to pick the best, so our decision next Friday.

Veronica: Well Miss Estopace I hope to see you soon.

Miss Estopace: Thanks to you.

2.2.1.4.6.7. - Guessing games.- Among the variety of resources available to learn English, one of the most effective it is to do with playful activities. For students these activities are very useful resources for the excellent results. Guessing game is an excellent educational method to consolidate knowledge and improve language skills quickly and effectively. There are some games of this type for example:

-Taboo. - In this game players each team must guess a word that the other team's players tell them. Students have some minutes to guess each word.

-Catch phrase. - This activity consists in guessing of words. The starting player spins a disk to get a word that of others players must guess asking questions. Student can guess will make the following question spinning the disc.

-Balderdash. - This game is suitable for advanced students. Each player has to define a word and the others guess. The player will try to get others false clues and difficult definitions. Student have to be able to guess.

2.2.1.4.7. –Playful activities in English learning.

Students learn better when there is a friendly and nice classroom atmosphere, as a result they can feel relaxed and have willingness to learn. The only way to learn is really fun and entertaining, which it is useful the application of playful activities to learn English.

The use of these activities provide benefits, for example: motivation in the classroom because it reduces the anxiety of some students think that English is a difficult language to understand; psychological influences of each student because the student begins to feel trusted during learning; unit class group develops and promotes friendship among them. With these activities students learn concepts and assimilate knowledge in a natural and easy way.

It also helps them develop communication because when using the foreign language students learn to use the new vocabulary and grammar to communicate.

It also helps them develop communication because when they are using the foreign language students learn to use the new vocabulary and grammar to communicate, in this way it is promoted the learning.

When students begin to learn English without getting bored because the acquisition of new knowledge are fun with these activities due to their application as complement to English class due to are fun and motivating to arouse the interest and curiosity of students of all ages for English.

The exercises with playful activities help the teacher to assess the level of student learning and they can put into practice situations very similar to everyday life. Therefore teachers can carry out with students for example the teacher can give impromptu talks with different theme to each student, then they have to talk about their topic on which they will demonstrate vocabulary and fluency and other students can start a debate.

Teachers should help students in language immersion naturally through activities such as participating in camps with people of the same age and recreational activities such as games, songs and competitions, in this way learning one language can actually be significant. It is true that how much attractive is an activity, more meaningful will be learning that we get in a given time. For example, it is not the same to give a student an explanation about the present simple in English to practice it in a real conversation and experience the sense of communication with another person who is a native speaker of the language. Obviously the second experience that was a real conversation with another person, it will generate a learning much more meaningful and durable.

How much more fun and playful the experience, learning generated will be more significant and they will remain in students for a long time. These activities are those that involve the

use of music, outdoor exercise, games and fun. Here some simple examples but very useful for learning:

-Table games. - There is a game called "bingo of vocabulary". Teacher says the words when he/she is going enunciating the respective tabs. It can be used as a sweet prize to make the game more interesting.

-Use music in class to play as pleasant sound while students performing other activities, it enriches the listening skills and also makes pleasant the fact of learning a foreign language.

-Go take classes outdoors. - Playing outdoor games using words in the language you learn. For example to relate the vocabulary with fun and make interesting and productive learning.

Playful activities strategies that the teacher should be performed on the basis of a methodology that is generally structured from preparation, development and completion of each activity. It is important that these activities produce motivation and entertainment to ensure stability emotional and help them the development of their capabilities and skills.

These activities should be considered as a basic general methodology to build the capacity to understand concepts, know processes and solve problems. To present the educational games to students, it is necessary to explain them the objectives to be achieved. That is to

say make them part of that activity will be performed and results are expected during learning to promote their socio-emotional development.

2.2.2. - LEARNING ENGLISH LANGUAGE.

2.2.2.1.-Learning- It involves ongoing, active Processes of inquiry, engagement and participation in the world around us (Bransford, Brown, & Cocking, 2000). We do it from the moment we're born and It Takes place in schools, beyond throughout those walls and our lives. Regardless of Ability or background, everyone has the potential to learn. Learning experiences literally shape the brain. So, it's Important to know our abilities are not fixed, but Continuously Developing (Hinton & Fischer, 2012, p. 4). Lifelong learning should be seen as the foundation of an effective school, an active community, and a brilliant and meaningful life.

Learning is the process through which people acquire new abilities, knowledge, behaviours as result of the study, experience, instruction, reasoning and observation. It is one of the most important mental functions humans, animals and artificial systems.

It is also related to the education and personal development. It must be properly oriented and is favoured when students are motivated. Certainly, through the continuous acquisition of knowledge people have had success and get many advances in different areas as: medicine, technology, education, etc.

2.2.2.2. Steps for Learning.

For learning is necessary of some fundamental factors:

2.2.2.2.1. Motivation. - Unmotivated any action that people make it will not be satisfactory. When it comes to learning the motivation is to want to learn for that reason it is important that the student have the desire to learn otherwise he/she will not succeed in learning.

