UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

FACULTAD DE EDUCACIÓN

CIENCIAS DE LA EDUCACIÓN

MENCIÓN INGLÉS

RESEARCH PROJECT:

EFFECTS OF LUDIC ACTIVITIES ON THE DEVELOPMENT OF WRITING SKILLS IN 5TH YEAR STUDENTS AT "UNIDAD EDUCATIVA LICEO CRISTIANO DE GUAYAQUIL-CAMPUS 1"

PREVIO A LA OBTENCIÓN DEL TITULO DE:
LICENCIADA EN LENGUA INGLESA
MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL

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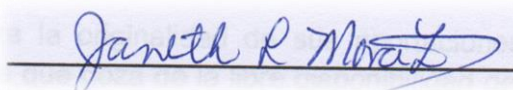**GUAYAQUIL – ECUADOR**

2016

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Yo, *MTEFL. JANETH LETICIA MORA ZAPATER*, certifico que el Proyecto de Investigación con el tema: "*EFFECTS OF LUDIC ACTIVITIES ON THE DEVELOPMENT OF WRITING SKILLS IN 5TH YEAR STUDENTS AT UNIDAD EDUCATIVA LICEO CRISTIANO DE GUAYAQUIL-CAMPUS 1*" ha sido elaborado por las señoritas *LADY THALIA CAICEDO VARGAS y DANIELA ESTEFANÍA FUENTES ECHERRI,* bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

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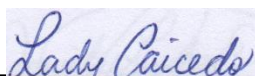
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Daniela Estefanía Fuentes Echerri

Autor

ACKNOWLEDGEMENTS

We would like to express our sincere gratitude to our Lovely God for allowing us to work on this research project and give us the wisdom, patience, and strength to conclude this project.

To our family, who have always supported us during all these four years in our studies and the development of this research project.

To Unidad Educativa Liceo Cristiano de Guayaquil, directors and co-workers who allowed us to conduct this project and accomplish our career.

To Mtefl. Janeth Mora for her guidance and advices to finish this research project. To the English Language School of Universidad Laica Vicente Rocafuerte and all the people who work hardly to build excellence foundations on their students and professionals.

DEDICATION

Firstly, I dedicate this research project to God because he gave me strength, intelligence and courage for making this project possible in spite of how tired I was or how much work I had. He always stays by my side helping me each moment of my life.

It is also dedicated to my gorgeous mother Ana Vargas who always encourages and remembers me this is the last effort and step that I have to make for getting my final graduation degree. She also taught me humillity in spite of each goal and degree achieved during my life. To my twins sister Kerlly and Keyla who remember me that they want to follow my steps in the future and that was my motivation for continuing working and studying.

I want to dedicate my research project to my beautiful friend, Daniela, for being kind and patient with me all these years and I am very grateful with God who allowed me to meet this girl who has a great heart.

Thank you for everything,

Lady Caicedo.

DEDICATION

Firstly, I dedicate my research project to God. He gave the patience, wisdom and the strength to go until the end of this beautiful career. And He also let me to find the correct way and get ready for what I really want to be.

It is also dedicated to my lovely mother Bertha Echerri Gómez, who pushed me every day to be better and reach all my goals. She also taught me that I always have to take the hardest way and stay humble. She is always next to me giving me her support. To my little sister, Madeleine, who motivated me to go until the end and remember me that I am her model to follow in the future.

I dedicate this work to my precious family who was there in any situation and moment that I needed and I still believe they will be there always for me.

It is also for my best friend, Lady, who was next to me during all these years and we did not only learn about this beautiful profession but we also learnt about support each other.

Thank you for everything,

Daniela Fuentes

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TABLE OF CONTENT

LIST OF FIGURES

LIST OF TABLES

LIST OF CHARTS

PIE CHART

ABSTRACT

This research project looks for determining the effects of ludic activities on the development of writing skills in 5th-year students at Unidad Educativa Liceo Cristiano de Guayaquil-campus 1. Because of the writing skill problems that were observed during the classes, it was proposed to conduct a careful study to find and analyze the reasons of those problems. The information necessary was taken based on other researchers and investigations about the development of writing skills and the use of ludic or playful activities. The data was gathered through research instruments such as class observations for teachers, interviews for both teachers and students, and also was applied a pre-test to determine the level of the students and at the end a post-test to verify the improvement of the students from this institution. In the research project was also included the constructivist method and the different learning styles, in order to adapt the study for each student.

Keywords: writing skills, ludic activities, development, effects.

EFFECTS OF LUDIC ACTIVITIES ON THE DEVELOPMENT OF WRITING SKILLS IN 5TH YEAR STUDENTS AT "UNIDAD EDUCATIVA LICEO CRISTIANO DE GUAYAQUIL-CAMPUS 1"

INTRODUCTION

Nowadays, English is one of the most spoken languages all over the world. Inside of the professional field is necessary to speak more than two languages to get better opportunities. Many people take English programs to learn this language and have a better performance, which will increase the advantages for any learning purpose.

Some educational institutions teach their students from an early age in order to build foundations to be used in the future. The National Educational Curriculum has had some changes in order to improve the benefits of teaching English in schools. Besides, English has taken an important space in different fields such as business, medicine, and studies.

The proposal of this research project is to develop the writing skills in 5th year students through ludic activities at "Unidad Educativa Liceo Cristiano de Guayaquil" Campus 1.

Teaching writing skills has been a hard work for many teachers because students do not have the habit of developing their fluency in this skill. For this reason it is necessary to look for activities that engage the students' attention. This research project will bring benefits for teaching of English and the learning process. It has the following structure:

STUDY APPROACH examines the background of the research problem: the causes and effects; the general and specific objectives, the rationale of the study, the scope, delimitation and the research question of it.

THEORETICAL FRAMEWORK explores the basis of this research project, which are the learning theories. It also includes definition of terms that are used.

RESEARCH METHODOLOGY shows the methods, techniques, instruments and resources that were applied in the development of this research project. It also deals with the population, sample, results and findings.

PROPOSED PROJECT PLAN deals with the problems and limitations found in this research. The conclusions and the recommendations are included.

STUDY APPROACH

1.1 BACKGROUND OF THE PROBLEM

Based on our experience, it was noticed that some students show problems in learning the skills in a new language, students usually follow the teacher´s examples but they do not analyze why they use the different grammar structures.

In the classroom, the majority of the students who take these lessons feel forced to attend them. As teachers, it is our responsibility to find the techniques and strategies to get the attention of these students and in this way they can feel interested in the class.

For this reason, we asked permission from the authorities of "Unidad Educativa Liceo Cristiano de Guayaquil" to apply this research project with their students. This institution is a non-profit institution founded in 1987 by a missionary of the Assemblies of God North America, John Jerry Smith, and he is also Senior Pastor of the Centro Cristiano de Guayaquil.

This mission began in April 1987 with all levels in the morning shift, after that it was opened and afternoon section to benefit students who needed social, educational and nutritional assistance.

With 400 teachers and 4.000 students in their primary and secondary levels in both shifts: morning and afternoon. This institution offers 40 classrooms with 35 students each and English Laboratory to improve the language in other skills. There are eighteen English teachers in the staff, 2 of them working in Pre-school, 6 working in school and 10 in high school.

Figure 1. Unidad Educativa Liceo Cristiano de Guayaquil

According to the school schedule, the morning shift has 7 periods of 40 minutes per week, and the afternoon shift has 4 periods of 40 minutes per week. In both sections, one period is worked inside the English laboratory where teachers show videos and also work in the different listening activities at the book for each level.

Figure 2. English Laboratory

The main purpose of this Christian Institution is the formation of children and adolescents to look for the authentic personality of a leader and evangelize spirit, which helps along abilities in their students and also to be recognized worldwide as a Christian-institution which practice social, pedagogical, scientific, technological and formative leadership.

So, this is evident when we observe our students taking part in the class, and participating, sharing and giving their ideas to contribute in the classroom. It also allows other students to take their classmates' knowledge and improve their performance. Fortunately, in our case, we have a small percentage of students who are receiving extra classes or attend English courses and they have got a better performance, and we take advantage of this fact.

According to Lillard (2014), Maria Montessori expressed that "play is the work of the child", it means that playful activities will help in their development, and these activities not only need to be enjoyable and voluntary but also they need to have an objective. It is important to tell our students the objective of the activities made in the classroom. So, on the other side, if the play is the work, the toys will be the tools. It means that when we work with children didactic material is required. It helps them to learn how things work, share with others, be creative, etc. The materials in the activities are very important in each class.

There are some factors that affect the student's development in class and they do not allow them to have a good academic learning. They have the lack of motivation because students think they are not able to interact more with their classmates, sometimes they think it is difficult or they do not like it.

As a consequence of it, their performance is affected and they do not reach the learning required. Another factor is the lack of vocabulary and a bad preparation because the teachers do not make the class dynamic and attractive. If they do not have a good background in their knowledge it will be difficult to build on it.

Besides, if students are not able to participate in the class, they do not have the performance we expect. There are many reasons why our students have problems with their motivation. For example, the students who have learned more easily or have the opportunity to take extra English classes do not act in the correct way with their classmates. These students usually make other students feel "silly" or they are not able to all the requirements in the class.

However, it can be turned as a helpful weapon in favor of us, taking these skillful students being a "big brother" and guide others to achieve the learning that is necessary. For this reason, playful activities will help those students to get immersed in the learning environment, and participate in it without fear of being rejected.

Nowadays, technology has made our children be more focused on electronic devices instead of their daily classes. For this reason, teachers have the obligation to get prepared and find different activities that make the class interesting for their students.

In fact, the low performance of the students in the class can be related to the lack of interactive classes in the classroom. It is not necessary to have all the students in a chair, looking and listening because most of them have their minds in other places and they are not internalizing the information. As they usually do with the internet, teachers need to do the

same and search for different playful activities that engage students in the learning process.

Learning a new language requires knowing new words. It is important for our students to relate the pictures with words to make their learning easy, and it starts in pre-school. It can be tough to work with these ages because they have short attention spans. For this reason, early-age-students need to start acquiring the basic vocabulary such as names of animals, family members, parts of the room, etc., they just need to recognize. For example, pictures are shown and they have to name them, or teacher says any word and students have to pick up the correct picture.

Meanwhile, if students are able to acquire the basic vocabulary at an early age, the learning process in the other courses will be easier. It means that they need to have a good base of vocabulary in order to have a better performance in their writing skills through the necessary tools to improve their learning.

All the causes have effects on the students while they are learning. Some of the consequences that we could see uninterested in the subject because they are not motivated in learning English and make it part of them, low grades are consequence of the bad performance they have in the classroom during the activities done, badly written communication do not allow them to be fluent in their activities because they do not have good foundations in the language, frustration and distress because they are not able to get motivated from their teachers when they fail in the lessons. If they are not interested in their lessons, they do not acquire the second language.

As we said before, if students are not motivated in classes, the attention will be lost. Students find boring to learn a new language because they do not understand the importance of learning it. The lack of interest in the subject will make other students fall in this, our priority is to wake up our students and make them analyze that a second language is very important in these days.

The objective of each lesson is to construct new knowledge, but if students are not aware of this, the teaching-learning process will be harder to reach. A good or bad academic performance is the final result of the learning process. For instance, if the course is getting bad grades, it is supposed that the learning process is not working well, or vice-versa.

On the other hand, if students do not feel attracted for what they are learning, the grades will not be as good as we expect. Applying the correct activities to enrich the students' knowledge, we will push our students to have a better performance and it will help in their grades.

All of these factors will make students feel frustration and distress. Some students who are not confident enough, will not try to communicate with us and express their fears. On the other hand, we do not only need to find ways of teaching better lessons, but we also have to encourage our students to show their weaknesses and work on them.

Sometimes it is difficult to make children understand that the most important issue is to give their best, it does not matter if they fail but they need to be sure that they try something. They need to feel confident enough to take a risk, so they will make better each time.

In the research of bibliographic references we could realize there are not many studies about playful activities in language teaching. For this reason, it was necessary to look for different techniques that allow our teachers to apply in their classrooms in order to achieve the goals of the school year and more than that to be possible. In this way, students will acquire the knowledge of a second language successfully.

In Ecuador, English has not been considered as a mandatory subject from second to the seventh basic year in the Curriculum. That means this subject has not been considered seriously for the majority of the students in our schools.

However, the Ministry of Education has recently announced that in the current school year, 2016-2017, English is going to be mandatory in our institutions. It will take part in the Highland, so the institutions which did not have English in their curriculum need to start with three periods of class. On the other hand, on the Coast, it will start next school year. The schools, which already have this subject, continue with the same schedule.

This Ministry also reported the level of the students when they finish the school must be based on the Common European Framework. It will start in the pre-school (starter level) with a set of basic contents. Second grade will start with the A1.1 level in the next school year (2017-2018), and it is estimated in the school year "2022-2023" have A2.2. With these new regulations, it is expected to improve the quality of the standards for the teaching-learning process in English.

In the following table, it can be observed the improvement that students must need to have in English when they finish the school year:

CURRICULAR IMPLEMENTATION (COASTAL REGION)						
YEARS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
1st year EGB	Starter level	Starter level	Starter level	Starter level	Starter level	Starter level
2nd year EGB	**Pre A1.1**	Pre A1.1	Pre A1.1	Pre A1.1	Pre A1.1	Pre A1.1
3rd year EGB	Pre A1.1	**Pre A1.2**	Pre A1.2	Pre A1.2	Pre A1.2	Pre A1.2
4th year EGB	Pre A1.1	Pre A1.2	**Level A1.1**	Level A1.1	Level A1.1	Level A1.1
5th year EGB	Pre A1.2	Pre A1.2	Level A1.1	**Level A1.2**	Level A1.2	Level A1.2
6th year EGB	Pre A1.2	Level A1.1	Level A1.1	Level A1.2	**Level A2.1**	Level A2.1
7th year EGB	Pre A1.2	Level A1.1	Level A1.2	Level A1.2	Level A2.1	**Level A2.2**

Table 1. Curricular Implementation
Adapted from: Ministry of Education: Transitory dispositions

- Which are the corresponding ludic activities to develop the writing skills in fifth basic year students at "Unidad Educativa Liceo Cristiano de Guayaquil-Campus 1"?

- How do the ludic activities affect the development of writing skills in fifth basic year students at "Unidad Educativa Liceo Cristiano de Guayaquil-Campus 1"?

1.2 STATEMENT OF THE PROBLEM

How is the use of ludic activities in the development of writing skills in English related?

1.3 OBJECTIVE: BROAD AND SPECIFIC

1.3.1   Broad objective

- To determine the relationship between the use of the ludic activities in the development of writing skills in students from fifth basic year at "Unidad Educativa Liceo Cristiano de Guayaquil-Campus 1"

1.3.2   Specific objectives

- To identify the ludic activities used in the development of writing skills.
- To determine the writing subskills.
- To analyze the resources to encourage students' own-writing.
- To analyze previous knowledge with students' performance.
- To adapt the ludic activities to students´ learning styles

1.4   SIGNIFICANCE OR JUSTIFICATION OF THE STUDY

In the society where we live, reading and writing are important during students' learning process because those are two of the most useful skills in a language. We have been working at ¨Unidad Educativa Liceo Cristiano de Guayaquil-campus 1¨ for some years and we noticed some problems in writing skill process with students from early age which might bring future problems, not only for teachers but also with themselves when they start high school.

This is a reason why we decided to work with intermediate age children, because in this age students know how to hold a pencil correctly for writing and also they have a lot of imagination for creating and writing creative stories.

The importance of this study is to focus on students who have writing problems, and help them to develop this skill during a period of time. Using ludic activities with kids might help us to develop writing because they will get engaged with the game and enjoy the relation between having fun and learning. This relation was investigated by some theorists such as Piaget, Plato and others.

In the research ¨Learning through play¨ (Butler, n.d) was mentioned a quote from Plato that you can know more a person in a short period of interaction instead of long conversations. Students learn and develop their physical, social, emotional and intellectual skills by doing, writing and reading, students get involved in learning experiences with other children and also their teachers. Playful activity is a helpful strategy for developing writing skills, also with other subskills and all the components of the language.

1.5 SCOPE AND DELIMITATION OF THE STUDY.

The current place we choose for making this study is located the north of the city in a private school. Even though the institution is private, it does not mean there will not have any problems. As teachers, we have worked with different ages of kids but we think fifth-grade children between 8 or 9 years old are able to read and write fluently and accurately in their mother tongue.

While checking their homework and also classroom activities we observed a deficiency of writing including mistakes with grammar structure, a lot of fillers and lack of coherence in their pieces of writing. Teachers are responsible for finding more problems with their students such as shyness, down self-esteem or house problems with their parents.

The period of time for developing this project was four months because each week we observed a group of students and their learning process following some strategies, used the ludic activities according to the age of students. Finally, we asked some students their experiences and how they felt learning through play applying surveys and interviews also, we invited co-workers, and the director of the area to observe our daily job for the validation of the project.

1.6   RESEARCH QUESTION.

According to the classroom observation, we did before and the problems detected, this project is based on two elements such as development of writing skill and the ludic activities for that reason we formulate the following research question:

Will the use of ludic activities improve the development of writing skill in fifth basic year students at "Unidad Educativa Liceo Cristiano de Guayaquil-Campus 1"?

1.7 VARIABLES AND INDICATORS

Variables	Definition	Indicators	Instruments
<u>Independent</u> Effects of Ludic activities	Playful activities that are applied inside the classroom to motivate students to learn.	The way that students get involved in class and demonstrate more participation.	Observation. Teacher's survey.
<u>Dependent</u> Development of writing skills	<u>Development</u> The process in which someone or something grows or changes and become more advanced. <u>Writing</u>: It is a medium of human communication represents language and emotion through the inscription or recording of signs and symbols.	Correct use of writing skills in students' written expressions.	Academic performance. Pre- test. Post- test.

Table 2. Independent and Dependent Variables
From: Lady Caicedo and Daniela Fuentes

THEORETICAL FRAMEWORK

2.1 LITERATURE REVIEW

Communication is an essential ability that allows people understand each other, for this reason, we need to have good communication skills. Among the ways people have to communicate, written communication is one of the most important and is used for many things in daily life.

During the time, ways of communication have changed considerably in the human society. It started from the messages in the cave, the use of the papyrus, smoke signals, until the technology that we fortunately have nowadays. It was difficult to communicate and it took a long time to develop written communication.

Unfortunately, the resources have not been taken consciously. Our generation does not use the technology to improve their knowledge and their quality of life. The habit of expressing their feelings and thoughts in a written way is not included in their daily life, even in their mother tongue.

Doctorow (n.d) expresses that it is necessary to provoke in the reader a sensation of what is being read is happening at that moment. To reach this goal that the reader not only read and figure out what is written, but also it provokes in the reader the sensation of living that moment, we need to focus on all the material that we can have access to improve our writing skills. The correct knowledge of grammatical rules, collocations and other tools used in writing will let a person be fluent in this skill.

Jim Rohn (n.d) expresses, as wise people we have to take the opportunities to practice our communicative skills when important moments occur, we will have all the tools to impact other people. Taking a look at this phrase, people need to have good resources to communicate and with this, other people may be motivated.

According to the cognitive process theory, the writing process must be understood as a thinking process. In this process, students need to follow some steps before having a final product of the writing work. They are conscious of the knowledge they are acquiring and put it into practice.

Students organize their ideas having a clear idea of the topic. Brainstorming the points involved in this topic and choosing the most important of them, followed by a draft. This draft has all the ideas joined using the specific grammatical structures, connectors, etc. At the end, checking the errors allows to make corrections and present a final product.

It is evident where games are applied, students have a better development in the lesson. Avedon (1971) expressed about why funny activities are effective in the learning process, that students show more interested in the lessons where games are applied and they feel motivated. It shows that students feel inspired in activities that make them think and at the same time they can enjoy, get fun and demonstrate what they have learned.

Schultz (1988) mentioned that when students are working in the lesson playing different dynamic activities, they do not realize that they are in the process of learning. In this time, they are performing the topic they are reviewing but they do not focus on the errors, they only try to use the language and try to communicate. They only express themselves and follow the purpose that is to make others get the idea what they want to

say. That is to say, students use the language in a natural and spontaneous way.

Besides, the use of strategies that encourage students´ learning such dynamic and creative games will motivate their performance in class, make students be more relaxed, and establish short conversations among them. For Ersoz (2000) "games are highly motivating because they are amusing and interesting.