Motivation catches the student's attention before show the new topic, it motivates and encourages students to ask questions, participate and be active part during the class. With motivation students can learn many things and it is very useful for learning English

because it helps them to increase the new vocabulary and assimilate correctly the new knowledge, also it invites them to think about what they are to learn and to express and interact with the learning object, this implies the interaction between teacher and students with a comfortable environment.

2.2.2.2.2. Experience.- It is called learn to know because learning requires certain basic techniques such as compression techniques as vocabulary, conceptual as organize, select, etc, repetitive as recite, copy, etc and exploratory as experimental. For which it requires a good organization and planning to achieve goals.

2.2.2.2.3. Presentation of information. - It is very important that teachers use different materials to help students to assimilate the new information and related it with previous memories. To keep the attention of students is important too to make interesting expositions to help them feel free to participate in class and can get different point of views about new topic.

2.2.2.2.4. The practice. - It consists to show in real form of what students have had learned, so they have to demonstrate the knowledge acquired. Students in a logical way according their realty should apply the information. It shows a close integration with the students' and it helps them to continue learning and discovering new things.

2.2.2.3. - Learning types.

2.2.2.3.1. Learning Receptive. - In this type of learning the person only need to understand the content of a determined topic to reproduce it but in this case students can not discover anything because this type of learning is only limited to be receptive. For example a student receives the content about the perfect present, so he/she has to study it, included the teacher's explanation, printed materials, audio-visual information, etc, and all necessary learning materials.

2.2.2.3.2. Discovery Learning. - Student does not receive the topics in a passive way because they can discover the concepts and relationships and reorders to give it a true meaning. For example, the student must discover the new material by himself/herself before to add it to his/her knowledge. This type of learning also can be guided by his/her teacher.

2.2.2.3.3. Rote Learning. - It occurs when the student memorizes contents without understanding them or relate the prior knowledge, therefore he/she does not find meaning to the topics. For example, when the student is obligated to memorize formulas, dates, facts, concepts, etc.

2.2.2.3.4. Significant Learning. - It is the learning in which the student relates the prior knowledge with new to give it meaning and coherence. For example, students are guides of their own concepts related issues that they will learn, in the case of English about contents related to all tenses of the sentences knowledge.

2.2.2.3.5. Observational Learning. - This type of learning occurs when observing the behaviour of another person, for example Veronica observes the way how her professors from University speak the English language very well so, and she tries to improve her skills to be a good teacher when she finishes her studies.

2.2.2.3.6. Mechanical Learning. - It refers to the rote acquisition of knowledge. It is that student does not learn to develop a comprehensive memorization according to different situations because this learning is the result of the repetition of information. In this learning it is considered that while the student repeats without error achieve success in learning. This type of learning does not make sense because it is contrary to logic and significant learning.

2.2.2.4. English Language.

“In today's world overall, the Importance of English cannot be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering, and education, etc and many areas where English is needed.” Melih, S (2008) It can appreciate that language is the principal source of communication, in the world there are different types of languages but the international language is English because everybody around the world use this language for many things.

Actually it is essential to learn English because every day this foreign language used in all important areas of knowledge and technological development, so it can be noticed that this is the language of the world today. With the phenomenon of globalization English has become in the universal and global language that permits the accomplishment of many activities with people from different countries in the world.

In the education aspect, there are excellent opportunities for students where it is necessary that they speak English to get jobs around the world but some students lost chances because they do not this foreign language. It is not enough to have knowledge and abilities in a specific area of profession, also it is essential that they master English language to be consistent to professional demand.

English has advanced even for many researchers or professional who wants to be updated with information they need inevitably have specialized books to be informed precisely because the scientific information is in English.

2.2.2.5. Learning English Language.

According Gödden, M (2010) English is an international language and has many important aspects to consider, as the following:

1. - Access to Knowledge and Information:

-Internet.-It can be appreciate that the web pages on the Internet are in English because the pages in this language has a lot information very useful, only people that know English can access to the information.

-News. - The news also are written in English and people can know all events around the world and give different point of view and important information to collaborate with media.

-Science. - In this field the scientists need to know English too because scientific journals are written in that language and go ahead with advances in science.

-Business. - In the world of business English is very useful language because it is considered by some businessmen as the key to get success. It can see around the world many countries do business in English with international companies and can get more money and improve economic situation.

-Future Jobs. – When people know English it is sure that they will have more possibilities to get a good job anywhere in the world, to be a bilingual person especially if have knowledge in this foreign language his/her changes will be several.

-Entertainment.- In the world of this field people can find interesting, educational and amusing information for example: in the books there is good material written by famous authors as the classic novels of Shakespeare, Joanne Rowling writer of Harry Potter, etc; magazines, there are renowned magazines in the world, they are in English such as: Time and Cosmopolitan; movies everybody enjoys excellent movies but they are in English too, if people know this language they can watch and understand the movies; music if people know English they can understand, sing their favourite song, and comprehend that others are saying.

-Travel. - To know English gives the facility to travel around of world and visit interesting countries to comprehend about their culture and customs. This foreign language is spoken in more than 100 countries and the unique form to communicate in a foreign country is using English.

2.3. - OBJECTIVE OPERACIONALIZATION.

OBJECTIVES	ACTIVITIES	TECHNIQUES AND INSTRUMENTS
-To observe playful activities used as teaching strategy in learning English language.	-Observe and make a list about the principal playful activities applied by teacher in class.	-Observation guide.
-To determine if playful activities used as teaching strategy in learning English arouse the interest and get a meaningful learning in the students.	-Observe the students' participation during the playful activities and to determine if they feel motivate to learn.	-Observation guide.
-To establish what kind of skills students can develop with the use of playful activities to learn English.	- Research information about the appropriate playful activities to develop of skills. -Ask students about what kind of skills they are developing with the use of playful activities.	<ul style="list-style-type: none"> - Internet. - Books. - Observation guide. - Interview.

2.4. - DEFINITION OF BASIC TERMS.

CREATIVITY:

"It is the ability to produce original and unusual ideas, or to make something new or imaginative." (Cambridge Dictionary, 2016)

ENGLISH:

"English is a West Germanic language that was first spoken in early medieval England and is now a global lingua franca. English is either the official language or an official language in almost 60 sovereign states." (The Free Encyclopedia Wikipedia, 2016)

GAMES:

"It is a system in which players engage in an artificial conflict, defined by rules, those results in a quantifiable outcome." (Salen, K & Zimmermann, E, 2003)

LANGUAGE:

"It is a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release." (Robins, H, 2016)

LEARNING:

"It is the acquisition of knowledge or skills through study, experience, or being taught: these children experienced difficulties in learning" (Oxford dictionaries, 2016)

METHOD:

"The procedures and techniques characteristic of a particular discipline or field of knowledge." (The Free Dictionary, 2016)

PLAYFUL ACTIVITIES:

It is understood as a dimension of the development of individuals, being a constituent part of being human. It also refers to the need of human beings to communicate; to feel, express and produce in people many emotions oriented entertainment and fun.

STRATEGY:

"It is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem." (Business Dictionary.com, 2016)

TEACHING:

"It is the process of carrying out those activities that experience has shown to be effective in getting students to learn" (B. O. Smith, 2016)

CHAPTER III

3. METHODOLOGICAL FRAMEWORK.

3.1. RESEARCH DESIGN.

This research was ethnographic because this research allowed to know more closely the problem of study to observe and understand how things happen. It helped to appreciate the problem from the point of view from an internal perspective and external that was watching everyone involved in the research and interpretation of research regarding what he observes. This method is based on experience and exploration for which it uses observation to obtain information to explain the reality of the problem of study. Moreover it allowed to collect through of observations guides and some interviews with students to know better the problem about of playful activities such as teaching strategy in learning English.

The investigation was carried out at Unidad Educativa San Gerardo, in the Guano Canton, Chimborazo province during five months which corresponds to the months of February to June.

3.2. TYPE OF RESEARCH.

Inductive method. - This research focused on observation to develop comprehensive overviews about playful activities such as teaching strategy in learning English, even the classification and study of these facts to get a generalization of the problem.

Documentary investigation. – It could obtain information from digital books, electronic pages. Also it helped to observe and reflect about different points of view of some investigations related with this research topic to the construction of knowledge.

Field research. - The research was applied at Unidad Educativa San Gerardo, in the Guano Canton, Chimborazo province, during the academic period February -June 2016, this place afforded a direct observation and collection of information.

Transversal method. - It corresponded to one period of five months: February to June was carried out the investigation about of playful activities such as teaching strategy in learning English.

3.3. LEVEL OF RESEARCH.

This investigation was exploratory because it was explored directly the research problem in the classroom with the students and teacher. The research was carry out at Unidad Educativa San Gerardo Guano Canton, Chimborazo Province, during the five months (February-June).

3.4. POPULATION AND SAMPLE.

This investigation was applied with students of Segundo de bachillerato “A” at Unidad Educativa San Gerardo, in the Guano Canton, Chimborazo province, during the academic period February -June 2016.

The population were of 20 students and 1 teacher. The population was small therefore it was not necessary to apply formulas to get a sample. This group of students were chosen because was identified by English teachers as a group who showed bored and unmotivated for a couple of years ago. These students have had problems to learn English because their level is low and do not have the main language bases. They have been accustomed to the traditional form to learn English for example to full books and repeat the same activities in notebooks. They have simply become passive students and their needs have not been attended by teachers and they have not been familiar with this language.

3.5 PROCEDURE.

The process applied to this investigation was the following: project desing, presentation and approval, tutoring with adviser, development of chapter I, tutoring with adviser, development of tools, application of tools, tutoring 3, data processing, tutoring 4, structure of the 3rd chapter, repair draft, tutoring 5, final editing, presentation and incorporation. This research work belongs the type of scientific knowledge that involve observation, description and explications. This area of study is methodology. It was chosen because they can help to improve the teachers strategies to teach english. It was interested on this type of activite;ies because they catch students attention. The specific problema is when the student feel bored and not motivated during the learning beacuse the playful activities are not used.according level and age the students.