Games can be used to give practice in all language skills and be used to practice many types of communication." In other words, games in classes stimulate students´ attitude to participate in class and make the lesson more active. It also helps not only in the writing skills, but it also can stimulate to have a great performance in the other skills.

In the process of developing this skill, teachers have the duty to create an environment inside the classroom where students can work naturally and use the tools given to generate a good product. For this reason, teachers must look for activities in which students not only enjoy the lesson but also the teaching/learning process is included. In this way, there is a better interaction between the learner and the learning process. (Fernandes, 2007)

Learning process must be planned before taking action in class, teachers must consider what types of games are needed, the level of the students, the textbook that will be used, the syllabus and the objective planned.

As teachers, our goal is to reach the students´ learning, and we need to have all the necessary tools to achieve it. The way the teachers lead the games, students need to have a clear explanation of the game to get benefits from it.

2.2 THEORETICAL FOUNDATIONS

2.2.1 Ludic Activities

The word ludic refers to something that is full of fun and activity to the different situations in which things are done. If we take these two words into a classroom, we could have dynamic and creative actions in order to get the attention of the students and reach the learning´s aims.

Ludic activities allow students to get involved in a way that makes them have fun and learn at the same time. According to some researchers, the principal goal is to make sure that students get the advantage of their learning while they are immersed in their community and real life. It means that if students work in lesson with activities that seem real situations, they will be able to use their knowledge outside the classroom. However, some teachers use the old-fashioned methodology and get students just to learn in an automatically way.

When students spend a long time just listening to the teachers, it provokes that they get bored and start doing another activity. Students need to be woken up in the classroom so teachers have the responsibility to prepare a lesson that involves ludic activities at the beginning of the lesson to get the attention of them from the very beginning. If a teacher can catch the students´ looks and attention, the class will go on a satisfactory way.

For this reason, trying to get the students' attention is a difficult challenge that teachers have in this time. Students need more than just listening and reading written words on the board, they need to move. Students are visual so looking at pictures make them record the picture and the word and relate these two things. This develops in the students an ability to have their own inner images and will be easier to acquire vocabulary, making the learning faster. (Moayad, 2011)

Some authors think that play cannot be taken as a serious action, so some teachers discriminate it. It is considered that playing is as natural as cultural; it means that some people take playing games as merely competitive activities in which students feel they can dominate and the activities take a serious role. However, it synthesizes teachers must make their students realize that games in class are just activities to reinforce knowledge and have a good time, without getting stressed.

2.2.1.1   Benefits of Ludic Activities

Some researchers show in a better way the use of ludic activities. They express that this kind of activities let students enjoy places where they do not only learn the topics for their level, but they also have fun with the different activities played in the classroom. Moayad (2011,) states:

> "Games have a good effect on improving the achievement for the primary stage and to create an interactive environment, the use of games in teaching English has increased the student´s attention and motivation and it is very useful to use games and games create a rich environment full of interaction and stimulations for the students" (p. 11-12).

With these activities teachers also catch the attention of the students easily, and students develop a better performance in the classroom.

It is evident that playful activities help students in many ways. Teachers must consider that games can capture the attention of the students easily, but they also decrease the stress in students because they are more relaxed and confident. When students do not feel confident in class they usually get nervous because they think they are not going to answer correctly provoking laughs among their classmates. The most important

thing is that authentic communication takes part in these activities inside the classroom.

2.2.1.2 Teachers and Parents Roles

Otherwise, students are not the only one who benefits from these classroom activities. Teachers can also enjoy watching their students having fun and learning at the same time. It motivates teachers to get prepared and make more research to be updated with the new methodologies and the way their students learn. (Fernandes, 2007, p. 9).

Besides, there is an important point to be considered in the children´s learning process. Parents are as responsible for the children´s play, development, and learning as teachers. Parents need to be involved in the students´ play, but they do not have to establish their opinions, but children need to play with meaningful materials. Students need to have the company of their parents, so parents must need to share time and have patience while they are going through their kid´s learning.

2.2.1.3 Characteristics of Play

The ludic activities are known as playful activities. They have some characteristics that are important when teachers decide to take these in their curricular planning. (Kernan, 2007, p. 9)

Characteristic	Description
Play's voluntary nature	Children will choose to play; they cannot be made to play; they may also choose not to be involved; sometimes they may change the direction of the play. The control of the play rests with the players: it belongs to them.
Play's meaningfulness to the players	Play reflects what children already know, have observed and can do. It provides the context for building and extending knowledge, skills and understandings in a way that makes sense to them.
Play is low risk	Children can experiment and be challenged in their play and yet cannot fail. In this sense, play provides a minimum of risks and penalties for mistakes. Play can also be linked to the possibilities of exploring risk - doing something you have never done before, something difficult or trying to do something better than you did the last time.
Play's spontaneity and openness to the surrounding world	Play offers an invitation to the possibilities inherent in things and events. This is often captured in the term 'playfulness', and associated spontaneity, curiosity, flexibility and creativity.
Play is symbolic	Children often pretend and imagine when they play. Play enables them: to transform reality into symbolic representations of the world; to experiment with the meanings and rules of serious life; to try out different ideas, feelings and relationships with people.
Play incorporates deep involvement and sustained concentration	Terms such as 'wallowing', 'flow', and feeling both capable and challenged are often associated with play, invoking the dominance of the means over the end; the process over the product; the sustained concentration that is often apparent when children play.
Play is active	Play involves activity of players. It may be physically active, involving active engagement with the physical environment or exuberant movement, and physical energy. It may also involve mental activity such as in imaginative play or play with words. Often both physical and mental activity will be involved.
Play's sociability	Children are often most satisfied when playing alongside or in co-operation with peers or adults. However, sometimes children prefer and need to play alone.
Joy, sense of humour and excitement	Children engage in play because it is enjoyable in and of itself. They derive pleasure when they draw on their own ideas, often shared with like-minded peers. However, play may not always be a positive experience. Sometimes, play can place a child at risk of being hurt, being called names or being excluded by others.

Figure 3. Characteristics of Play
From: Play as a Context for Early Learning and
Development by Margaret Kernan

Play´s voluntary nature makes students to decide when they want to play. They are in total control of each activity and if they wish to take place in it.

Play´s meaningfulness refers to the foundation that students already have and how we can enlarge their knowledge.

Play is low risk because students can be challenged by themselves and others and at the same time they can take a chance to do something new and better than before.

Play´s spontaneity and openness to the surrounding world gives to the students an opportunity to be more creative, curious and flexible.

Play is symbolic because it represents different situations of the real world during the process.

Play´s deep involvement and sustained concentration means that when children are playing, they focus on the activities and are totally engaged in them.

Play is active for this reason students need to be involved in different movements, it makes to learn in a better and fast way. Physically and mental activities need to be included in these games.

Play´s sociability comprehends that children prefers to work in groups or pairs, but it recognizes that sometimes they need to work alone.

Even though, playing games is a joyful activity involves sense of humor and excitement, it has a bad side when students are rejected for their classmates.

2.2.1.4   Types of plays

Kernan in ¨A Play as a Context for Early Learning and Development¨ (2007, p. 19) she describes some key forms of play in early childhood.

Exploratory play, students find the functions of the material through the sensations.

The cognitive process is used to create, assimilate and figure out solutions through the manipulation of objects to make things in the **constructive play.**

In the **Creative play,** the use of open-ended objects motivates in the flow, flexibility, imagination, etc.

The Socio-dramatic play takes place when students are invited to interpret different roles and figure out events in order to interact and practice verbal communication.

Physical locomotor play allows implementing all the movements necessary to develop fine or gross motor skills.

2.2.2 Development of writing skills

2.2.2.1 Writing Skill

Writing skill is an important part of communication because good writing skill allows us to communicate our message with clarity, coherence and accuracy such as face-to-face or telephone conversations.

Another definition for writing skill is that it is the way we use to express our ideas, opinions, and feelings when we are through difficult or good situations. In this case, kids use this skill for writing letters to their parents, friend or teachers when we saw one piece of the letter from a child who is starting writing letters, we filled with emotions because they express the most sincere love to us.

2.2.2.2 Why is writing important?

Writing is important because this skill is used in many areas of the everyday life. First, it helps people to become good readers. Second, it expresses who they are as human beings.

Focusing on students which we are observing, they can transmit to the reader how they think and give an opinion about any topic or situation presented. The final goal or objective of this research is to become good-writers from students with basic level and we are achieving this with the different ludic activities used according to 5th-grade students which they do not know exactly how to write in a correct way a piece of writing.

According to the website ¡Colorin Colorado! (n.d). Helping Young Children Develop Strong Writing Skills gives us several reasons why writing is important.

1. **Writing is practical.**
2. **Writing is an important element of a student's education.**

   There are many assignments and exams which require students to write short answers or longer essays as a way of assessing what they have learned.

   In our country, schools do not focus on this skill at all; teachers focus on the knowledge students will learn during the school year. But we must teach our students and prepare them for the future when they will apply to the universities or colleges because some of them require writing essays on their admissions applications

3. **Writing is an important form of communication.**

   When children learn how to write, they will have a lot of possibilities to communicate in a good way. For example, they can write a letter to a friend or create stories from their creativity and imagination.

4. **Writing can be an important outlet.**

   Many people find writing to be therapeutic, and a helpful way to express their feelings that cannot be expressed so easily by speaking.

2.2.2.3   *Writing Subskills*

Writing involves subskills related to accuracy, the correct use of language such as the way we use grammar structures, and also it is related to communicating ideas. The subskills related to accuracy are spelling, forming letters, joining letters, using the right vocabulary and the grammar correctly and the subskills related to communicating ideas are using the correct style and register and organizing ideas in a helpful way.

The book "The TKT Course" (2011, p. 37) says "writing not only employs various subskills when writing, but also goes through a number of stages of writing". Those stages are part of a written process and they are common while writing because they help us to do a good job. Those stages are:

- **Drafting.**
  This stage brings up the first ideas, the brainstorm of thoughts. It is a first version of the piece of work which it probably changes during the writing process.

- **Editing.**
  After reading the first draft, some mistakes are corrected more ideas are added.

- **Proofreading.**
  This stage include re reading of the piece of writing and checking grammar or accuracy mistakes.

- **Re-drafting.**
  This is the final version of the piece of writing.

2.2.2.4   Strategies to proficiency.

It is important when students are working on their piece of writing they will make mistakes in grammar and vocabulary. It is the case of the students this project is focused on.

As more, they take a risk while writing and experiment expressing in a piece of paper, their grammar skills will be affected but that is not an obstacle they continue working on their writings because making mistakes is another way to learning and this is part of the development process.

The following table will indicate what students could do according to the level of proficiency.

Proficiency Level	Description	Strategies/Activities
Novice	Students can copy words and phrases and write them from memory. They can identify, list, and label. They can write one of more familiar phrases, statements, or questions in context.	Simple descriptions to accompany visuals; paragraph completion, cloze passages, dictations, filling-in forms, cinquain poetry, organization of information on graphic organizers
Intermediate	Students can create statements and questions well enough to meet practical needs and limited social demands. They can write short messages, notes, letters, paragraphs, and short compositions and can take simple notes. They can compose a series of related sentences that describe or compare. They can narrate a sequence of events and write one or more sentences that classify, summarize, or predict.	Descriptions with visuals, cloze passages, sentence combining, elaboration, guided descriptions and narrations, compositions based on interviews, journals
Advanced	Students can write social and more formal correspondence, discourse of several paragraphs, cohesive summaries with some	Detailed descriptions, sentence combining, elaboration, guided descriptions and narrations,

| | details, and narrative and descriptive passages. They can take notes. They can express feelings and preferences and give supporting details. They can develop an organized composition, report, or article of more than one paragraph. They can explain their point of view simply. | compositions with rewrites, free compositions, dialogue journals |

Table 3. Level of proficiency

From: Writing and English as a Second Language by Frances Hoch

2.2.2.5 *Writing Process.*

Nowadays, it is not so likely to engage the students 'attention in the writing process because they prefer to use technological devices for communicating with others. People think it is common to chat using the cell phone or e-mails incorporating technology into daily activities. Anyhow, handwriting has become obsolete for them. This is one of the causes why people forget how to write correctly and lose the way to write letters.

Donald Graves was the first person who believed in the writing approach. He inspired and influenced many teachers and writers while they are doing their researches. His life was dedicated to helping children with learning disabilities to improve their writing skills.

After his observations, he created The Writing Process which is commonly used in a school system nowadays. He saw American students were taught grammar and spelling, but Graves argued that inside the lessons it had to be mandatory to add how to develop skills and habits that most good writers have, at that time teacher saw children as receivers but not as senders of information.

According to Graves, D. (1993) says that children need to be free when they are writing any topic because that is the way they express their opinions and feelings. This thought shows us that as teachers we must help our students to think and analyze what they are writing about, not just follow an example from the teacher because they are intelligent people with a lot of creativity and imagination.

Graves, D. (1993) stated: "you cannot ask children to write on topics they know nothing about; that children learn to write when they are well informed on a subject and have a passion for the truth of thing". It tells us we cannot punish our children to write about a topic which they are not informed at all, they need to love writing by using topics according to their level and age they are. If we want our students to write about any topic, we must be sure they know what they are going to write about and be confident about this topic.

 After all, teachers need to invite students to do what they are doing. You can't ask someone to play a game with you until you know how to play the game yourself. Teachers are examples to follow for our students; we need to remember every time we always are observed by one child behind us.

A visionary educator called Lucy McCormick Calkins decided to do a Teacher College Reading and Writing Project. In 1981, she considered a good idea to train hundreds of thousands of educators across the country she lived. She is an original creator of a workshop method to teach writing to children. She stated that writing is a process with different phases and all children could learn to write well.

That is what this project will use for developing writing skills in children, it is important to follow the stages of writings if we want our students to do a good piece of writing.

After searching more information about writing, we found a historical writer called Harmer. He has recognized writing as an important skill during the language learning process. Harmer (1998) argued that "The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right".

That is the correct way to teach our students without forgetting the characteristics for a letter or essay have. On this case, our students could start writing their paragraph sending letters to a friend, teacher or their parents because of their ages.

Writing is becoming important and necessary despite this writing is using another language. Our society needs to write well because it could help in their business job in the future, and the way we communicate. But it can be possible if we help our students to develop this skill.

In the research, The Art of Teaching Writing (2001), Calkins instructed teachers to create a room for students to keep a "writer´s notebook", a place where they can write things they notice and wonder about and also record part of their life.

That is why we see some students having a small notebook which they use it as a diary for writing what they did in a day and express their feelings about any situation. It motivates us to encourage our students to

write not only in their mother tongue or native language but also we could motivate them to do it in another language in this case English.

As we know, People in Ecuador do not know how to speak or write in the English language because our native language is Spanish. In our country, there is not any Institution designed for helping to develop only the writing skill in the English language.

That is one reason why the authors of this research feel motivated to work on this project because it can not only be implemented in a classroom of any educational institution but also it could be applied while opening a small academy. This project is designed to help people in our country as a solution for some writing problems students may have and also as a way for parents so they can trust their children and notice their progress during the learning process in the English Language.

2.3 CONCEPTUAL FRAMEWORK

2.3.1 Pedagogical Model

There are different pedagogical models in which we can have the foundation when we teach. Constructivist model is focused on the reflecting of our experiences in order to construct our own understanding. In this model teachers' role is to guide the students and give them the necessary tools to work. According to these tools, students have to be able to start constructing their own knowledge.

Applying this pedagogical model in the classroom helps teachers to establish connections between facts and implementing of new knowledge

in students. It also motivates students to analyze, interpret and predict different information about unusual topics. The communication is actively opened among students through extensive dialogue and open-ended questions.

Assessment is an important part during the learning process because it permits to evaluate the knowledge that has been acquired. In this model, students are able to judge their own progress, and realize in which part they need to have more interest.

2.3.2 Multiple Intelligences

By the year 1983, Howard Gardner develops a theory about the different ways of learning. He refers to the people´s talents or faculties as Intelligences, calling his theory Multiple Intelligences (MI) Theory.

The 9 multiple intelligences proposed in his research indicates the varied ways in which a person can communicate and learn. For this reason, they need to be considered in this research in order to apply the different activities for each intelligence.

a. **Verbal linguistic:** faculties to use words.

b. **Mathematical logical:** faculties with deductive reasoning.

c. **Visual spatial:** faculties to use images and graphic designs.

d. **Musical rhythmic:** faculties to express through music and rhythm.

e. **Bodily kinesthetic:** faculties with movement and use of the body.

f. **Intrapersonal:** consciousness of internal moods and thoughts.

g. **Interpersonal:** faculties to learn and express through relating to others.

h. **Naturalist environmental:** relation with nature.

i. **Existencial:** connection the real world understanding and application to the new learning.

According to Thomas Armstrong's book "The Multiple intelligences of Reading and Writing: Making the world alive" expresses that not only linguistic aspects are related to reading and writing, but also the other intelligences are. They are related to the parts of the students' brains in based of some research studies. He suggests that a topic can be taken and students can use all the multiple intelligences to study this topic.

Figure 4.Multiple Intelligences Theory

Adapted from: David Gardner Multiple Intelligences Theory

2.3.3 Learning Styles

According to Wilfrid Laurier University (2008) this table indicates that there are some learning styles in which students can learn, process and remember information.

Visual Learning	• Learning through seeing diagrams, pictures, symbols. • Underlining and using different colors to highlighters.
Auditory Learning	• Learning through listening lectures and discussion groups. • Recording the summarized notes on tape and listening to them later.
Read/Write Learning	• Learning through reading and writing. • Using glossaries, re-reading notes and textbooks, re-writing notes out into different words.
Kinaesthetic Learning	• Learning through doing different activities. • Using all their senses: sight, touch, taste, smell and hearing.

Table 4. Learning Styles
From: Understanding your Learning Style by Wilfrid Laurier University.

2.3.4 Techniques

Taking in count all of these points, we considered the following techniques in order to make a improvement in the student´s learning:

a) Get students engaged.

It was told that in the process of learning, students need more motivation. They learn as they play. So learning sentence structure and word use with boring textbook examples is just that, boring. Instead, teachers must use real-life examples in where they can get involved and also use in any situation they have to live. For example, instead of writing about names in their books, they can use names from their interested, such as family or their surrounded.

b) Songs

Songs are good resources inside of the classroom if we use them correctly. They can help students with the vocabulary, some word contractions, different parts of the sentences and they can also improve students' pronunciation.

It is a motivating activity because students like challenges in the classroom. They can practice in and outside the classroom, and work in many activities that teacher prepares previously. It is important to choose the right song according to the level and mature of the students.

c) Games

These activities are used to start important topics in the class, students like them because apart for learning they have fun; by practicing the foreign language in another way that is not the common one.

d) Collective Sentences

This activity must be worked in groups. Students are called one by one and receive a word card for a sentence. For example, the first student might say "my." The second one might say "father." The third might have a verb "did," and so on. After the students form a few coherent simple sentences, encourage them compound and more complex sentences. There are also punctuation marks as well, such as commas or semicolons. Collect all of their sentences and paste them on the board, so that the class understands why certain constructions might be incorrect. These types of activities motivate them to compose from the most basic sentences to the difficult ones.

e) Contests

As teachers, it is noticed that students are competitive by nature. So contests activities help them to learn. Teachers should take advantage of this creative games that help the students learn the different grammar structures and word order.

Some ideas are to create a Jeopardy-type game, with simple questions and answers. Students can identify by listening in "Speak up" the different word orders.

Each contest should have a prize of some sort to make it more motivating for the students. This can be something tangible, such as candies, or it can simply be extra credit points.

2.3.5 Definition of terms

- **Ludic activities:** "Dynamic strategies that promote active learning involving students in doing things out of the routine and thinking about what they are doing".

- **Development:** the process in which someone or something grows or changes and becomes more advanced:

- **Writing:** the activity of creating pieces of written work, such as stories, poems, or articles.

- **Skills:** an ability to do an activity or job well, especially because you have practiced it.

- **Learning:** knowledge obtained by study.

- **Cognitive:** connected to thinking/conscious mental process.

- **Process:** a series of actions you take in order to achieve a result.

- **Fun:** pleasure, enjoyment, or entertainment.

- **Games:** an organized competition consisting of different events.

- **Meaningful:** intended to show meaning, often secretly.