3.5.1 FIELD WORK

It was a formal procedure because to investigate the problem it was asked the authorization to Director of Unidad Educativa San Gerardo. There was not any difficulty to carry out this research work. The researcher was student of this high school for that reason received to help from Director, Sonia Monar to establish the communication with the students who have problems in learning English. The role of researcher was active observator because she could help teacher with different playful activities. It was observe same items such as: learning and understanding English when teacher uses playful activities in class; playful activities help to develop languages skills; playful activities motivate to learn English; playful activities develop creativity during the classes; playful activities propitiate the group and individual learning; playful activities allow the interaction and participation in class; playful activities catch the attention during the class. This research was oriented to know it that teacher has applied or not the playful activities in class. The observation and interviews helped to acquire information during the research problem. The information was obtain from students, teachers and bibliographical information from internet. The information was gotten through observation guide and interview guide. The technique used was observation with the purpose to do a deep analysis about the playful activities. It was collected and registered through observation guides and interviews to students and teachers. The investigation was collected by researcher Veronica Aulla. It was obtained

from observation guide and interviews. It was applied observation and interview techniques, the instruments were observation guide and interview guide.

3.6. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION.

Techniques. – They were used for collection of information during this research it was applied of formal way the observation tool and interviews because with these procedures it could get results and an important information according the objectives of this investigation.

Tools. – It was applied the tools such as: observation guide and interview guide, for which in the observation guide it was used different items, frequencies and students to observe and explore about of playful activities such as teaching strategy in learning English, and the interview guide was used some questions to interview to students and teachers to know directly the problem.

3.7. TECHNIQUES FOR DATA PROCESSING AND INTERPRETATION.

This investigation was qualitative through the observation with support of observation guide and interviews was analysed the playful activities such as teaching strategy in learning English language. It was considered many factors and facts to get the aims of this research. Interpretation of results was interpreted according the information obtained of observation sheets of each student and interviews of students and teacher. Finally it was obtained conclusions and recommendations from the results.

CHAPTER IV

4. - ANALYSIS AND DESCRIPTION OF OBSERVATION GUIDE.

This research work was carried out at Unidad Educativa San Gerardo in Segundo de Bachillerato “A” during the academic period from February to June 2016, the purpose of this work was analysis of playful activities such as teaching strategy in learning English language.

For that reason it was applied an observation guide to know better the research problem. Students and teacher cooperated in the development of this work. The information was useful to describe how was the individual development of each student with application of playful activities in English classes.

OBJECTIVES	INFORMATION	ANALYSIS
To observe playful activities used as teaching strategy in learning English language.	Of the different playful activities which were most used according students 'level in learning English?	According the results the playful activities most used were the role plays according students 'level.

To determine if playful activities used as teaching strategy in learning English arouse the interest and get a meaningful learning in the students.	Which type of playful activities had caught the interest of students during the learning?	Students were motivated and put all attention and interest in the following activities: Games, tongue twister, songs, Role plays.
To stablish what kind of skills students can develop with the use of playful activities to learn English.	What kind of skills students could develop when the playful activities were applied?	Students could develop the listening and speaking skills.

4.1. - DESCRIPTION ABOUT STUDENTS DURING ENGLISH CLASSES.

Student 1. - Observed February 1st of 2016. - This student learned and understood English at the moment that teacher applies a playful activity with a song called Living On a Prayer from Bon Jovi. It can be seen that this activity is helping her to develop her speaking because she is singing the song. At the beginning of the class this student was seen something dispirited. This activity motivated her always to learn and feel comfortable in class. She could develop the activity successfully. After that, she showed a good participation in group when the teacher made groups of five students to do a task about explaining new words to the other classmates. Finally it was observed that there was always the participation in class because this activity caught the attention of this student.

Student 2. - Observed February 8th of 2016. - This student learned English when the teacher uses playful activities in class. Teacher applied a tongue twister called: Peter Piper picked a peck. During this activity this student had some problems in the pronunciation but he after, could develop his speaking and understanding very well. He was motivated and happy because he did not leave overcome by the difficulty of this tongue twister. After teacher increased the difficulty with others small tongue twisters. This student could always develop his creativity and got a better learning. His had good interaction in class when he worked in a group of three people. The purpose of the groups was helping in the pronunciation among classmates. Lastly, this activity all of the time caught the attention of this student.

Student 3. - Observed February 15th of 2016. - This student did not learn and understand during the class. Teacher used the playful activity applying jokes. The jokes had a basic English vocabulary. This student was distracted all the time. When teacher ask him to tell a joke for all classmates. He could not develop his speaking skill and he was sad. Teacher helped him and gave him a small example to facilitate understanding. After, he began to feel some motivation with this activity. He could participated with his classmates in small work groups. The activity in groups to create jokes in English but this student showed uncreative. He saw something frustrated by the negative criticism of some classmates. It was observed this activity caught his attention very little. It was observed that the student did not know vocabulary and it was difficult for him to develop this activity.

Student 4. - Observed February 22th of 2016. - This student could understand English when teacher applied the playful activity called: Role play. This activity was developed in pairs. The teacher prepared different roles and situations. Teacher put in practice a topic called the restaurant to develop a dialogue between the client and the waiter. This student seemed motivated and enthusiastic. This activity help her the speaking and listening skills. She could developed her creativity during class because she wrote a nice dialogue. Her participation was very good. . This student was a little nervous at first but after she lost his fear. She shared her ideas with classmates and helped other groups. She could interact and participate in class. This playful activity caught her attention completely.