- **Movement:** a change of position.

- **Proficiency:** having expertise or being very skilled or knowledgeable in a certain subject.

- **Learning Style:** the way people learn and process new information.

- **Techniques:** method of performance.

- **Creative:** resulting from originality of thought, expression.

- **Dynamic**: characterized by energy or effective action; vigorously.

  Curriculum: the subjects comprising a course of study in a school or college.

RESEARCH METHODOLOGY

3.1 TYPE OF RESEARCH DESCRIPTION

The types of research are classified in quantitative, qualitative and quali-quantitative. According to the nature of the two variables in this research "Ludic activities" and "Development of the writing skill" and the object of the research, this is quali-quantitative because it combines data with numerical and statistical explanations as well as qualities of the objects.

The research is also classified according to the purpose, it may be basic and applied. According to the research purpose, it is an applied research because it is used to give an answer to a possible problem. Kowalczyk (n.d) expressed "Applied research is one type of research that is used to answer a specific question that has direct applications to the world."

The research of this project focuses on showing a relationship between the two variables. This will help to demonstrate how the two variables are connected and how they interact with them. (Kowalczyk, (n.d))

These research approaches provide tools to improve the way of learning in students using dynamic activities. These activities will increase the performance of those students and have a better understanding of this language.

3.2 METHODS AND TECHNIQUES

This project was worked with a mixed method because it combines techniques of the qualitative research with the techniques of the quantitative research according to the type of the research. It also collects data as the quantitative paradigm and also considers the opinions as the qualitative paradigm.

The data for this research was obtained by means of methodological triangulation of data such as interviews, classroom observation, and surveys for both students and teachers. According to Rothbauer (2008), "triangulation is taken to indicate that two or more methods are used in a research to verify the results of one and the same subject". The purpose of triangulation is to give credibility and validity of the results of the research.

The instruments used were a peer observation, a survey was applied to students from the two groups of students of the fifth-basic year at Unidad Educativa Liceo Cristiano de Guayaquil Campus 1. In group A, there are 22 students and group B is formed by 21 students. A diagnostic test was conducted to find the weaknesses of the students.

These research techniques were be applied with Principal Directors, students, parents and teachers from the fifth basic year at Unidad Educativa Liceo Cristiano de Guayaquil – Campus 1.

According to the scientific method, the observation was applied to detect the student´s problems in English classes as low proficiency in writing. Then, the questions and possible background were formulated. The research question was studied, tested and gave credibility to the

application of a diagnostic test. To conclude, the research instruments helped to obtain the expected results to give conclusions and recommendations about the selected topic.

3.3 RESEARCH INSTRUMENTS

The observation was a good instrument for research because we noticed our student's problems and how they made mistakes during a writing exercise. Another instrument we used is pre-test and post- test for diagnosing the disability and how our students were getting problems. The data collected was observed by teachers and area director.

3.3.1 Class Observation Form

The peer observations were taken from the documents in the English area to evaluate teacher´s performance inside of the classroom. Its purpose is to identify the pedagogical problems within the classes and find solutions.

3.3.2 Survey for the students and teachers

In this survey, there were 9 items in which students answered their preferences in their English classes. It contained different aspects such as comprehension, interactions, dynamism and their opinion.

English teachers were also surveyed to know the difficulties found in their classes. They were interested in learning new activities that help students to get involved in English classes and also develop abilities in writing.

3.3.3 Interviews

On the other side, teachers from other areas were interviewed to have an idea of the development of their classes. They expressed they would enjoy learning ludic activities to make them learn and enjoy in each class.

The authorities of the institution were asked to have a comprehension of what they expected from this research project and how students got benefits from it.

3.3.4 Pre-test and Post-test

The pre-test and post-test were applied to the students at different moments to verify their knowledge at writing. There were basic exercises as organizing sentences and more complex as writing a short paragraph of a particular topic.

Besides, these results were used to prove the research question: that is to determine the effect of ludic activities on the development of writing skills.

3.4 RESEARCH POPULATION AND SAMPLE.

A sample of 43 students was selected from the population of two sections of fifth grade of one private school. The age group of these students varied from 8-9. Though students were capable of speaking a little fluently in proper English, they were not able to make a good piece of writing according to the required standards of the school. Since the performance of the students was measurable, pre-test and post-test were conducted in the classroom, these two groups were separated in the control group

where the techniques were not applied and the experimental one in which the techniques were used.

3.5 SOURCES, TIMELINE AND RESOURCES

3.5.1 Sources

SOURCES	REQUIREMENTS
Internet Services	To manage research about different topics in relation to the research project.
Computer	To develop all the information and chapters for the project.
Copies	To have the printed worksheets, surveys, and pre-test and post-test for students and teachers.
Papers	To print all the things needed.
Printing Expenses	Cost of the papers for the project.
Transport	To move from place to another to check and correct the project.

Table 5. Sources

From: Caicedo Lady and Daniela Fuentes

3.5.2 Timeline

ACTIVITIES	MONTHS																							
	March				April				May				June				July				August			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Activities Outline	x	x																						
Chapter 1		x	x	x																				
Chapter 2				x	x	x	x																	
Theoretical Review					x	x	x																	
Conceptual Framework							x	x	x	x														
Design of Research Instruments										x	x	x												
Application of the research instruments											x	x												
Results and tabulation												x												
Application of Ludic Activities													x	x	x	x								
Chapter 3														x	x	x								
Chapter 4																x	x	x						
Revision of the Bibliography																		x	x	x				
Revision of the web page																			x	x				
Final Revision																				x	x	x		

Table 6. Timeline

From: Caicedo Lady and Daniela Fuentes

3.5.3 Resources

DESCRIPTION	NUMBER	PRICE	TOTAL
Internet	85	$1,00	$85,00
Copies	150	$0,02	$3,00
Printing Black and White Paper	80	$0,10	$8,00
Printing Color Paper	25	$0,50	$12,50
CD's	3	$1,00	$3,00
Transport	10	$0,25	$2,50

Table 7. Resources

From: Caicedo Lady and Fuentes Daniela

3.6   DATA ANALYSIS METHODS

After the application of the different research instruments, it is necessary to transform and model data with the purpose of recovering useful information, making conclusions and taking decisions to prove or disprove the research question.

The selected statistic method to analyze the data is Descriptive Statistics, it is related to the scientific method because the information is collected, organized, analyzed and interpreted to reach an aim to solve a problem.

3.6.1 Subdivisions of Descriptive Statistics

The Descriptive Statistics is divided into two statistical methods:

- <u>Descriptive Statistics</u> refers to the presentation of numerical data showed through tables or graphs (charts and pie charts) and the methodology of analyzing.

- <u>Inferential Statistics</u> concerns with the techniques to make inferences about the basis of observations collected from the samples.

3.6.2 Graphical Descriptions of Data

There are different ways of showed graphically the data for the researcher after obtaining the results:

Graphical Presentation uses the graph as a method of presenting statistical data in visual form, its objective is to give a quick and easy look to the information that is showed.

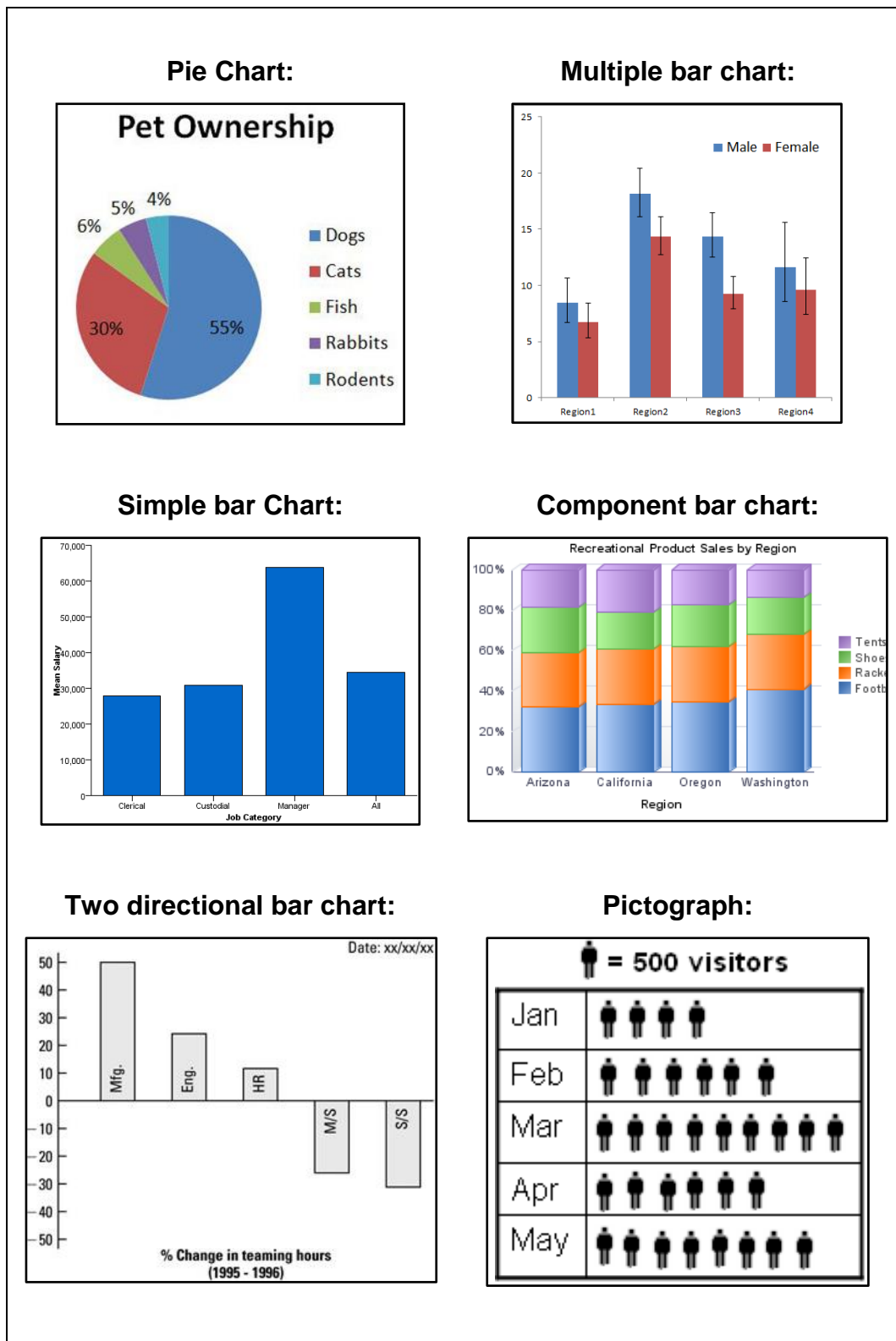There are a wide set of graphs, but these are the most common used:

Table 8 Types of Statistic Graphics

Adapted from: Descriptive Statistics

According to the results of the research instruments of this project the graphics applied were:

- **Pie Chart:** this model was used to show the results of the Teachers and students' surveys

- **Simple bar Chart**: it was used to show the percentage of the peer-observation class and the pre-test and post-test results.

- **Multiple bar chart**: to compare the results of the pre-test and post-test in both groups the experimental group (5th A) and the control group (5th B)

After the tabulation and the design of these graphics, it was necessary to write a short but accurate summary of these graphics.

3.7   RESULTS/FINDINGS: PRESENTATION AND ANALYSIS

3.7.1 Results and analysis of the class observations

During the peer-observation, 6 teachers from the English area were observed in their classes. In total, there were 7 aspects that are evaluated.

Rating score:
- Yes
- In part
- No

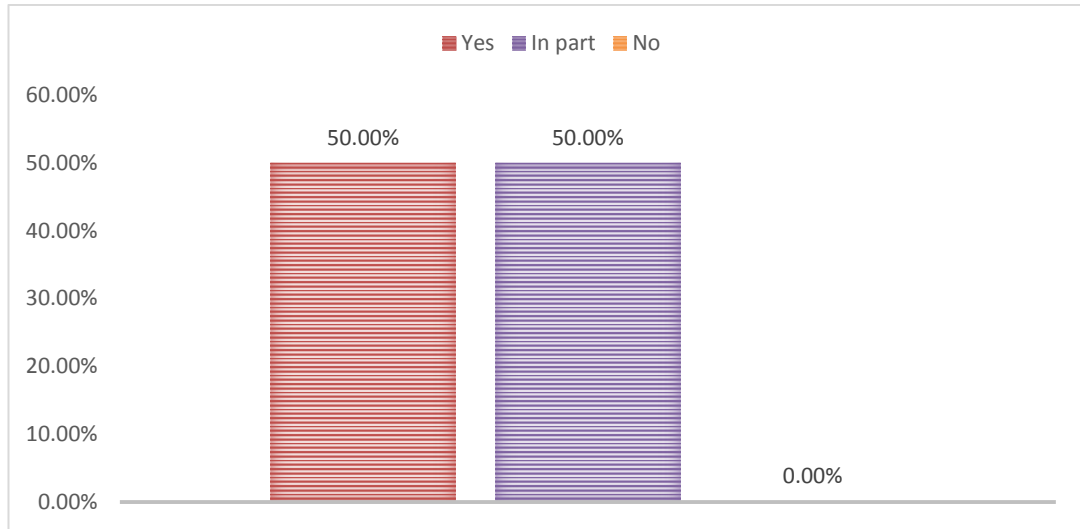### a) Objective, topic and class activities are congruent

Chart 1. Peer Observation. Aspect 1

In the class, 50% of the teachers indicated the objective of the class, the topics, and the activities were suitable to the level of the students.

However, the other percentage did not give clear ideas of the objective of the class and the activities were not according to the level.
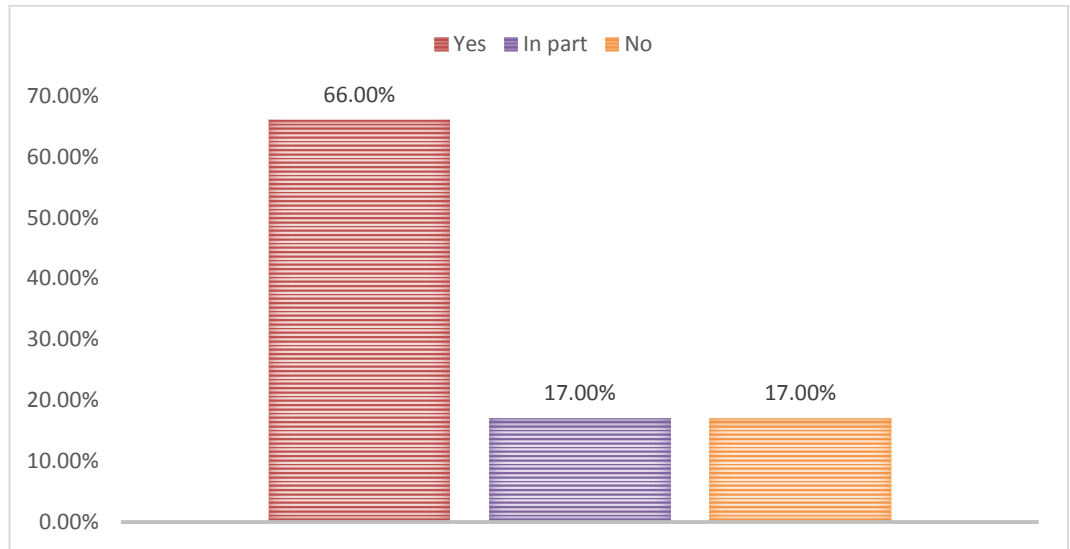
b) Sequence of the lesson is clear

Chart 2. Peer Observation. Aspect 2

During the class, all the elements have to be applied such as engage, study and activate.

In the observation, 66% of the teachers in the English area followed the planning.

A 17% percent did not have a clear sequence of the lesson plan and some points were not applied. And a small percentage improvised the class and not have a sequence during the learning process.
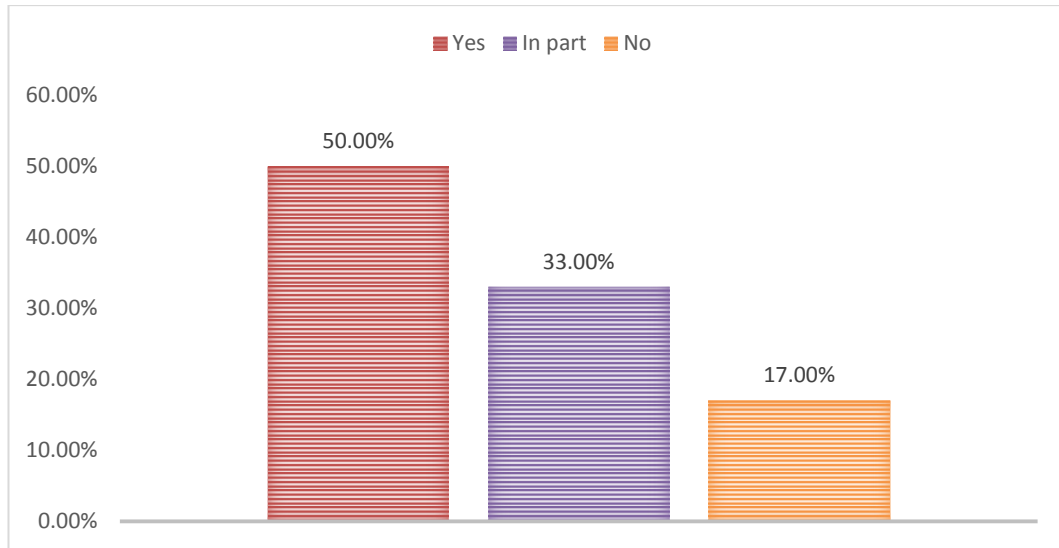
c) Use of L2 most of the time:

Chart 3. Peer Observation. Aspect 3

Teachers need to use more mimics of gestures to make students understand, avoiding using L1.

According to the level of the students, teachers can handle with the use of L2, for this reason, 50% of the teachers from high levels used L2 the majority of the time.

The 33% worked with the intermediate level, where sometimes it is necessary to explain some things in their mother tongue to make the class more understandable. The 17% is the basic level such second grade, and with this group, mimics are good resources to work.

d) Teacher is enthusiastic and dynamic:

Chart 4. Peer Observation .Aspect 4
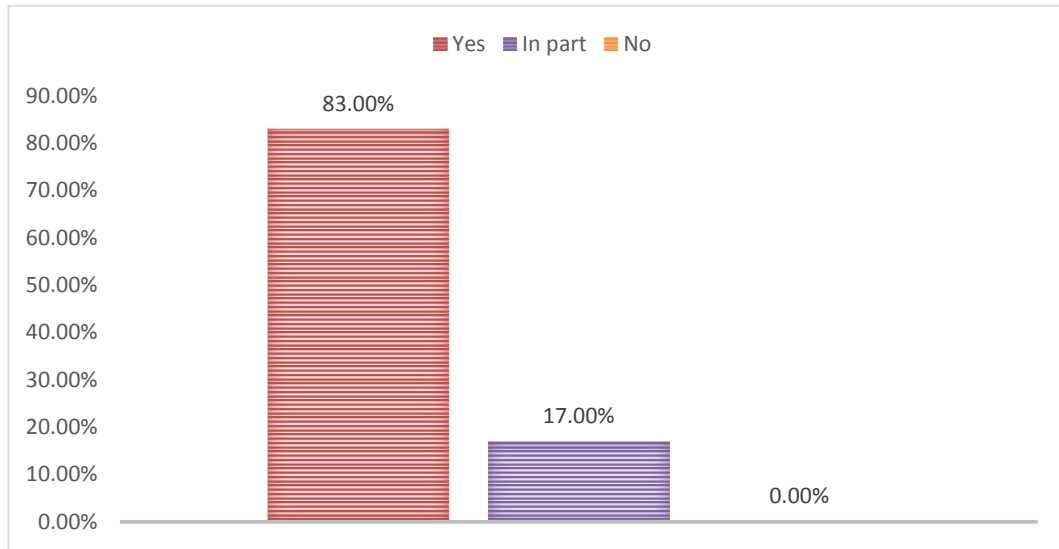
The majority of the time teacher shows energy in the class, unfortunately, there were some classes where students seem bored.

The 83% of the teachers showed energy and made their classes dynamic. They also spurred their students or the ones who did not feel motivated in classes and made them participate. And a small part of 17% tried to motivate them but it is not enough for learning.

e) Effective pair/group work was observed
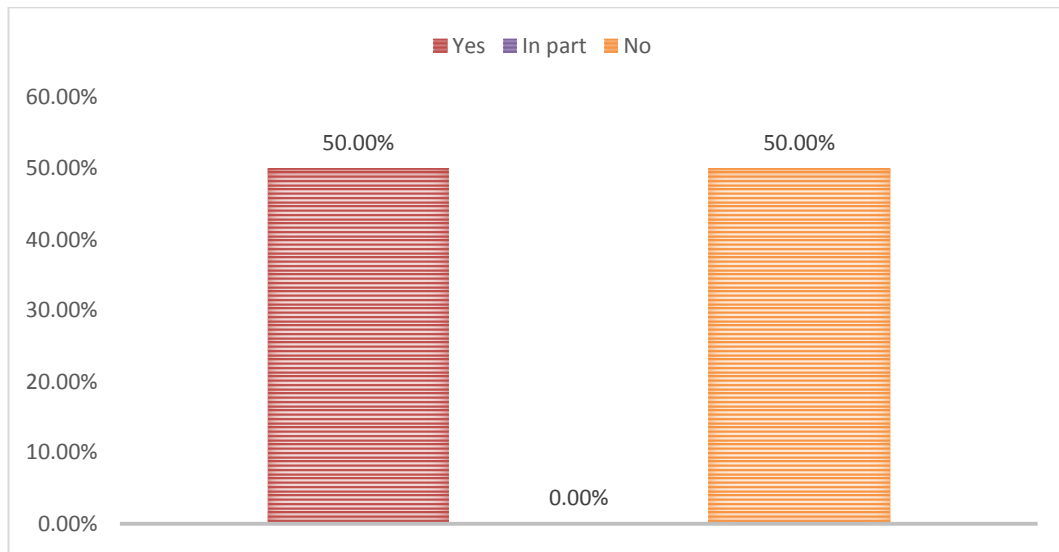
Chart 5. Peer Observation. Aspect 5

In this point, teachers made students move their chairs and worked in pairs. It also worked in bigger groups (4 or 5 students), they worked in order.

With high levels, such as the 50% teachers made their students work in small groups of 4 or 5. They developed activities in their books or worksheets, and it encouraged students to help each other.

The other 50% did not work in groups and it affected students in a way that they did not learn how to share with their classmates.

f) Teacher checked understanding of instructions
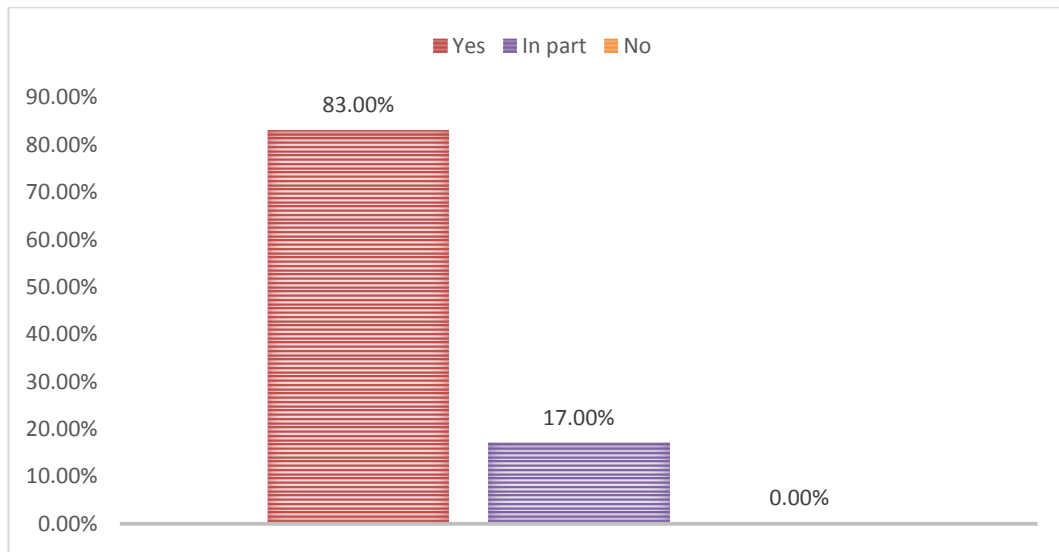
Chart 6. Peer Observation. Aspect 6

In some activities, it seemed that teacher forgot to ask for understanding the steps for making the exercises.

A big part of the teachers that represents the 83% made sure that their students understood the instructions of each activity. They asked questions and wrote them on the board and remembered the students each moment.

However, a 17% sometimes forgot to clarify the instruction of the activity and some students got lost in it.

g) Teacher treated students with respect
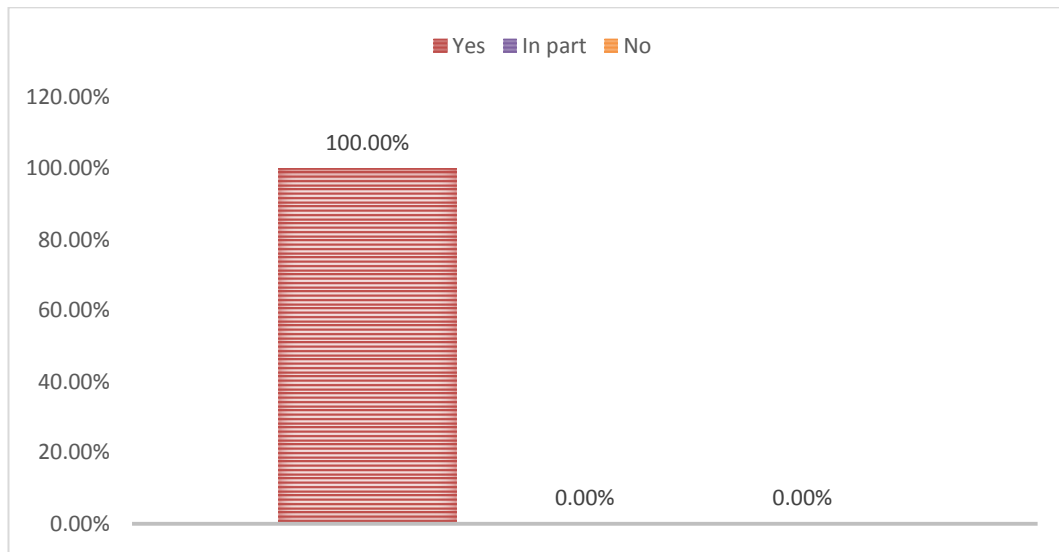
Chart 7. Peer Observation. Aspect 7

The teacher used a correct way of speaking showing respect to their students.

All of the teachers treats their students with the respect they deserve even though of the students' age. All of them are professionally qualified.

The peer-observation class showed other problems:

There wase lack of visual materials, which allowed students to understand in an easier and better way.

Sometimes teacher wase not prepared for the class and it provoked that students got bored in class and lost in some activities, asking their classmates for an explanation.

The lack of vocabulary made some students to avoid working in the writing activities. It made the teacher lose time with the rest of the students.

Finally, another complication was the absence of interactive and dynamic activities which help to engage students in the class, and in this way, they do not develop the meaningful learning.

3.7.2 Results and analysis of the surveys applied to teachers from the English Area at "Unidad Educativa Liceo Cristiano de Guayaquil-Campus 1"

QUESTIONS	Yes	No	A little	Total
1. Do you think your classes are interesting and dynamic?	5	0	1	6
2. Do you think that the periods of classes are enough for your teaching?	0	6	0	6
3. Is it easy for you to teach English?	4	0	2	6
4. Do your students have more problems in writing?	5	0	1	6
5. Do your students find difficult to work in writing activities?	6	0	0	6
6. Do you apply different teaching-techniques to make them work in class?	6	0	0	6
7. Do you use motivating activities to make them practice outside the classroom?	4	1	1	6
8. Did you know about ludic activities in class?	2	4	-	6
9. Would you like to learn about these ludic activities to improve writing skills?	6	0	-	6

Table 9. Teachers' surveys questions

Question N° 1

Do you think your classes are interesting and dynamic?

Rating Scale:

1. Yes   2. No   3. A little

Description	Frequency	Percentage
1. Yes	5	83%
2. No	0	0%
3. A little	1	17%
Total	**6**	**100%**

Table 10. Question 1. Teachers' surveys
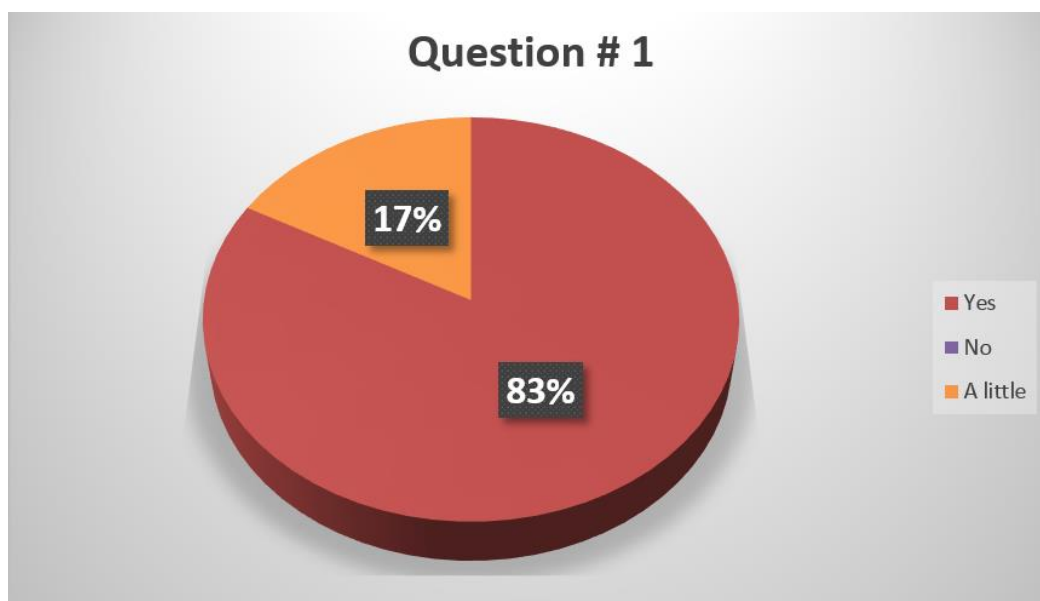
Pie Chart 1. Teachers' Surveys Question 1. Results

Taking part of the English area, 83% of the teachers indicated that the majority of them prepared their classes including dynamic and interactive activities that appealed to their students.

Question N° 2

Do you think that the periods of classes are enough for your teaching?

Rating Scale:

1. Yes   2. No   3. A little

Description	Frequency	Percentage
1. Yes	0	0%
2. No	6	100%
3. A little	0	0%
Total	**6**	**100%**

Table 11. Question 2. Teachers' surveys
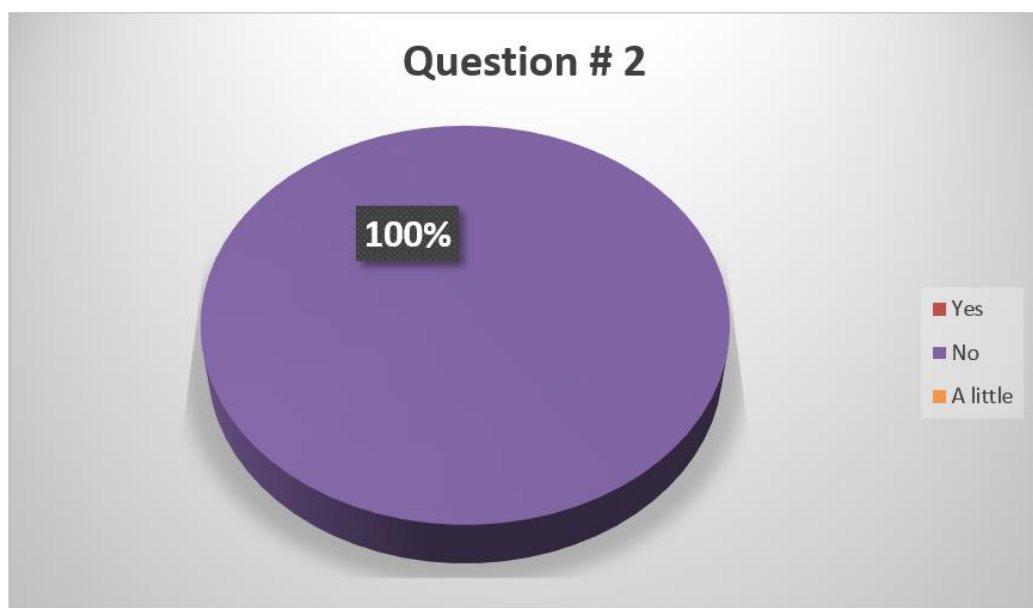
Pie Chart 2 . Teachers' Surveys Question 2. Results

The 100% of the teachers in the English area agreed about the time that is estimated for each class. They indicated that it is not enough for all the activities that needed to be developed for the improvement of their students.

Question N° 3

Is it easy for you to teach English?

Rating Scale:

1. Yes   2. No   3. A little

Description	Frequency	Percentage
1. Yes	4	67%
2. No	0	0%
3. A little	2	33%
Total	**6**	**100%**

Table 12. Question 3. Teachers' surveys
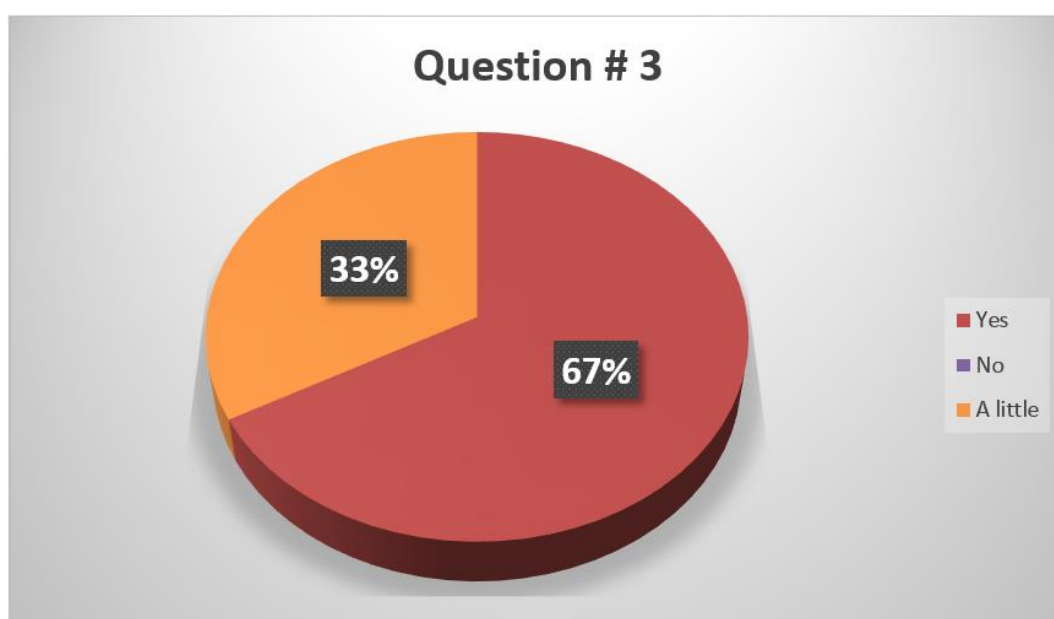
Pie Chart 3. Teachers' Surveys Question 3. Results

Despite he short time that English teachers had to develop their classes, a 67% of them stated that it was easy for them to teach this subject. However, there was a 33% who indicated that it turns a little difficult in the moment of teaching.

Question N° 4

Do your students have more problems in writing?

Rating Scale:

2. Yes   2. No   3. A little

Description	Frequency	Percentage
4. Yes	5	83%
5. No	0	0%
6. A little	1	17%
Total	**6**	**100%**

Table 13. Question 4. Teachers' surveys
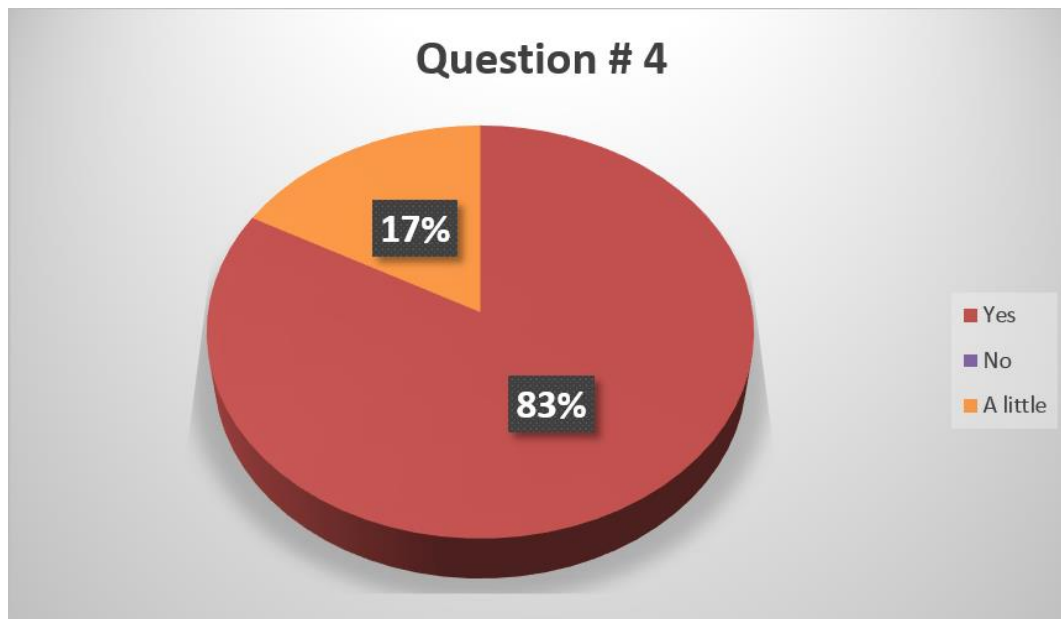
Pie Chart 4. Teachers' Surveys Question 4. Results

In the four skills of this language, teachers stated that one of the most difficult ones for their students was in the writing skills with 83%, and 17% shows that is reading.

Question N° 5

Do your students find difficult to work in writing activities?

 Rating Scale:

1. Yes   2. No   3. A little

Description	Frequency	Percentage
1. Yes	6	100%
2. No	0	0%
3. A little	0	0%
Total	**6**	**100%**

Table 14. Question 5. Teachers' surveys
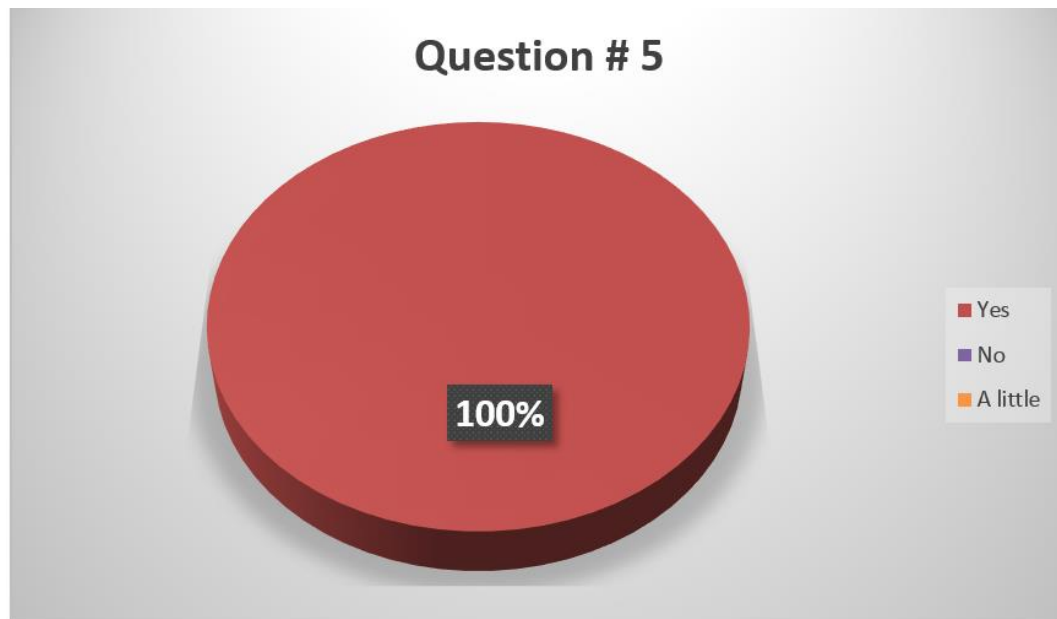
Pie Chart 5. Teachers' Surveys Question 5. Results

All the teacher stated that the students had a strong problem in writing skill, a part of the rest of the skills.