Student 5. - Observed February 29th of 2016. - This student understood English because it could see she has a good English level. It was used in class the playful activity about Guessing games. This activity was developed with two or three large groups, a student came forward. His classmates must guess which character had to imitate him. This student could guess perfectly each one of the characters. He was motivated and developed his listening and speaking skills. This student had all of the time a positive attitude with this activity. He could always to develop his creativity with excellent ideas during the class and enjoyed very much to work with groups. The student also enjoyed the interaction and participation in class. He could speak freely without fear. Guessing games caught his the attention during this class.

Student 6. - Observed March 07th of 2016. - It was observed that this student could not understand English during the playful activity Bingo. This student all the time was restless and annoyed his other classmates. It could see that he had a negative attitude during learning. With that type of attitude he could not develop their language skills. During the activity he was doing other things. The objective the playful activity was to motivate to students to learn English in a friendly and fun environment. Unfortunately this activity could not motivate him. This student did not show creativity. After when the activity was done in groups, this student preferred to talk with his friends. Therefore, activity Bingo did not catch his attention.

Student 7. - Observed March 14th of 2016. - This students understood English. Teacher applied the playful activity called Stagings. The aim of this exercise was to focus on the expressions of body and emotions in which students can develop the English naturally and spontaneously. So teacher ask students that act out a TV program. This student did a program of news. He pretended to be a newscaster. He used a basic vocabulary but he could develop his speaking skill. At the beginning of the activity he was very motivated and participated enthusiastically. He could interact with other classmates. His creativity was very good because he created an interesting news about earthquakes. This student participated and interacted in class positively. Finally, this nice activity caught his attention completely.

Student 8. - Observed March 22th of 2016. - This student had difficulties to understand English but she has willingness to learn. It was observed that was used the playful activity about text puzzle. The teacher asked students to solve the puzzle about a text of a little story. This student was always active and reflexive during the activity. This activity helped her to develop her writing skill. She was motivated and zippy because she participated a lot at the moment of reading the correct answer about the puzzle. After that, teacher asked to make small group works of four people to write a story. She could work in group very well. Her story was excellent. She had nice ideas and creativity for her lovely story. She helped her classmates and interact with them. This playful activity caught her attention utterly.

Student 9. - Observed March 28th of 2016. - This student could develop very well the activity during the English class. Teacher applied the playful activity of brainstorming. In this activity students had to provide ideas and information about of a big picture of a celebrity. It was about Michael Jackson. Also teacher used the popular song Thriller of this singer. Then students had to build a story with this character taking into consideration the photo and the song. This student enjoyed a lot this activity and could develop his writing and listening skills. He was motivated and excited. His attitude very positive because he had an excellent participation in class at the moment to read his story. After, teacher ask them make groups of three students to explain their ideas with other classmates. He could develop his creativity because his story emotive and transmitted a nice message. His interaction was very good in class with his classmates in group and this activity caught his attention. Compared with other students this student always demonstrated safety in everything he did.

Student 10. - Observed April 04th of 2016. - This student could understand English when it was applied the playful activity called the game of the phone decomposed. The aim of the activity was to create a story using grammatical structures. Teacher began with a phrase, then each student had to add a few words to the story and the next student had to continue with the last word of the previous student. During this activity this student felt really motivated and happy. She always had fun in this game, for that reason she always develop her creativity during class. She worked in group and she wanted that her classmates can do well the activity. She made some oral mistakes grammar but she had an active participation and interaction in class. Her attitude was encouraging and this activity caught the attention of this student.

Student 11. - Observed April 11th of 2016. - This student understood about a fifty percent of English words. It was observed during the playful activity called Simon says. In this game the students pay attention and carry out the action using gestures and movement of hands, etc. This student had a wonderful time with this activity. Although he could not fully understand some orders teacher who played the role of Simon. He had a good participation and interaction in class. It was observed that this activity help him to develop his listening and speaking skills. It also he could practice and learn new vocabulary. He did his best to learn and develop the game. When it was his turn to be Simon, he did a great

job. He could work very well whole class. He could develop his creativity at the moment to give his orders, his classmates had to do something crazy things. The environment in class was comfortable and fun. This student felt confident, jolly and motivated. This playful activity caught her attention because it helped a lot with his fluency and pronunciation.

Student 12. - Observed April 18th of 2016. - This student had a serious problem to understand English. It was observed that his level is low. When the teacher uses the playful activity in class called the Mime, This student could not participated and follow the same learning pace of her classmates. This activity was easy this consisted that students can put in practice tenses and verbs. She always saw how other students participated but she did not make an effort to learn. Teacher could notice this problem with this student so asked students to do groups of four students. Then they could help each other. It was observed that this student was not motivated. It also she could not interact and participate with classmates. He was unable to develop her creativity at the moment to use verbs. She looked sad and disappointed because her classmates had the chance to develop with this activity their speaking and increase vocabulary. This playful activity did not catch her attention, possibly because she did not understand about what consisted the activity.