Question N° 6

Do you apply different teaching-techniques to make them work in class?

Rating Scale:

1. Yes   2. No   3. A little

Description	Frequency	Percentage
1. Yes	6	100%
2. No	0	0%
3. A little	0	0%
Total	**6**	**100%**

Table 15. Question 6. Teachers' surveys
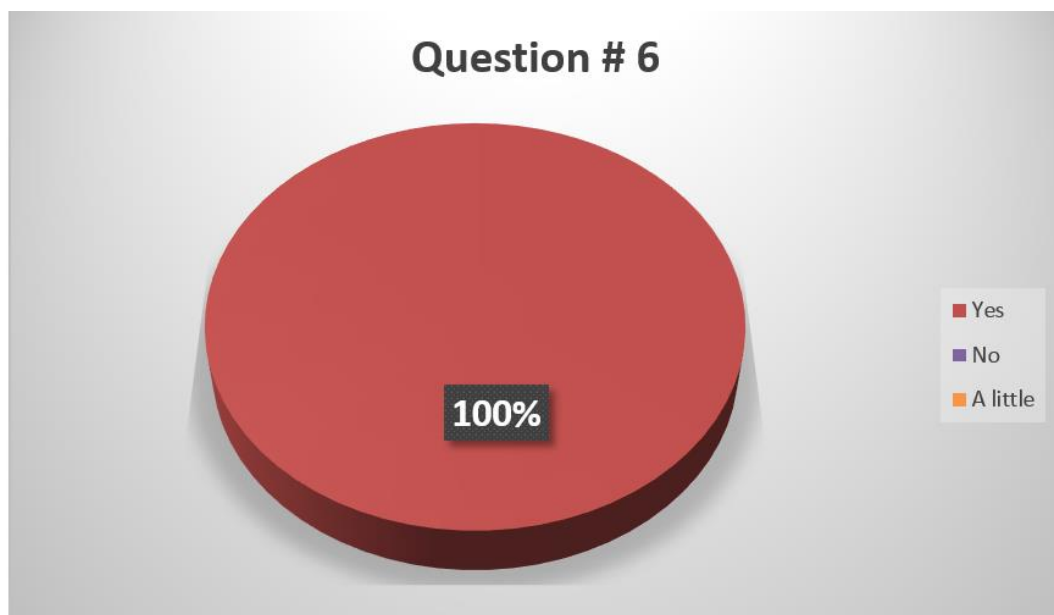
Pie Chart 6. Teachers' Surveys Question 6. Results

The teachers stated that they used all the teaching-techniques that were necessary to motivate students to work and found the answers to the different exercises.

Question N° 7

Do you use motivating activities to make them practice outside the classroom?

Rating Scale:

1. Yes   2. No   3. A little

Description	Frequency	Percentage
1. Yes	4	66%
2. No	1	17%
3. A little	1	17%
Total	**6**	**100%**

Table 16. Question 7. Teachers' surveys
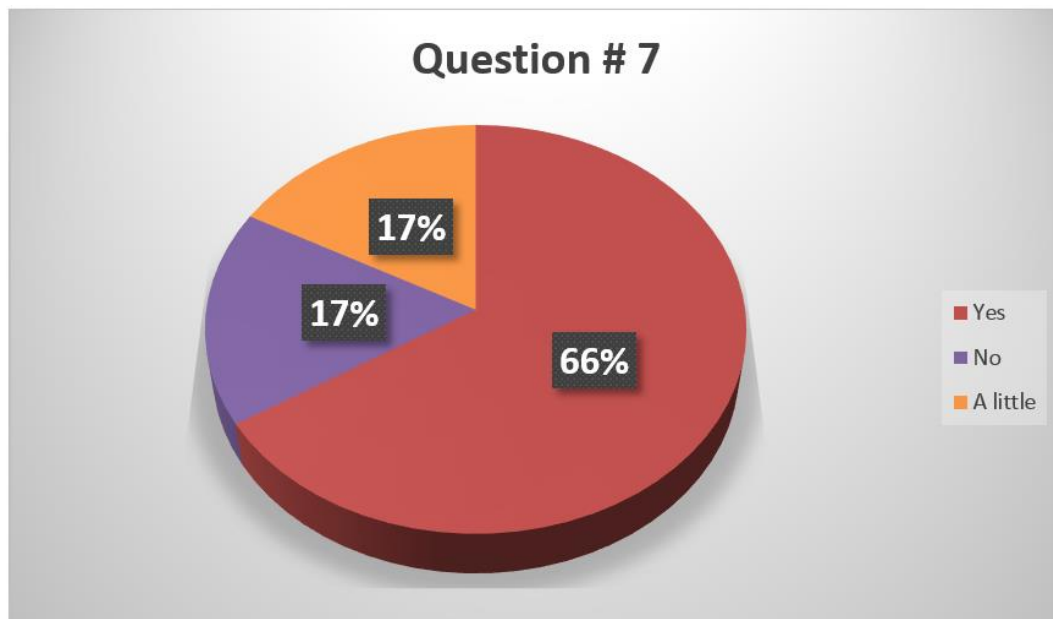
Pie Chart 7. Teachers' Surveys Question 7. Results

We could observe that 66% of the teachers used motivating activities to reinforce the student's knowledge working outside the classroom, and a 17% expressed they did not work in this way or a little.

Question N° 8

Did you know about ludic activities in class?

Rating Scale:

1. Yes   2. No

Description	Frequency	Percentage
1. Yes	2	33%
2. No	4	67%
Total	**6**	**100%**

Table 17. Question 8. Teachers' surveys
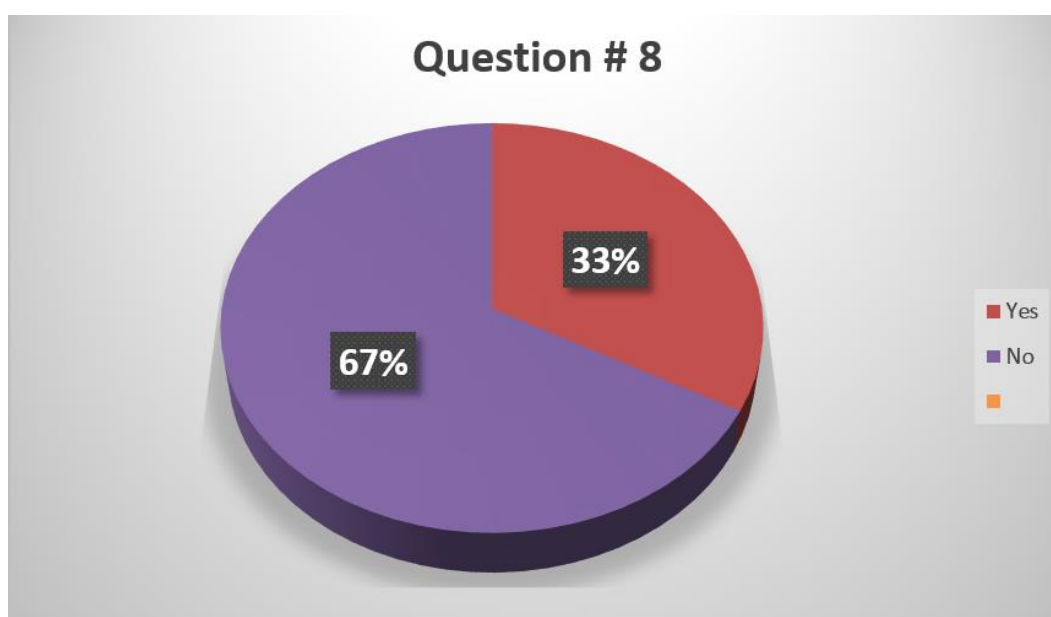
Pie Chart 8. Teachers' Surveys Question 8. Results

We could observe that a 67% of the teachers did not know about the use of ludic activities, and 33% had applied them in the classroom.

Question N° 9

Would you like to learn about these ludic activities to improve writing skills?

Rating Scale:

1. Yes   2. No

Description	Frequency	Percentage
1. Yes	6	100%
2. No	0	0%
Total	**6**	**100%**

Table 18. Question 9. Teachers' surveys
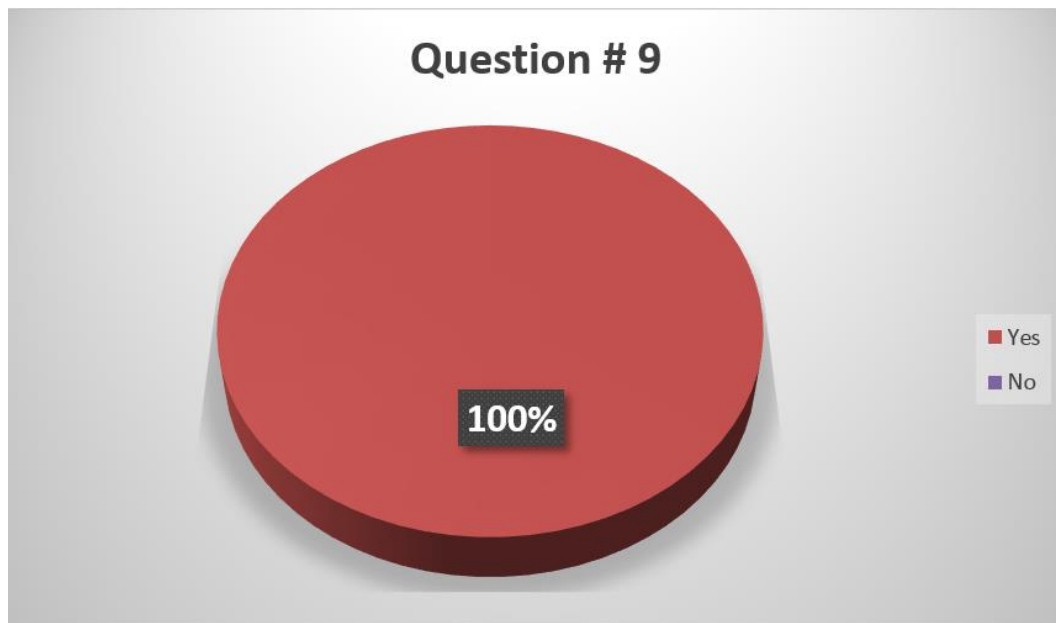
Pie Chart 9. Teachers' Surveys Question 9. Results

All of the teachers expressed that they would like to have more ideas through ludic activities and in this way they will make their students get more interested in English classes.

3.7.3 Results and analysis of the surveys applied to the students from fifth basic year at "Unidad Educativa Liceo Cristiano de Guayaquil – Campus 1"

Questions	Yes	No	A little	Total
1. Do you enjoy learning English?	32	2	9	**43**
2. Is your English class interesting and dynamic?	37	1	5	**43**
3. Do you like writing?	18	3	22	**43**
4. Is it easy to understand your teacher´s explanation?	10	3	30	**43**
5. Is it difficult to compose basic sentences?	5	25	13	**43**
6. Do you have more than 5 years in the institution?	29	8	6	**43**
7. Do you practice English at home?	15	20	8	**43**
8. Do you take extra English classes?	15	28	-	**43**
9. Would you like more interactive classes?	33	3	7	**43**

Table 19. Students' survey questions

Question N° 1

Do you enjoy learning English?

Rating Scale:

1. Yes   2. No   3. A little

Description	Frequency	Percentage
1. Yes	32	74%
2. No	2	5%
3. A little	9	21%
Total	**43**	**100%**

Table 20. Question 1. Students' survey
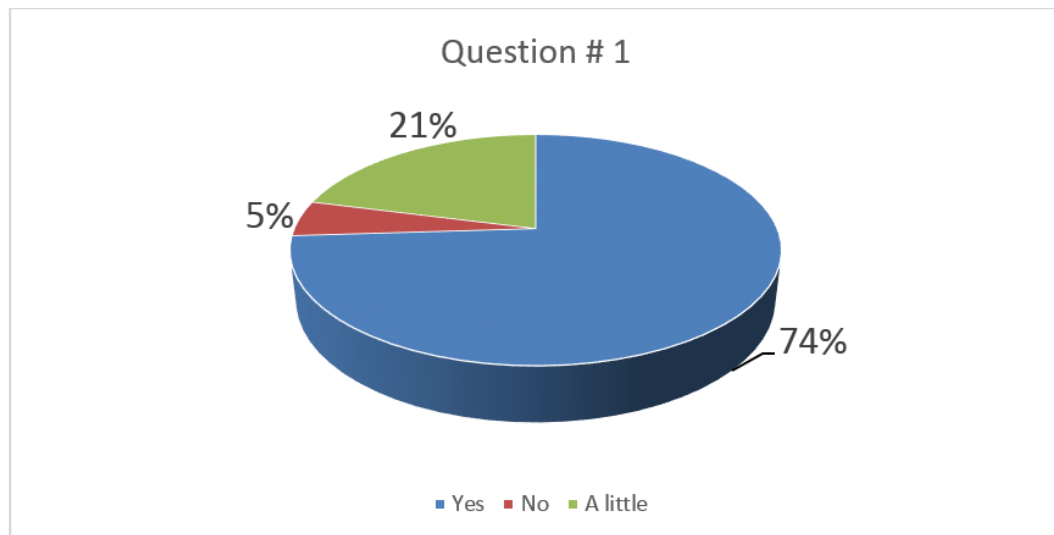
Pie Chart 10. Students' Survey Question 1. Results

A part of some of the problems in the classroom that were evident in previous peer-observations classes, 74% of students enjoyed learning English, 21% of them stated that they enjoyed it a little and 5% said they didn't like it at all.

Question N° 2

Is your English class interesting and dynamic?

Rating Scale:

1. Yes   2. No   3. A little

Description	Frequency	Percentage
1. Yes	37	86%
2. No	1	2%
3. A little	5	12%
Total	**43**	**100%**

Table 21. Question 2. Students' survey
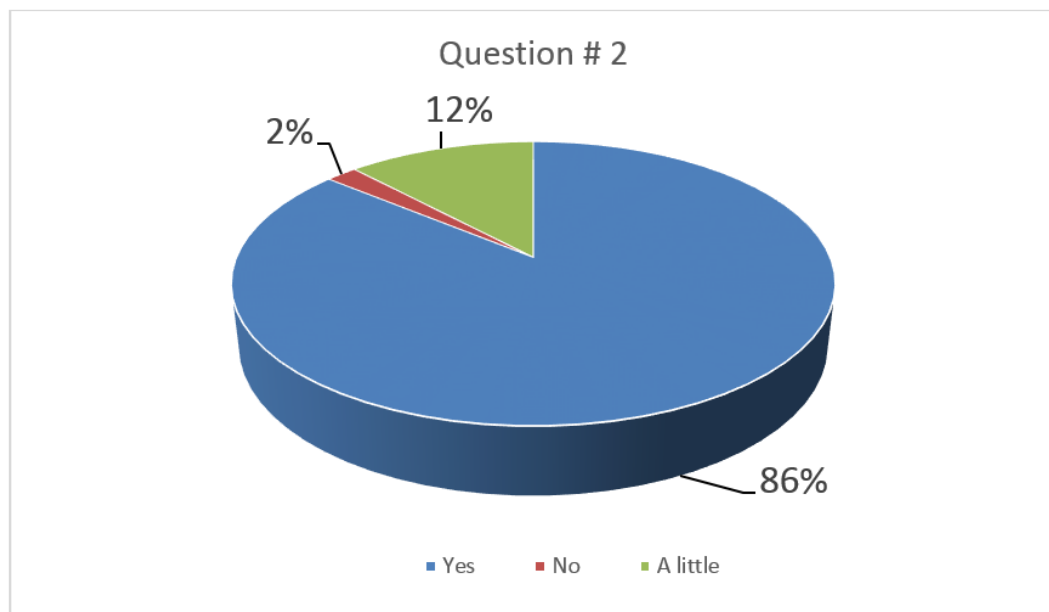
Pie Chart 11. Students' Survey Questions 2. Results

A big percentage of the students thought that the class activities were interesting and dynamic, 12% of them declared that the English class was a little interesting and 2% were not interested in the implemented activities.

Question N° 3

Do you like writing?

Rating Scale:

1. Yes   2. No   3. A little

Description	Frequency	Percentage
1. Yes	18	41%
2. No	3	6%
3. A little	22	53%
Total	**43**	**100%**

Table 22. Question 3. Students' survey
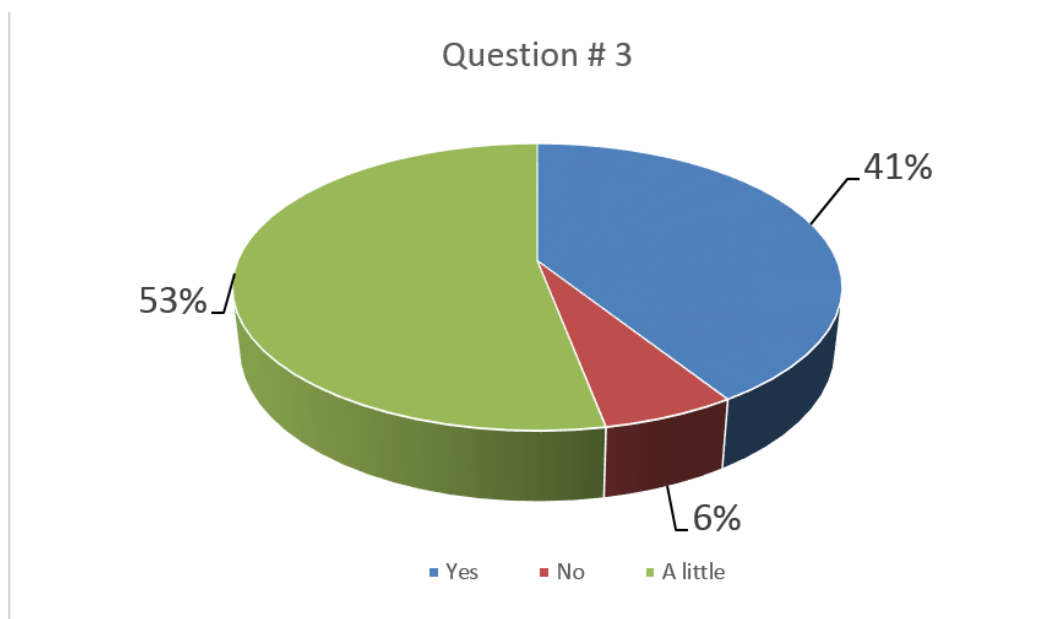
Pie Chart 12. Students' Survey Question 3. Results

We observed that a 53% of the students liked a little the writing activities, 41% of the students concluded they liked it, and a 6% declared that they did not like it at all.

Question N° 4

Is it easy to understand your teacher's explanations?

Rating Scale:

1. Yes 2. No 3. A little

Description	Frequency	Percentage
1. Yes	10	24%
2. No	3	6%
3. A little	30	70%
Total	**43**	**100%**

Table 23. Question 4. Students' survey
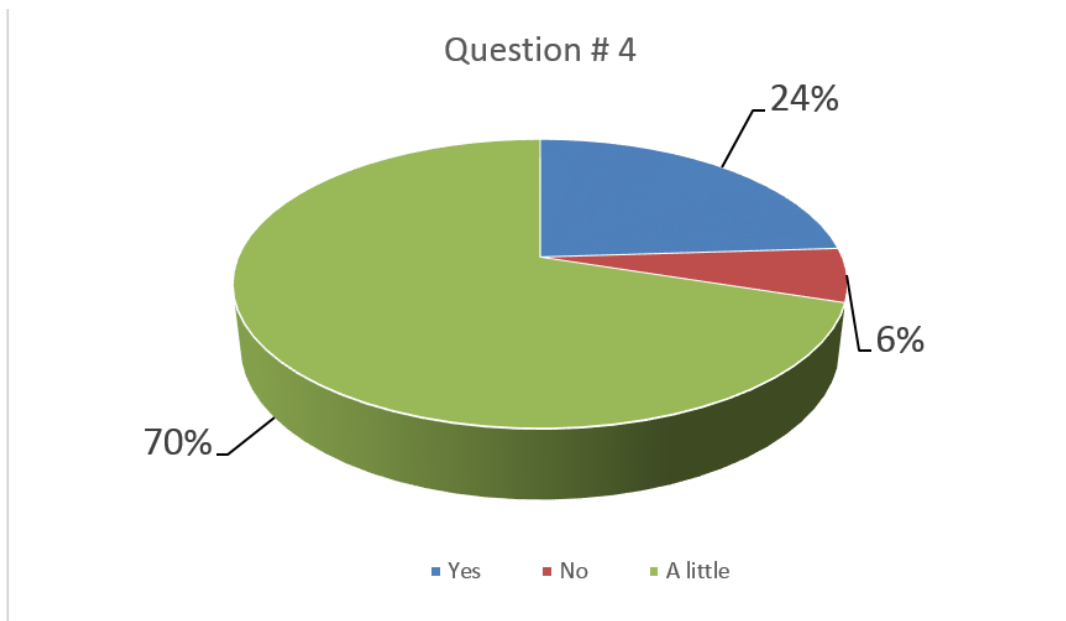
Pie Chart 13. Students' Survey Question 4. Results

It showed that the 30% of the students found a little easy to understand teacher's explanation and 10% declared it was easy to catch the instructions. 3% needed to find ways to comprehend the instructions.

Question N° 5

Is it difficult to compose basic sentences?

Rating Scale:

1. Yes   2. No   3. A little

Description	Frequency	Percentage
1. Yes	5	12%
2. No	25	58%
3. A little	13	30%
Total	**43**	**100%**

Table 24. Question 5. Students' survey
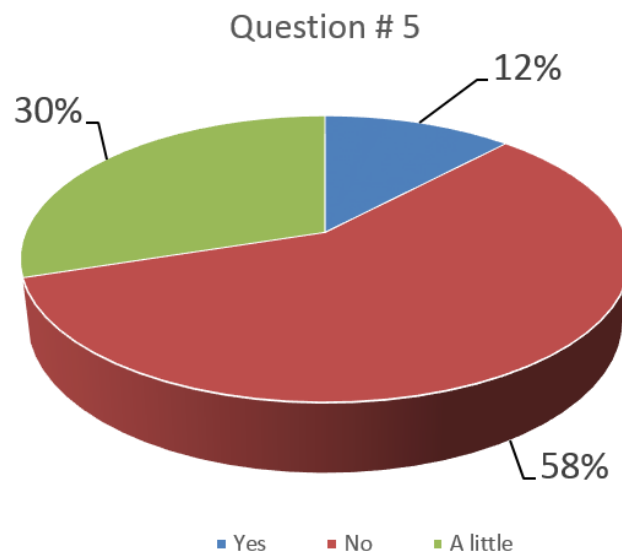
Pie Chart 14. Students' Survey Question 5. Results

We observed that a 12% of the students found difficult to compose basic sentences, 58% concluded they got easy to do these activities, and a 30% declared that they had little problems composing basic sentences.

Question N° 6

Do you have more than 5 years in the Institution?

Rating Scale:

1. Yes   2. No   3. A little

Description	Frequency	Percentage
1. Yes	29	68%
2. No	8	19%
3. A little	6	13%
Total	**43**	**100%**

Table 25. Question 6. Students' survey
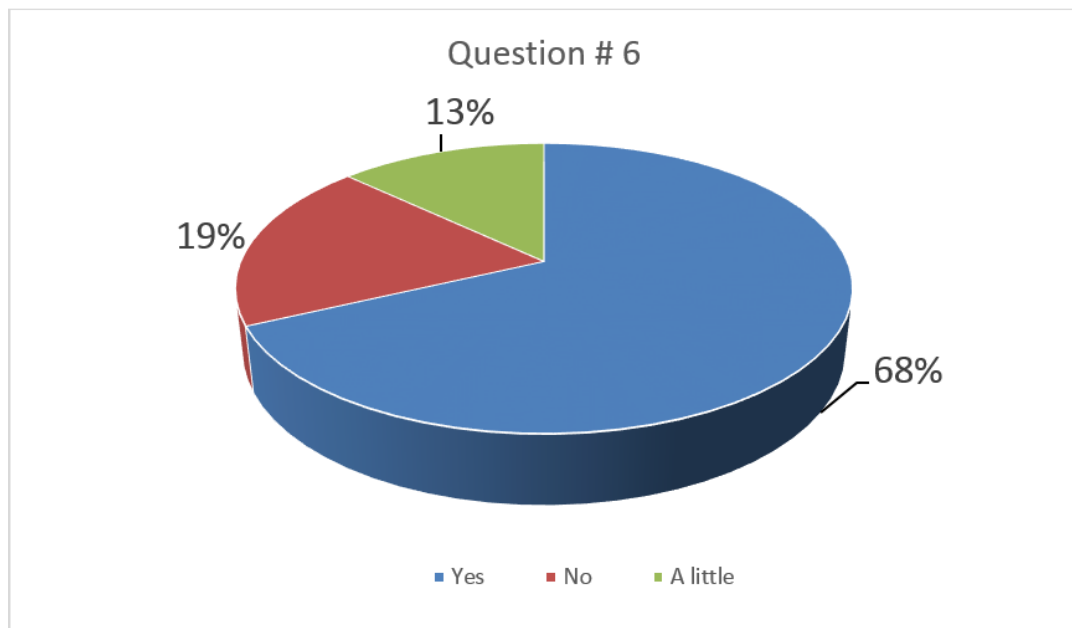
Pie Chart 15. Students' Survey Question 6. Results

The 68% of the students came from pre-school and have background knowledge in English subject, and there was a 19% of the students who had three years approximately receiving this subject. However, there was a 13% of the group who were never exposed to this language in another school.

Question N° 7

Do you practice English at home?

Rating Scale:

1. Yes   2. No   3. A little

Description	Frequency	Percentage
1. Yes	15	35%
2. No	20	47%
3. A little	8	18%
Total	**43**	**100%**

Table 26. Question 7. Students' survey
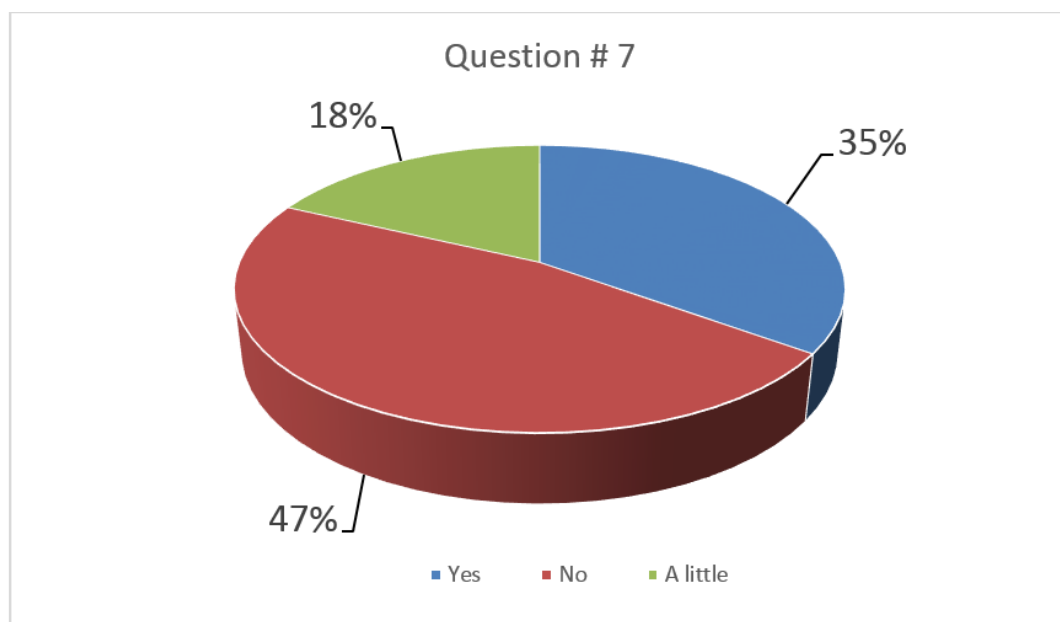
Pie Chart 16. Students' Survey Question 7. Results

It was observable with a 47% that the majority of the students did not take seriously the importance of practicing this language, they did not make any effort to improve their grades. 35% of the students indicated that they found ways of developing this language and 8% had a little practice at home.

Question N° 8

Do you take extra English classes?

Rating Scale:

1. Yes   2. No

Description	Frequency	Percentage
1. Yes	15	35%
2. No	28	65%
Total	**43**	**100%**

Table 27. Question 8. Students' survey
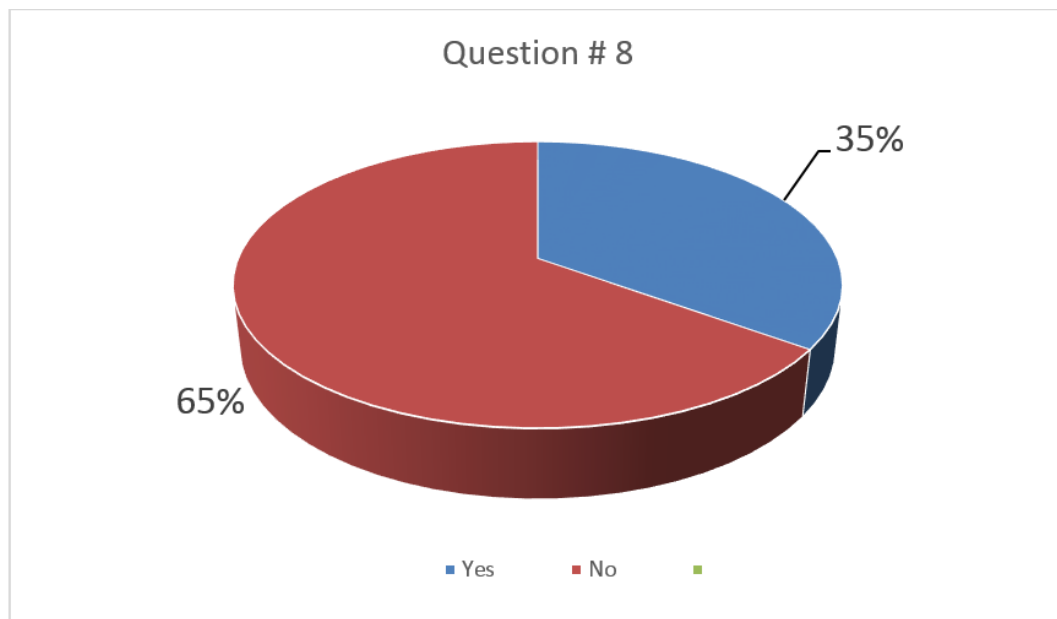
Pie Chart 17. Students' Survey Question 8. Results

The 65% of the group expressed that they did not take extra classes in English, this was one of the s of the lack of knowledge in these students. However, 35% that had a higher knowledge and could help to the rest of the students.

Question N° 9

Would you like more interactive classes?

Rating Scale:

1. Yes   2. No   3. A little

Description	Frequency	Percentage
4 Yes	33	77%
5 No	3	7%
6 A little	7	16%
Total	**43**	**100%**

Table 28. Question 9. Students' survey
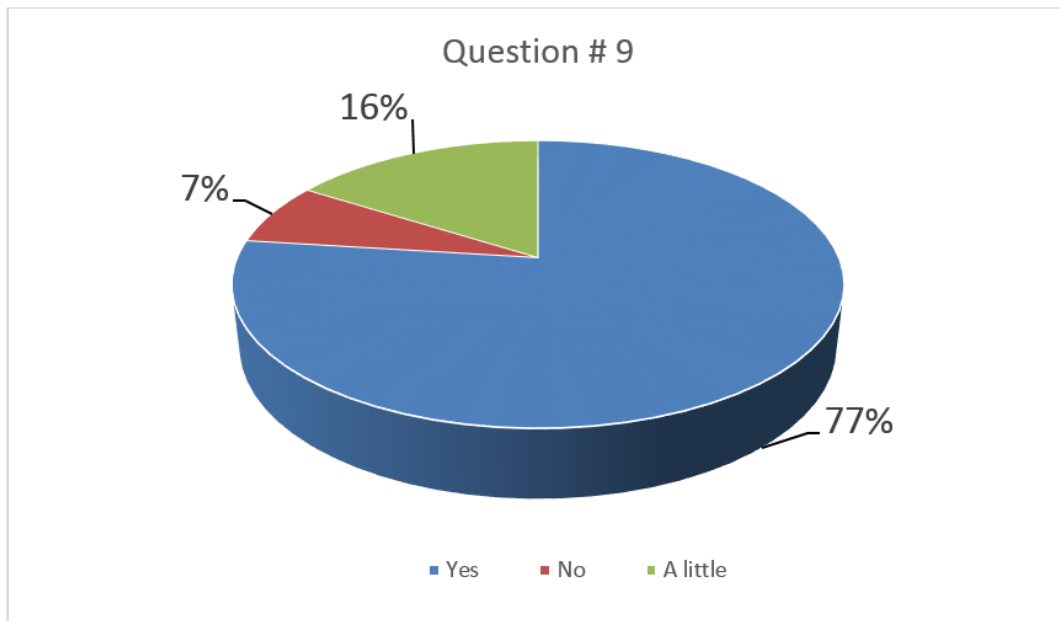
Pie Chart 18. Students' Survey Question 9. Results

Most of the students preferred more interactive activities in the classroom, 77% of them, a 7% of students said they like it just a little, and 3% would not enjoy that type of activities.

With this data, we observed then that 77% + 7% are asking for implementation of a new methodology to change the activities and have a better performance of themselves.

The next step after the survey was to do a pre-test to find the difficulties in the process of writing sentences. This pre-test was based on the problems that we have observed in the peer-observation class. It contains grammatical exercises and identifies the different part of speech.

To apply the pre-test, two groups were chosen in order to prove the research question, one course is the experimental group (Group A) that is represented by Fifth Basic year "A", which the ludic activities were applied. Another course is the control group (Group B) that is represented by Fifth Basic year "B" where activities are not going to be applied:

3.7.4 Results and analysis of the pre-test and post-test

3.7.4.1 Results of Pre -test in the experimental group

Fifth basic year "A".

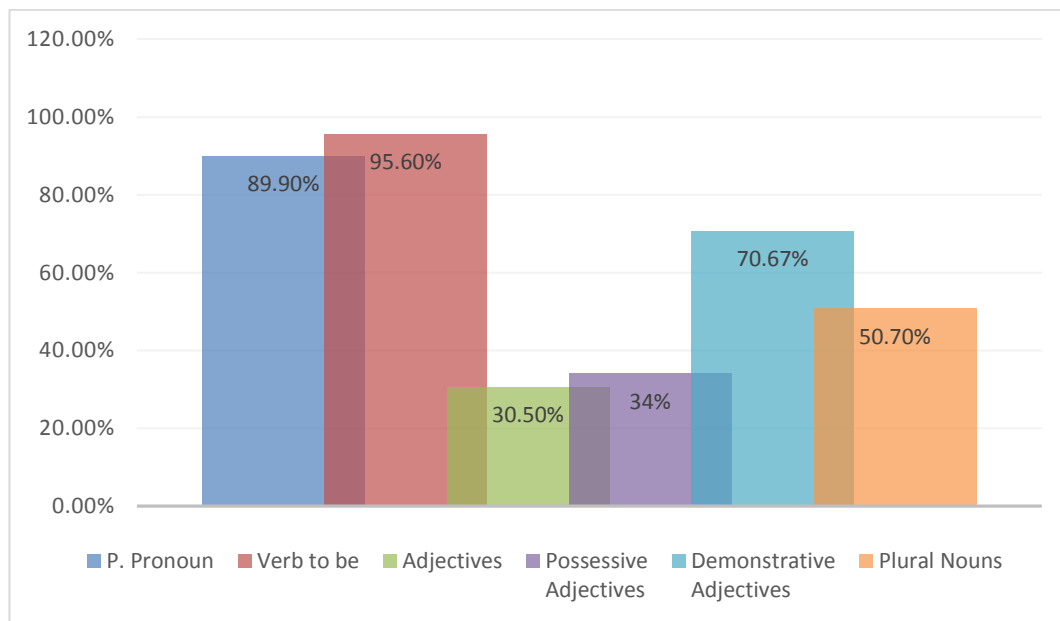|	
Personal Pronoun	89.9%
Verb to be	95.6%
Adjectives	30.5%
Possessive Adjectives	34%
Demonstrative Adjectives	70.67%
Plural Nouns	50.7%

Table 29. Pre-test Group A. Results

Chart 8. Pre-test Group A. Results

After the results of the basic grammatical knowledge, most of the students didn't have problems in the use of subject pronouns and the verb to be. The rest of the students had little limitations.

Grammar Proficiency Percentage

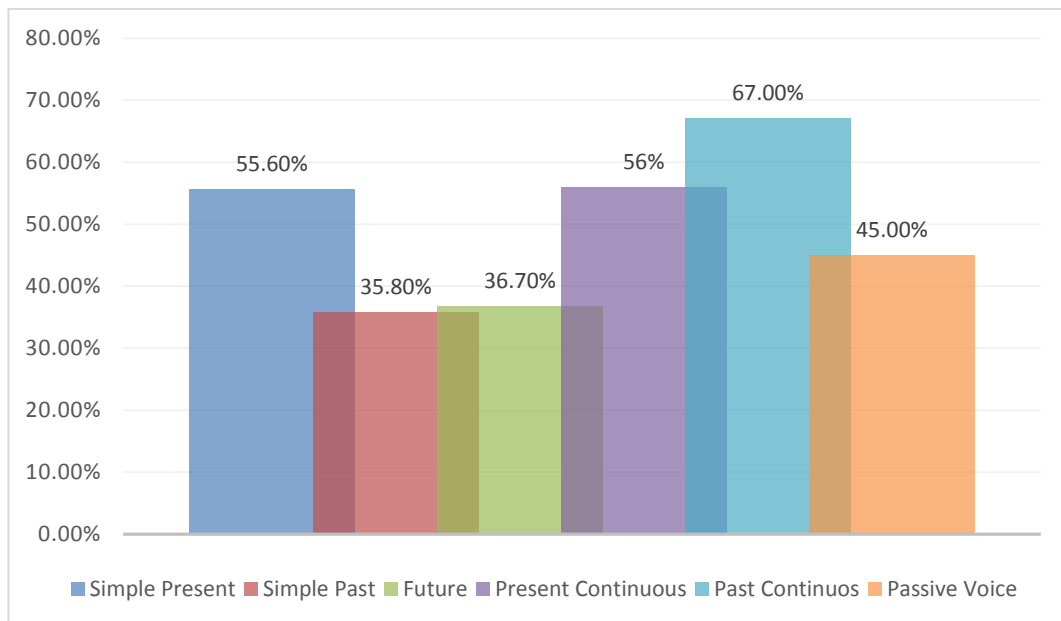| Simple Present	55.6%
Simple Past	35.8%
Future	36.7%
Present Continuous	56%
Past Continuous	67%
Passive Voice	45%

Table 30. Grammar Proficiency Percentage

Chart 9. Grammar proficiency. Results

In the different tenses, the results showed that the majority of the population had dominated the present and past continuous and in a 55.60% the simple present. Otherwise, the other students had certain weaknesses with the use of the other grammatical structures   .

3.7.4.2 Results of Pre -test in the control group

Fifth basic year "B".