Student 13. - Observed April 25th of 2016. - This student could understand English satisfactorily. Teacher used the playful activity called Hot seat. During this activity this student could increase his vocabulary because while she competed during the game she learned. He was motivated during the activity and he was able to practice her speaking and listening skills. After, teacher asked students to work in groups so they were divided in five teams. Every team selected a leader to sit in the hot seat in front of the class and write a word on the board, so the others had to guess the word. This students was designated as one of the leaders. So he used his gestures and body movements to get his classmates could guess the secret word. This students showed a nice participation and interacted in class all of the time. He know the vocabulary and had creativity to develop the activity. He did an excellent job and enjoyed a lot this playful activity. This activity always kept his attention and enthusiasm.

Student 14. - Observed May 02nd of 2016. – This student could understand English during the development of the playful activity called People who?. The aim of this activity was to get that students could complete sentences giving sense at the final of the sentence. This student participated very well. He could complete the sentence about Who climbs Everest?. There were many sentences and students had different answers and opinions. This activity helped him to talk and shared ideas to complete some sentences. He could develop his speaking and writing skills. He could interact with others because this activity produced a debate about the mentioned topic. He had a good creativity to develop an interesting final of his topic. He always was motivated and interested in learning and contributed with suggestions and recommendations for complete sentences. This activity could get his attention all of the time. Lastly, this student provided constructive criticism with the purpose of find learning fun.

Student 15. - Observed May 09th of 2016. - It was observed that this student learnt and understood English when the teacher used the playful activities called: The ball asks questions. The purpose of this activity was that each student asks any questions and throw the ball to other classmate. She participated all of the time and she was motivated to learn English. When she asked some questions she made some oral grammar mistakes but she was not nervous. Teacher corrected different grammatical errors to each student. She was comfortable with corrections. So she could always develop her speaking skills. She could develop her creativity and imagination in the classroom. Her questions were creative and interesting. She encouraged her group work and always interacted in class. She had a positive attitude, with this activity because it caught her attention all of the time.

Student 16. - Observed May 16th of 2016. – This student could understand and carried out the playful activity called join sayings. The aim of this activity was students take care to find the words that match a saying. So students could put in practice the vocabulary and sentences to join saying. This student was able to match the words correctly. She trust in her abilities and previous knowledge. She could develop her reading, writing and speaking skills. She was encouraged to learn English because she loved this activity. She could develop her creativity during class. She could work and interact very well with her classmates and asked some help to increase her knowledge. Finally, this activity caught her attention because she was perfectly focused on developing the activity.

Student 17. - Observed May 23th of 2016. - This student could understand English and develop without problem the playful activity called Scrabble. The purpose of this activity was challenging vocabulary and spelling of each student. This student could do this activity although he had a little difficulty by the lack of unfamiliar vocabulary. He felt comfortable with this challenging activity. He never gave up and with help of work group he increased his vocabulary and improved his spelling. This student had a role of leader and he was able to lead others because he was a student with self-confidence. He was always motivated to learn English and developed his creativity in class. He was a persevering student. He always interacted with others and promoted a positive attitude. With fun activity he always showed attention and developed a good communication.

Student 18. - Observed May 30th of 2016. – This student did a big effort to understand English because he did not have a good level in this language. He showed interest to learn English when teacher applied the playful activity called pangrams. This game consisted to write a long sentence that had many letters of the alphabet giving sense to sentence. This student was excited and motivated to do this activity. He used a dictionary to create his sentences with sense. When he could not understand a word he always asked help his teacher and classmates. This activity helped him to develop his creativity and imagination at the moment to do sentences. When teacher asked student to make pair to work in a better way in class. He preferred to work alone and interacted very little with others students. This activity caught the attention of this student because it was observed that despite of his low English level he could perform the activity.

Student 19. -Observed June 06th of 2016. -This student could understand English when teacher used the playful activity called Word Search. This activity consisted that students can practice and learn new vocabulary choosing their favorite topic. This student selected one of the topics that teacher prepared it was parts of the body. Then she had to find the words hidden among a big group of words. She could develop her reading and understanding ability. She was excited and motivated during the class. She participated a lot giving ideas to her classmates. She could interact and was a creativity student. She always worked in groups when teacher asked students to help and share ideas with others. The environment of class was nice and she did not have afraid to ask questions her teacher.

He always tried to increase her knowledge. She was focused on this activity and did a great job.

Student 20. - Observed June 08th of 2016. - This student could understand English when the teacher applied the playful activity called: Roleplay. This activity was developed in groups of four people. The teacher gave students different topics to carry out this activity. This student and his group conducted the topic called visiting the museum. He was the tourist guide and the others acted as foreigners from U.S.A. During this activity he put in practice his creativity and imagination to explain the wonderful things of a museum. His classmates asked him many questions; he had a good participation and interaction. This student was motivated and enthusiastic. This activity helped him to improve his speaking and listening skills. He shared his ideas with classmates and helped other groups. This playful activity caught his attention because he took very seriously the role of tour guide.

4.2. - GENERAL OBSERVATION GUIDE.

Source: Observation guide directed to students of Segundo Bachillerato of San Gerardo.