Personal Pronoun	76.8%
Verb to be	85.6%
Adjectives	26.5%
Possessive Adjectvies	40%
Demonstrative Adjectives	43.7%
Plural Nouns	51.6%

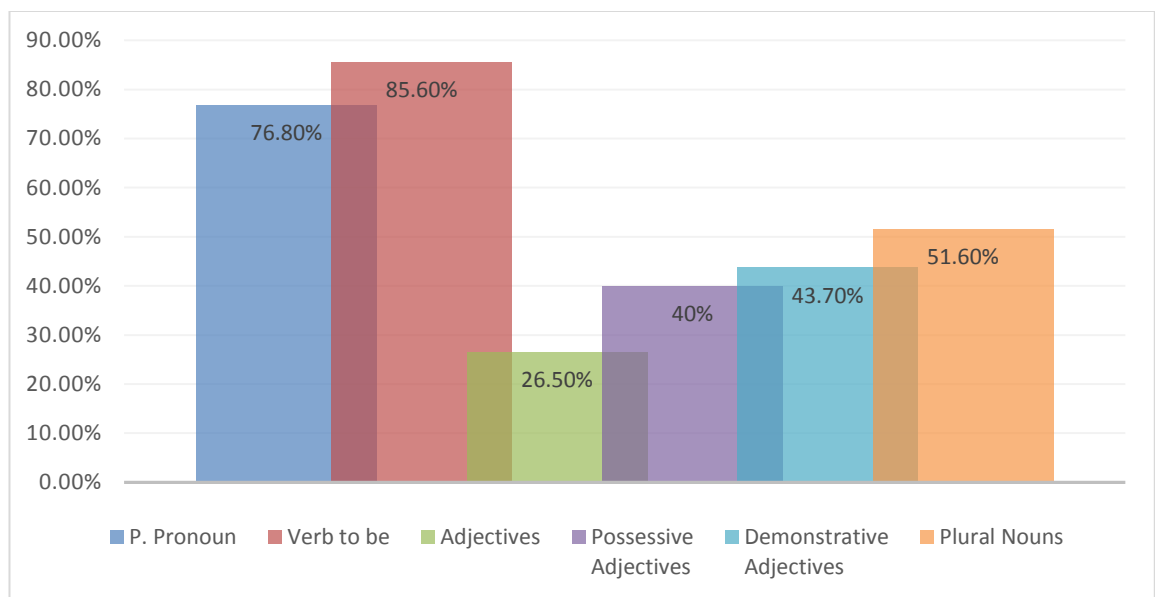Table 31. Pre-test Group B. Results

Chart 10. Pre-test Group B. Results

The results from the control group, where that teaching techniques were not applied. They didn't have problems with the use of personal pronouns, the verb to be and plural nouns, but they had little difficulties with possessive adjectives and demonstrative adjectives.

Grammar Proficiency Percentage

Simple Present	56.4%
Simple Past	25.7%
Future	30.7%
Present Continuous	49%
Past Continuous	56.8%
Passive Voice	41.2%

Table 32. Grammar Proficiency Percentage
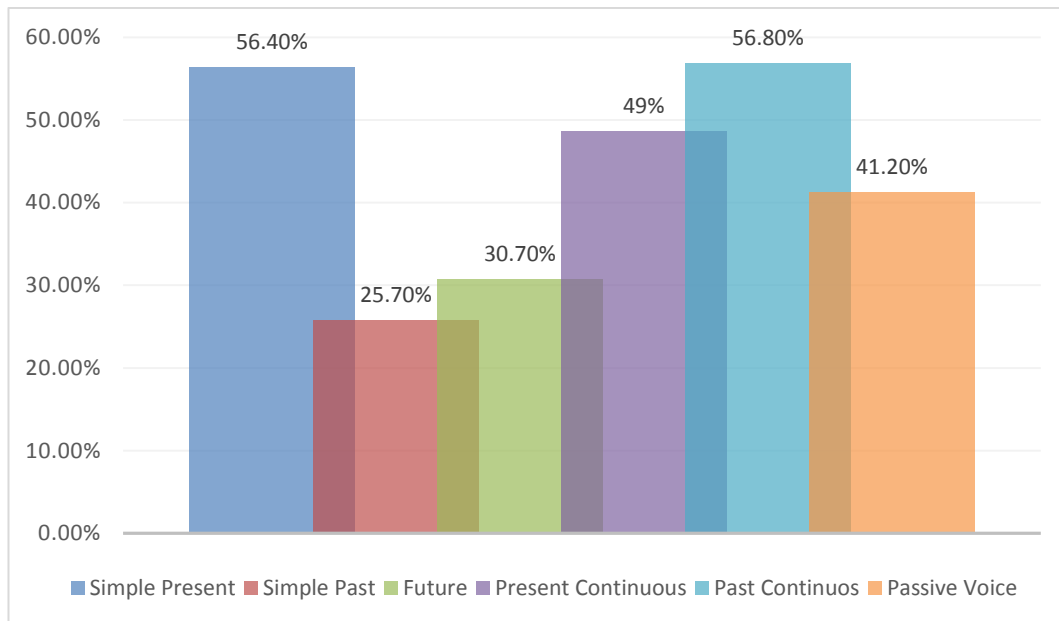
Chart 11. Grammar Proficiency. Results

We could observe than the control group manage the simple present, present and past continuous in a high percentage, as the difference of the rest of the tenses such as simple past, future, and passive voice. After the ludic activities were applied, we could observe considerable changes when we took again the test to students and noticed the differences:

3.7.4.3 Results of Post-test in the experimental group

Fifth basic year "A"

Personal Pronoun	96%
Verb to be	99.1%
Adjectives	60.8%
Possessive Adjectvies	51%
Demonstrative Adjectives	81.7%
Plural Nouns	65.5%

Table 33. Post-test Group A. Results
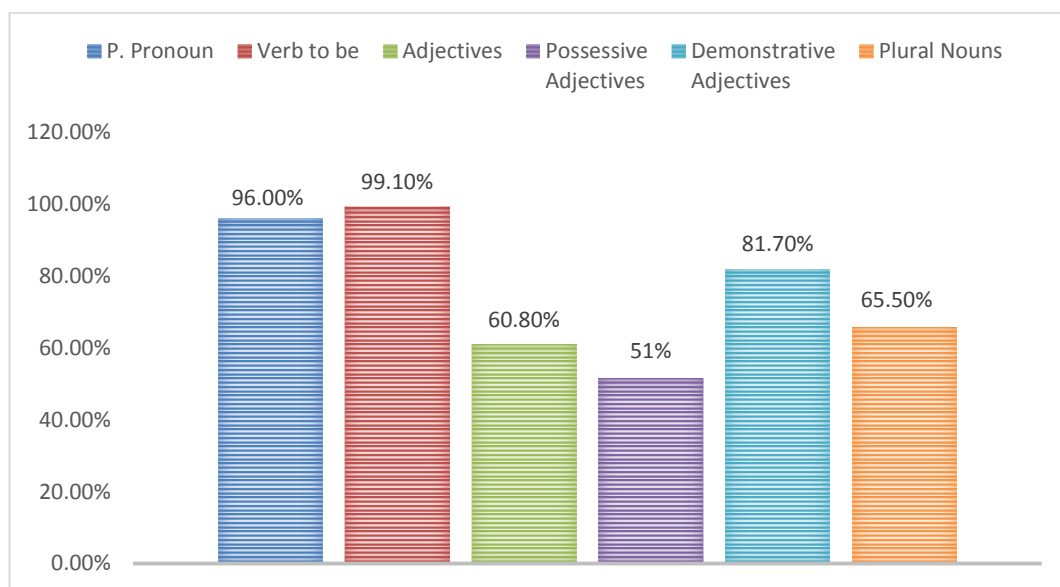
Chart 12. Post-test Group A. Results

After the application of the ludic activities, students obtained a better performance than the pre-test. It demonstrated that ludic activities help in the development of the learning process.

Grammar Proficiency Percentage

Simple Present	75.7%
Simple Past	56.7%
Future	67.8%
Present Continuous	89.5%
Past Continuous	85.4%
Passive Voice	51.2%

Table 34. Grammar Proficiency Percentage
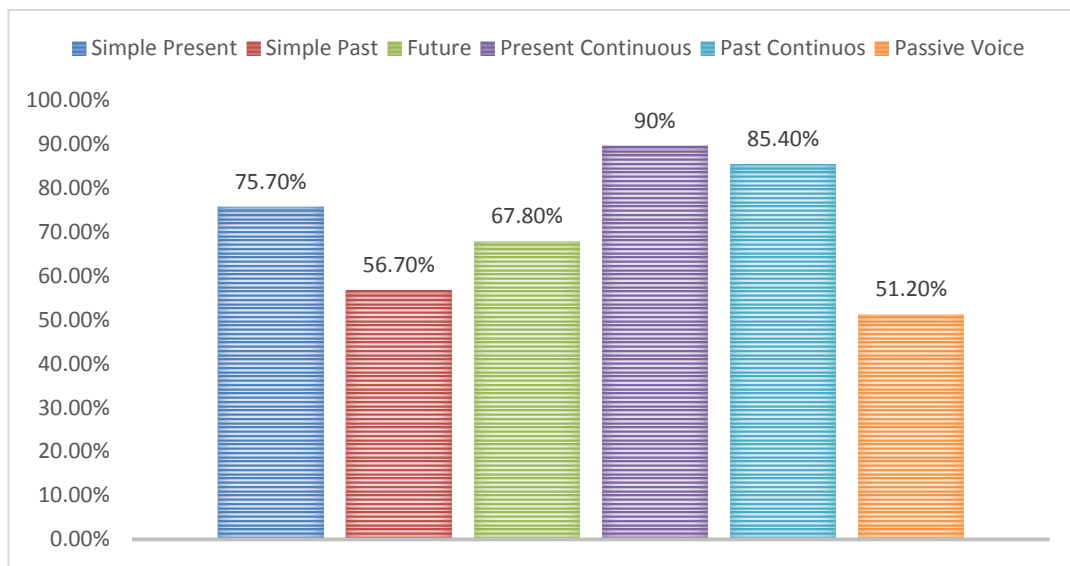
Chart 13. Proficiency Grammar. Results

It was observable how the experimental group got better grades in the use of different tenses after of the application of ludic activities.

3.7.4.4 Results of Post-test in the control group

Fifth basic year "B"

Personal Pronoun	75.8%
Verb to be	84.6%
Adjectives	30.4%
Possessive Adjectvies	56.7%
Demonstrative Adjectives	58.9%
Plural Nouns	76.6%

Table 35. Post-test Group B. Results
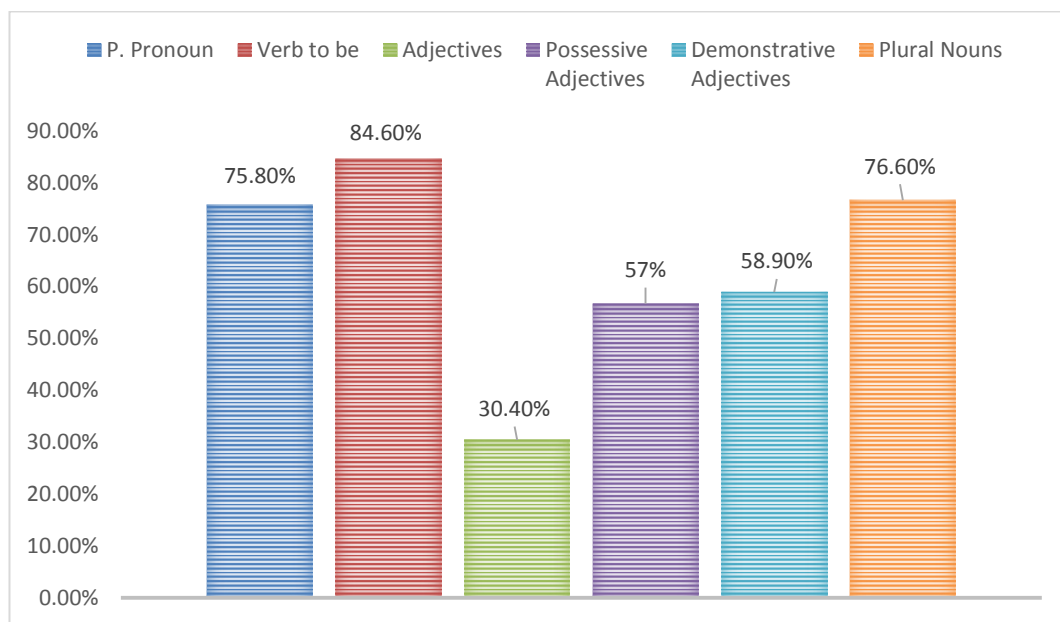
Chart 14. Post-test Group B. Results

In the control group, we could observe a minimal improvement because they did not make an effort to improve their grades.

Grammar Proficiency Percentage

Simple Present	65.3%
Simple Past	33.8%
Future	45.6%
Present Continuous	61.3%
Past Continuous	60.4%
Passive Voice	46.1%

Table 36. Grammar Proficiency Percentage
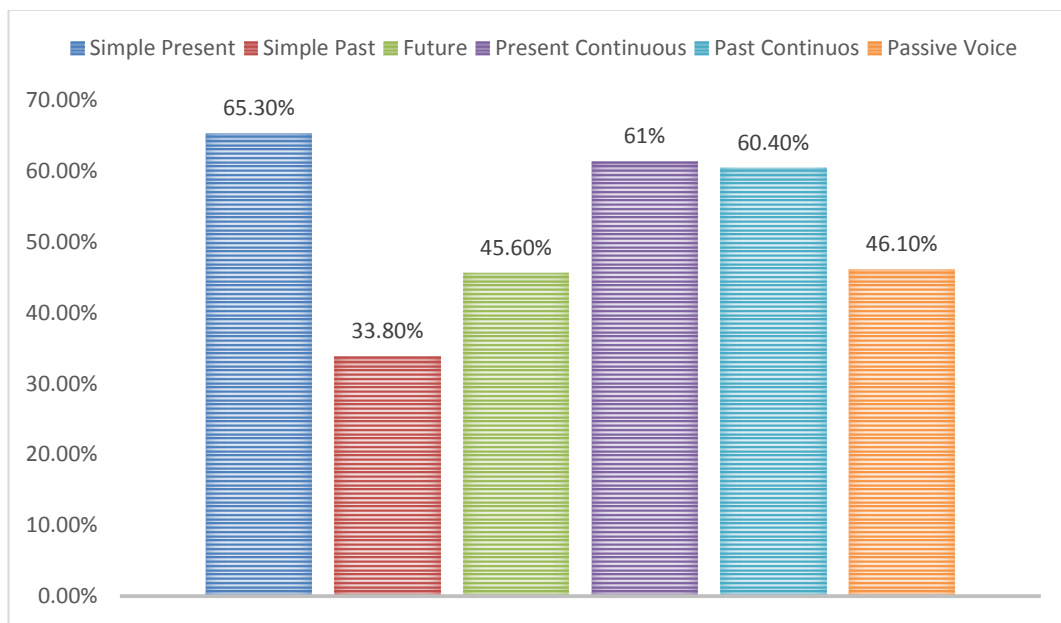
Chart 15. Grammar Proficiency. Results

In the same way, this group did not give a try in the process of learning the use of different grammatical tenses.

3.7.4.5 Comparative chart of the Pre-test in group A and group B.
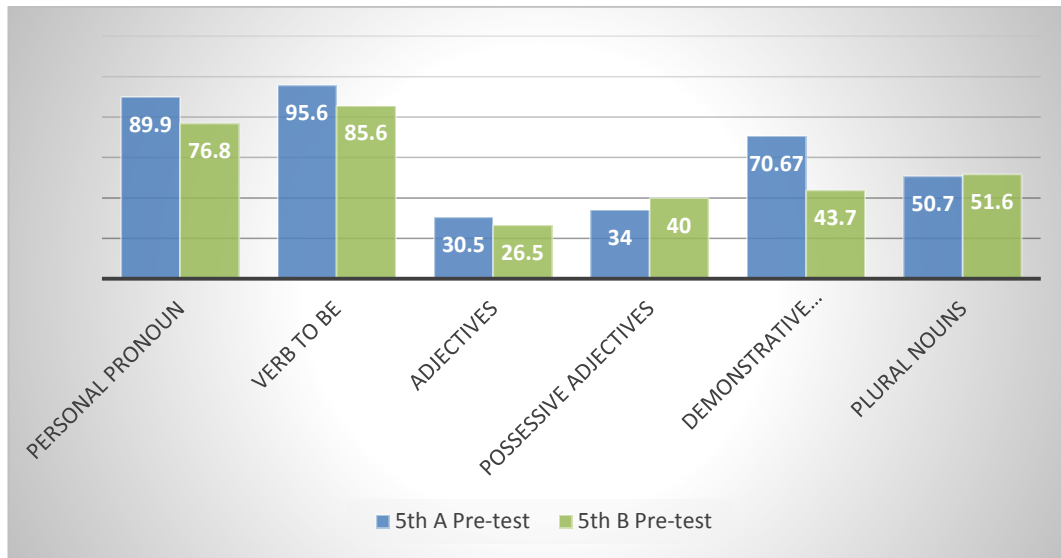
Chart 16. Comparative Chart. Pre-test
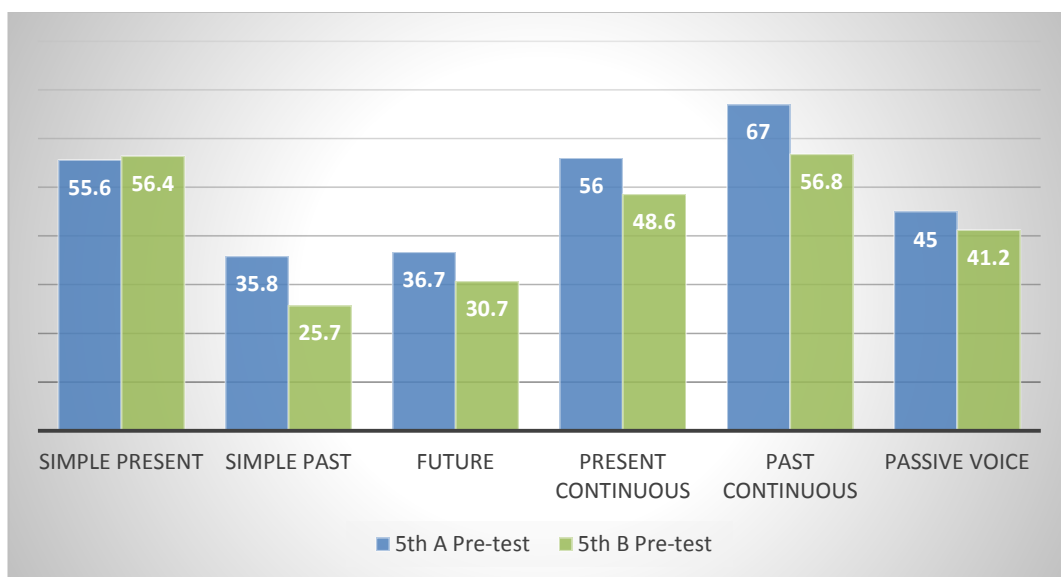
Chart 17. Comparative Chart. Pre-test Grammar Proficiency

It was observable in this comparative chart of the pre-test that there was not too much difference between both groups. However, it could show that the experimental group has increased its performance in comparison to the control group, where the ludic activities were not applied.