Items	Learn and understand English when teacher uses playful activities in class.			Playful activities help to develop languages skills.			Playful activities motivate to learn English.			Playful activities develop creativity during the classes.			Playful activities propitiate the group and individual learning.			Playful activities allow the interaction and participation in class.			Playful activities catch the attention during the class.					
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N			
Students																								
1	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0			
2	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0			
3	0	0	1	0	0	1	0	1	0	0	0	1	0	1	0	0	1	0	0	1	0			
4	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0			
5	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0			
6	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1			
7	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0			
8	0	1	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0			
9	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0			
10	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0			
11	0	1	0	0	1	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0			
12	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1			
13	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0			
14	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0			
15	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0			
16	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0			
17	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0			
18	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0			
19	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0			
20	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0			
TOTAL	15	2	3	16	1	3	17	1	2	17	0	3	17	1	2	17	1	2	17	1	2	17	1	2

A= Always S= Sometimes N= Never

4.2.1. - GENERAL OBSERVATION GUIDE DESCRIPTION.

This guide was applied to students of Segundo de Bachillerato “A” at Unidad Educativa San Gerardo, during the academic period February to June of 2016. The results were the following:

Most of the students were motivated with playful activities in English classes because they always looked happy and amused with each of the activities that their teacher applied. It also they all of the time were active and participative because these activities do not allowed them to be sad, frustrated, shy and stressed.

It also they could develop their creativity because they showed good ideas during the activities. They worked very well in group and individual way because they liked to share ideas and help students with low level, for example corrected spelling and pronunciation of their classmates.

Students with playful activities had interaction and participation in class because they learnt to use English as a language of communication in real situations at the moment to develop activities for example in the case of role plays, students had to carry out situations of real life.

Many students were focused on activities made in classes because all of the time these playful activities caught their attention.

Most of the students learnt and could understand English when their teacher used playful activities in class because teacher always explained them which consisted in each activity after that students performed it.

Finally, students in a spontaneous and natural way could develop more frequently listening and speaking skills.

4.3. - DESCRIPTION OF THE STUDENTS INTERVIEW

During this investigation were done some interviews to students Segundo de Bachillerato "A" de la Unidad Educativa San Gerardo. The objective of these interviews was to analyze

and know whether or not there were positive results with application of playful activities used by English teacher during the months of February to June 2016.

It was taken into account students with low academic performance. These students did not know about the playful activities. They were confused with this term because they related with activities of high school for example activities performed at Christmas, Mother's Day, Civics Time, Independence Day, etc. They said incorrect concepts about it.

How they were confused with this term they said that their English teacher applied two activities, the first in the Civics Time, the topic was about November 11, Emancipation of Riobamba and the second about Christmas which consisted to make the Christmas Advent Prayer. It was obvious that they demonstrated misperception of play activities for that reason their answers made not sense.

Students said that they learn English from activities that their teacher makes every class but they unknown the correct name of these activities which are referred to as playful activities. They explained that they like a lot the games that teacher uses every day before to start with new topic. It was noticed that they enjoy games and learn from them but they did not have a clear idea that these games are playful activities because the teacher never told them about a playful activity and only he concentrated on playing games.

How they were confused with this term they said that kind of playful activities that they like when there are activities on important dates such as Mother's Day, valentine, school parties are made, etc.

Finally, students considered that those activities have a motivating and positive character for learning.

Students with good academic performance. They said that did not know about this term because their teacher did not mentioned it. They related it with the activities that their teacher makes in every English class, for example games, role plays, tongue twisters, riddles, etc.

How they did not have a clear idea about playful activities they always related this term with games and activities that their teacher made in class. So they indicated that their teacher before to start the class he applies good activities very useful to learn English.

These students did not about playful activities term refers but they had a sound judgment about this topic. The, they said that it is very nice to learn with the activities that their teacher applies in class. Classes are not boring, there is a comfortable class environment. They have a really good time.

When their teacher uses activities they like games, role plays and jokes because according of their point of view these activities are enjoyable, amused and they lose their fear and even leave aside shyness. It also they can develop their skills and they learn a lot from their own mistakes.

Lastly, they think that these activities have motivating character in their learning because they always want to learn English with these activities and they show positive attitude in class. They like to participate and interact with classmates. They prefer an English more active and practical in this way they do not feel frustrated and stressed

4.4. - DESCRIPTION OF THE TEACHER INTERVIEW

To carry out this research, it was also applied an interview to English Teacher of Segundo de Bachillerato "A" de la Unidad Educativa San Gerardo.

The teacher explained that he uses playful activities to teach English in all his classes because he considers that these activities are excellent to teach not only in this subject also in others subjects for example Maths, Natural Sciences, etc. He believes that these activities always will catch students' attention.

The teacher said that he knows about of playful activities such as teaching strategy because he got important information through from Internet about other teachers from South America that applied these activities during the learning and teaching process and they had positive results. Therefore, he thinks that these activities such as teaching strategy are very useful in education because it is time that student be participative and active in his/her learning all of the time.

The teacher is absolutely convinced that playful activities are useful in learning English because the students can enjoy learning while they have fun. In that way they are not stressed, shy, sad, etc and they can be creative and use their imagination.

The teacher always applies these activities in every class. He prefers to use them before of starting a new topic. These activities are good tools to introduce a new topic. He enjoys a lot when his students smile and be happy during the activity. He also plays with them.

To sum up, the teacher believes that his students have a meaningful learning with playful activities because at the moment that students have to show new knowledge they can put in practice vocabulary, skills and creativity practiced during the games, role plays, jokes, guessings, etc.

CHAPTER V

5. - CONCLUSIONS AND RECOMMENDATIONS.

5.1. - CONCLUSIONS.

-Different type of playful activities were used as teaching strategy in learning to improve and increase the knowledge in English.

-The playful activities applied in class were useful and gave positive results as teaching strategy during the learning English language.

-The playful activities as games, tongue twisters, songs and role plays motivated and aroused the interest of students during the learning process.

-Students could develop in a spontaneous way their listening and speaking skills with the use of playful activities.

-The most of the students could work in group and individually during the application of these activities.

-Students could participate and interact in classes because playful activities caught their attention during learning and teaching process.

-Playful activities allowed to establish an analysis and understanding of the good results and benefits of learning with their application.

5.2.- RECOMMENDATIONS.

-Teachers should apply the playful activities according students level, age and interests.

-Teacher should habituate to his students to play with playful activities during the time of 15 minutes before to start with the planned topic.

-The playful activities should be implemented by all English teachers a useful teaching strategy to development of language skills in a natural form.

-Educational institutions should organize each quimester training seminars about the use of playful activities to improve English learning.

-Make aware teachers about the importance to motivate and catch students `attention with the application of playful activities to achieve positive results.

-It is important to carry out new investigations and studies about what type of playful activities will be adequate for students of slow learning and analyse their incidence in learning?

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7. - ANNEX.

7.1.- OBSERVATION GUIDE.



UNIVERSIDAD NACIONAL DE CHIMBORAZO

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS**

OBSERVATION GUIDE TO APPLY TO THE STUDENTS OF SEGUNDO DE BACHILLERATO “A” AT UNIDAD EDUCATIVA SAN GERARDO, IN THE GUANO CANTON, CHIMBORAZO PROVINCE.

OBJECTIVE: To observe and explore about of playful activities such as teaching strategy in learning English language.

DATE: _____

A= ALWAYS S= SOMETIMES N= NEVER

Items	Learn and understand English when teacher uses playful activities in class.			Playful activities help to develop languages skills.			Playful activities motivate to learn English.			Playful activities develop creativity during the classes.			Playful activities propitiate the group and individual learning.			Playful activities allow the interaction and participation in class.			Playful activities catch the attention during the class.		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
Students																					
1																					

2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					
11																					
12																					
13																					
14																					
15																					
16																					
17																					
18																					
19																					
20																					
TOTAL																					

7.2.- INTERVIEW SHEET TO STUDENTS.

UNIVERSIDAD NACIONAL DE CHIMBORAZO



FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS.
CARRERA DE IDIOMAS.

INTERVIEW TO STUDENTS

To explore about the analysis of playful activities such as teaching strategy in learning English language in the students of Segundo de bachillerato “A” at Unidad Educativa San Gerardo, in the Guano Canton, Chimborazo province, during the academic period February -June 2016.

Name:

Date:

1. - Do you know what playful activities are?

.....
.....
.....

2. - Does you English teacher apply some playful activities in class?

.....
.....
.....

3. - Do you learn English with playful activities?

.....
.....
.....

4. - What kind of playful activities do you like?

.....
.....
.....

5. - Do you think that playful activities have motivating character in your learning?

.....

.....

.....

.....

Thanks for your help.

7.3. - INTERVIEW SHEET TO TEACHER.

UNIVERSIDAD NACIONAL DE CHIMBORAZO



FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS.
CARRERA DE IDIOMAS.

INTERVIEW TO ENGLISH TEACHER.

To explore about the analysis of playful activities such as teaching strategy in learning English language in the students of Segundo de bachillerato “A” at Unidad Educativa San Gerardo, in the Guano Canton, Chimborazo province, during the academic period February -June 2016.

Name:

Date:

1. - What method or strategy do you use to teach English?

.....
.....
.....

2. - Do you know about of playful activities such as teaching strategy?

.....
.....
.....

3. - Do you think the application of playful activities are useful in learning English?

.....
.....
.....

4. - Do you use some playful activities during the English classes?

.....
.....
.....

5. - Do you think that your students learn with playful activities and get a meaningful learning?

.....
.....
.....

Thanks for your help.

7.4. - PHOTOS.

**UNIDAD EDUCATIVA “SAN GERARDO”
STUDENTS OF SEGUNDO DE BACHILLERATO “A”**

Playful activity: Tongue twister called: Peter Piper.



Playful activity: Sing a song called Living On a Prayer from Bon Jovi.



Playful activity: Guessing games.



Playful activity: Bingo



Playful activity: Stagings.



Playful activity: The phone decomposed.



Playful activity: Simon says



Playful activity: Scrabble



Playful activity: Role play



Playful activity: Pangrams