3.7.4.6 Comparative chart of the Post-test in group A and group B.
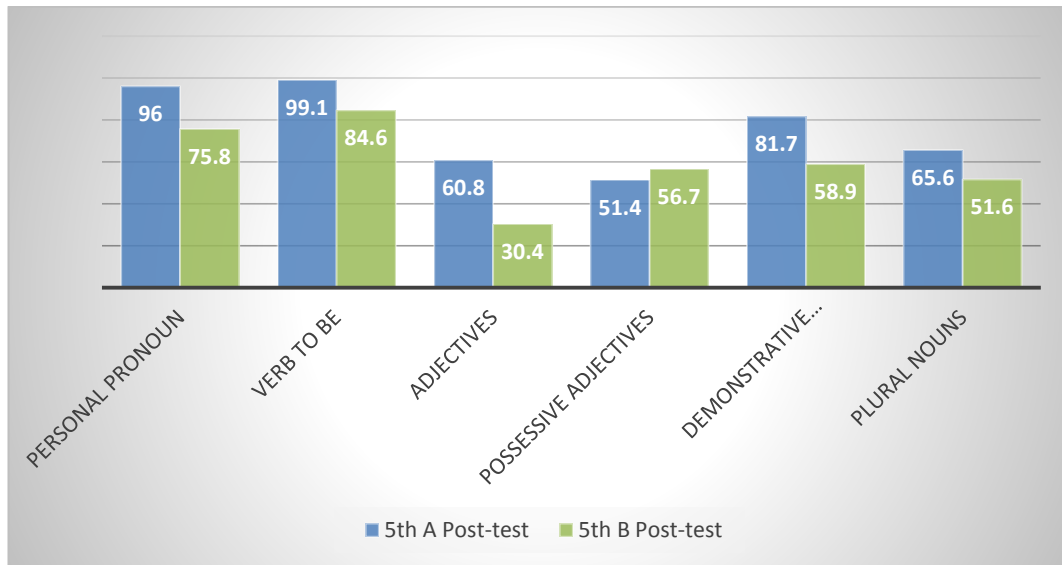
Chart 18. Comparative Chart. Post-test
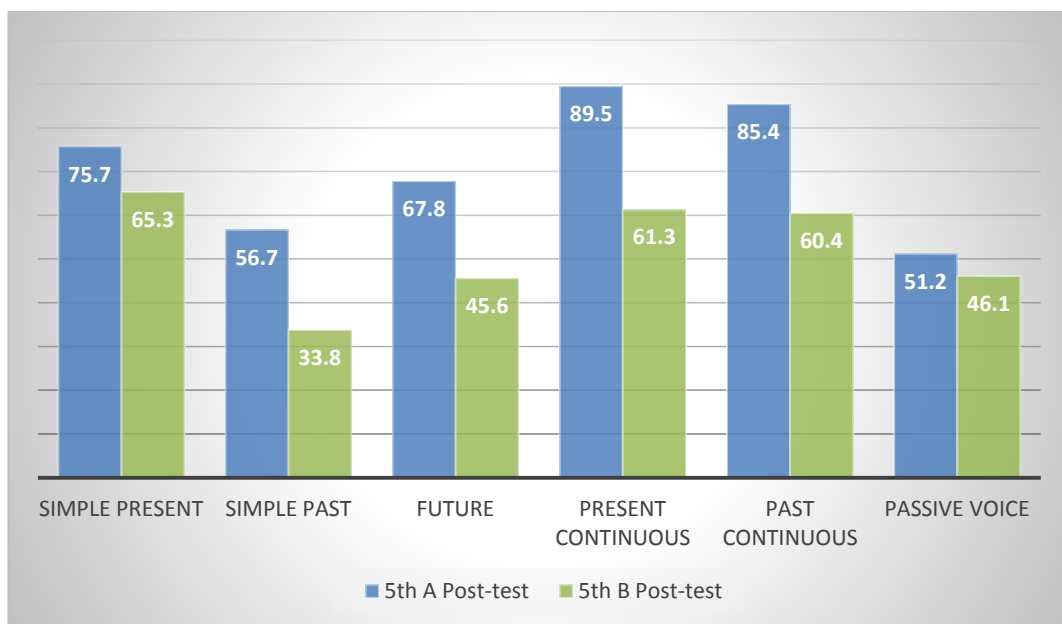
Chart 19. Comparative Chart. Post-test Grammar Proficiency

In this other comparative chart of the post-test, it can be shown that the experimental group, after the application of ludic activities, had a better performance in contrast with the control group.

PROPOSED PROJECT PLAN

4.1 TITLE

Implementation of ludic activities to improve the writing skills in 5th-year students at "Unidad Educativa Liceo Cristiano de Guayaquil-Campus 1"

## 4.2 JUSTIFICATION

Every institution has good students who learn easily and students who find difficult to learn any topic or subject. The 5th-grade students we have been observing used to learn quickly and the teacher from other subjects omit some problems they may have. On the other hand, these problems do not allow students to develop a good basis on the writing skills.

The previous English teacher they had before did not help them in their doubts but it is necessary teachers recognize some difficulties from students since the first day of class using diagnostic tests and writing short paragraphs for practicing this skill.

4.3 OBJECTIVES

4.3.1 General objective

To propose the implementation of ludic activities to increase the process of writing skills in 5th-year students at "Unidad Educativa Liceo Cristiano de Guayaquil-Campus 1"

4.3.2 Specific objectives

- To select the inquired ludic activities according to the students' levels.
- To adapt the ludic activities according to the learning styles of the students.
- To assess the progress of the students after the application of the activities.

4.4 CONTENT FRAMEWORK OF THE PROPOSED PROJECT PLAN

After the research and application, it was decided what are the best ludic activities to implement to the students in order to improve their writing skills.

These activities were grouped in sections that can help students to recognize each part of a sentence and also follow the correct word order in a sentence, and also the different grammatical tenses.

4.4.1 Recognizing personal pronouns.

Students need to be able to recognize the words that replace the names. This is a fact that they get confused when they read just names and they do not have a pronoun. They get confused with they have to conjugate the verb. For instance, if they see the names "Jorge and I" they think mechanically the verb to be is "am", but actually we know that "Jorge and I" are replaced with "WE" and the correct verb to be is "ARE".

These are the inquired activities in order to make students recognize the correct pronoun:

a) Replace me

This activity need to be played in groups, this makes it more challenging. The teacher will prepare some slides with some nouns as names, and one person of each group must read quickly and say a personal pronoun that replaces it. For example, they read "the cat" and one says "it" and it wins a point. The group which has the most right choices win.

b) Speak Up

This game is very easy and it helps students to identify the personal pronouns. The class must be divided into two groups if there is one person left this will be the score keeper. If there is an even number of students, two students are selected to be the scorekeepers. Teachers choose a book, poem or any reading, as you read slowly to the class, one person of each group needs to listen carefully and shout pronoun each time they hear one.

c) Card Game

This activity can be played in groups or individually. It consists of having a group of cards with different pronouns with the face turned down. One person of each group has to take one card, read the pronoun and has 10 seconds to think of and say a sentence with that pronoun. The time depends on the level of the students. If it is worked in groups, the one who has more sentences done will win.

d) Board Game

This game can be used to practice different pronouns. The teacher prepares cards with pronouns written on them. Then, a slide with

sentences to complete is showed on the board. Students must replace according to the context of the sentence (if we use more types of pronouns).

Here we can see an example for started level:

Carlos has a new car.	(He has a new car)
Maria loves hamburger.	(She loves hamburger)
Cats and mouse do not tolerate.	(They do not tolerate)
Buy flowers for Luisa.	(Buy flowers for her)
Open the door.	(Open it)
I eat spaghetti.	(I eat it)

For working with advanced levels, it will have blank spaces to complete them:

- Possessive: The house is _____. Is that car _____?
- Reflexive: He hurt _____ skating. She talks to _____.
- Relative: the girl _____ rents next door is beautiful.
- Demonstrative: _____ windows are dirty. _____was the house.

4.4.2 Using grammatical structures

During the examination of the students and the pre-test, we can realize that the majority of the students have problems in ordering sentences.

For this reason, some activities were thought in order to make them find easy to write sentences putting in order each word.

a) Word order

For this activity, it is necessary to use charts with different types of words, for examples, nouns, pronouns, verbs, adjectives, prepositions, etc. Then, the course has to be divided into groups. Each group will receive an envelope which contains the charts with the words to form a sentence. Teachers already prepare a substitution table, where students are going to paste the charts following the order, e.g. "she" – "personal pronoun".

b) Minor Changes

Students can work in this activity through a short simple paragraph. It is useful for reviewing two grammatical structures using specific words to make them relate the answer. For instance, if we are teaching Past simple and Past Continuous we use the phrases such as "Yesterday" or "at that moment".

c) Analyze differences

After that, students establish differences between the two grammatical structures, it is necessary to make them comprehend the usage of both structures.

It can work with a side-by-side comparison chart for Past Simple and Past Continuous, and at the end, they will reinforce through a practice.

Past Continuous Statements

Subject	Was/Were	Present Participle (Verb + ing)
You / We / They	Were	Going, doing, seeing, eating, drinking, falling, walking, watching, etc.
I / He / She / It	Was	

Past Simple Statements

Subject	Regular Verb or…	Irregular Verb
You / We / They I / He / She / It	Learned, walked, cried, jumped, waited, danced, etc.	See, be, go, do fight, draw, drink, eat, fall, grow, etc.

Past Continuous Yes/No Questions

Was/Were	Subject	Present Participle (Verb + ing)?
Were	You / We / They	Going, doing, seeing, eating, drinking, falling, walking, watching, etc.
Was	I / He / She / It	

Past Simple Yes/No Questions

Do / Be	Subject	Main Verb in Base Form
Did	I/ you / we / they / he / she / it	Learn, see, fall, eat, cry, wait, grow, etc.
Was	I / He / She / It	-----------
Were	You / we / they	-----------

Figure 5. Analyze differences

From: Activities for Teaching Similar Grammar Structures

4.5 THE PROPOSED PROJECT PLAN

Based on the different studies about the ludic activities, it is confirmed that games motivate students to participate in the learning process. They get involved during the development of the lesson and it contributes to reaching the objective.

The application of playful activities can benefit the students' performance in class and when they are applying the writing process will make our students feel motivate and go through its process.

It is also important to remember that teacher's roles are very important in the moment of teaching the lesson and participating in the activities. Teachers have the priority to engage students even in the way of speaking and moving around the classroom. If a percentage of the class does not participate, teachers have the responsibility to take part oin the games and make those students star first and get confidence inside the class.

The writing skills in Unidad Educativa Liceo Cristiano de Guayaquil – campus 1 are very poor and they need to start making a change in this aspect because they achieve to be bilingual in the future. For this reason with this project, teachers will find many activities in which students can get fun and also they learn and develop different writing skills. And students also get advantages of it, they will notice their own improvement in their evaluation test.
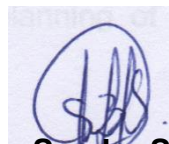
Ludic activities can be a good influence not only in the English classes but also in different subjects inside the institution.

4.6 VALIDATION OF THE PROPOSED PROJECT PLAN

CERTIFICATE

This is to certificate that dissertation entitled **"EFFECTS OF LUDIC ACTIVITIES ON THE DEVELOPMENT OF WRITING SKILLS IN 5TH YEAR STUDENTS AT "UNIDAD EDUCATIVA LICEO CRISTIANO DE GUAYAQUIL-CAMPUS 1**" submitted in partial fulfilment on the requirements for the degree of bachelor of "Lengua Inglesa Mención en Enseñanza y Administración de Sistema Educativos en TEFL" is original contribution carried out by Lady Caicedo and Daniela Fuentes under my guidance and supervision.

I am satisfied with the work carried out by them and recommend the same for the acceptance and approval.

Msc. Sandra Sánchez
English Department Director
Unidad Educativa
Liceo Cristiano de Guayaquil

4.7 IMPACT / BENEFIT OF THE PROPOSED PROJECT PLAN

Learning a new language could bring many advantages but when a person can manage this language have many opportunities.

Making students learn and acquire a new language is a hard work. However, if teachers have the adequate techniques and methodology, it could turn easy.

The principal beneficiary is the group of students from Fifth Year because they will improve their writing skills and they will also develop the others skills. Students will find enjoyable to learn this language through activities that make them get involved in the class, have fun for a while and the most important, building their own knowledge.

Teachers from the English Area and also from others areas will get interesting in these types of activities that help students to enjoy the moment inside the classroom and also enhance the learning process. Teachers will have to get prepared for this new generation, they need to focus on the different students' learning styles. It is very necessary to search information that contributes to the planning of a "dynamic and successful" class.

After the results of the students' performance in the English subject, the institution will have more possibilities to become a Bilingual School and students will take more seriously the importance of learning a new language. This subject will be an important part of the Institutional Curriculum.

Parents are an important piece in the students' learning process. They are the key that helps from the house. Parents will also have the benefit through their children' knowledge. They will improve their quality of life in the future.

This proposal could help many students to have a better performance in the English subject through the application of the activities.

CONCLUSIONS

After observing students in class, collecting data from surveys, analyzing them and considering the research questions which were done for the development of this project at ¨Unidad Educativa Liceo Cristiano de Guayaquil¨ we applied some ludic activities with 5th-grade students in order to improve the students' writing skills.

Before applying the strategies for helping students 'development of the writing skill, students were not able to make own sentences or write a short paragraph for describing any basic topic correctly.

One of the main causes that limit teaching during the learning process of English language is related to L1 mother tongue because students live in ¨Spanish environment¨ where they receive only Spanish information all day long. Another cause is the limit of didactic material aid where the previous teacher that students have had before did not teach students using adequate materials according to the level and the age of them.

Therefore the lack of commitment, participation, and interaction with students affects their learning during a period of time. It is important to improve methodology and strategies in each English class, use the adequate visual aid and other didactic materials.

Student´s motivation must improve because children need to be encouraged during the learning process. This project helps students in this skill which is important for communicating with others.

RECOMMENDATIONS

During the students´ observation in the process of the development of the writing skill where teachers apply ludic activities in the different classes, we got that student write complete sentences using the correct grammar structures and also they started to describe their personal information and another topic while they are writing their paragraphs.

In relation to the established conclusions before mentioned, there are some recommendations formulated.

a) Teachers at ¨Unidad Educativa Liceo Cristiano de Guayaquil¨ should look for more appropriate materials according to the level of the students which they will be applying in the communicative approach.

b) Teachers should not focus on the textbook activities only. They should look for worksheets and activities or create their own activities to practice more students writing according to the guidance and permission of the director of the area.

c) Teachers must focus on the pedagogical model of the institution when they create and work on the different activities. For instance, Unidad Educativa Liceo Cristiano de Guayaquil teaches students with the Constructivism method, for that reason we applied ludic activities to help students to build their own knowledge.

d) Teachers should find more ludic activities and strategies to engage students before or while explaining grammar structures and writing the paragraph for achieving the progress of this skill.

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APPENDIX

APPENDIX

Unidad Educativa
**Liceo Cristiano
de Guayaquil**

PRE- TEST 1 (2016)

Student's Name_____ **Course: 5ᵗʰ Basic Year**

Examiners: Lady Caicedo and Daniela Fuentes

INSTRUCTIONS:
- Read to each question carefully.
- Write the correct answer on the lines.
- Write each answer with pencil on the line.

PERSONAL PRONOUN AND VERB TO BE

1) Write 5 sentences using the personal pronouns and the correct verb to be.

| I | You | He | She | It | We | They |

a. (Your parents) _____

b. (Your brother/sister)_____

c. (You) _____

d. (Your pet)_____

e. (Your grandparents) _____

ADJECTIVES

2) Use the following adjectives to describe these nouns.

| happy | beautiful | handsome | fat | big. |

a. Malena has blue eyes. She _____

b. The dogs has _____.

c. She ate too much last year. She _____

d. He _____

e. She enjoys her job. _____

POSSESSIVE ADJECTIVES

3) Read the sentences and write one using the words in the box.
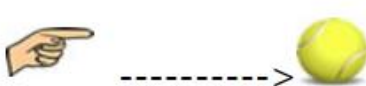
mv   vour   his   her   our   their   its

    a. I have a book.   _____

    b. Lucas' father works in factories. _____

    c. Raul likes playing tennis.   _____

    d. I am Bobby.   _____

    e. The dog has a big tail.   _____

DEMONSTRATIVE ADJECTIVES

4. Write sentences using correct demonstrative adjectives.

this – that   those - these

    a. _____

    b. _____

    c. _____

    d. _____

    e. _____

PLURAL NOUNS

5. Write sentences using the plural of these words.

    a. Person _____

    b. Foot _____

    c. Student _____

    d. Fish _____

    e. Knife _____

APPENDIX II

Unidad Educativa
Liceo Cristiano de Guayaquil

PRE-TEST 2 (2016)
GRAMMAR

Student's Name_____   **Course: 5ᵗʰ Basic Year**

Examiners: Lady Caicedo and Daniela Fuentes

INSTRUCTIONS:
- Read to each question carefully.
- Write the correct answer on the lines.
- Write each answer with pencil on the line.

<u>**SIMPLE PRESENT**</u>

1. **Write sentences with the following verbs. Remember the Third-person rules.**

a. Luis _____ (live)

b. I _____ (work)

c. She _____ (enjoy)

d. John and Ben _____ (study)

e. My grandson _____ (run)

<u>**PRESENT CONTINUOUS**</u>

2. **Look at the pictures and write sentences using the present continuous**

1. _____
   _____
   _____

2. _____
   _____
   _____

3. _____
   _____
   _____

4. _____
   _____
   _____

SIMPLE PAST and PAST CONTINUOUS

3. Write sentences using the correct grammatical structure.

a) While I (drive)_____, I (have) _____an accident.

b) Kate (have) _____dinner when she (do) _____ her homework.

c) The thieves (hide) _____when the police (come)_____ in

d) While we (clean)_____the house, we (break) _____ some glasses

FUTURE

4. Complete with the correct structure. (going to – will)

a) A:There is a good movie on TV tonight.
B: Yes. I know. I _____ watch it.

b) A: Why is Betty in a hurry?
B: Because she _____ meet her brother at the station at six.

c) A: What would you like to drink, sir?
B: I _____ have a glass of milk, please.

d) A: How is he, doctor?
B: Don't worry. He _____ get better.

PASSIVE VOICE

5. Make this active voice sentences into passive voice.

a. Madeleine cooked a cake. _____

b. Christopher Columbus discovered America. _____

c. They do their homework. _____

d. The children play football._____

e. An Irishman wrote this book. _____

APPENDIX III

Unidad Educativa
Liceo Cristiano de Guayaquil

POST - TEST 1 (2016)

Student's Name_____ **Course: 5th Basic Year**

Examiners: Lady Caicedo and Daniela Fuentes

INSTRUCTIONS:
- Read to each question carefully.
- Write the correct answer on the lines.
- Write each answer with pencil on the line, use an eraser to correct any mistake.
- This assessment is personal.

PERSONAL PRONOUN AND VERB TO BE

1) Write a short 5 lines paragraph about your family.

_____

_____

_____

_____

_____

ADJECTIVES

2) Use five adjectives to describe these fives nouns.

a. The boys _____

b. The lions _____

c. The old tree_____

d. The English class _____

e. The movie _____

POSSESSIVE ADJECTIVES

3) Order the words to form sentences

   a. book / This / my / is / red.   _____

   b. works / His / cars / father / factory / in / a   _____

   c. is / tail / its / big   _____

   d. name / Bobby / my / is   _____

   e. favorite / his / tennis / hobbie / is   _____

DEMONSTRATIVE ADJECTIVES

4. Write sentences using correct demonstrative adjectives.

a. _____

b. _____

c. _____

d. _____

e. _____
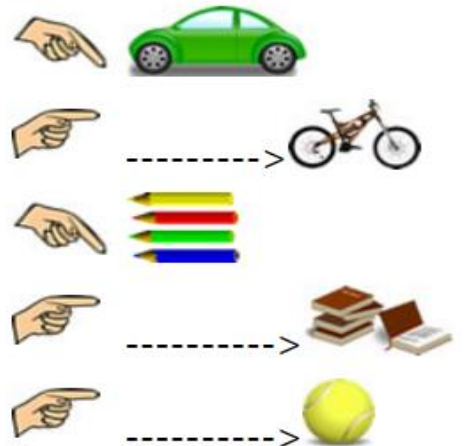
PLURAL NOUNS

5. Write sentences using the plural of five words.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

Unidad Educativa
Liceo Cristiano de Guayaquil

POST - TEST 2 (2016)
GRAMMAR

Student's Name_____ **Course: 5th Basic Year**

Examiners: Lady Caicedo and Daniela Fuentes

INSTRUCTIONS:
- Read to each question carefully.
- Write the correct answer on the lines.
- Write each answer with pencil on the line.
- This assessment is personal.

SIMPLE PRESENT

1. **Write about daily routines of a member of your family.**

e.g My mother gets up at 7 o´clock.

_____

_____

_____

_____

_____

PRESENT CONTINUOUS

2. **Write 5 actions that your classmate are doing right now.**

e.g Maria is drinking water.

_____

_____

_____

_____

_____

SIMPLE PAST and PAST CONTINUOUS

3. Write a short funny event that you lived in your last vacation.

e.g I traveled to Cuenca.

_____

_____

_____

_____

_____

FUTURE

4. Thing on a future trip. What will you do?

e.g I will choose the clothes.

_____

_____

_____

_____

_____

PASSIVE VOICE

5. Write about 4 inventions in the past and their creator

e.g The light bulb was invented by Thomas Edison

_____

_____

_____

_____

**Unidad Educativa
Liceo Cristiano
de Guayaquil**

TEACHER'S SURVEY

For each of the following questions mark with an (X).

QUESTIONS	Yes	No	A little
1. Do you think your classes are interesting and dynamic?			
2. Do you think that the periods of classes are enough for your teaching?			
3. Is it easy for you to teach English?			
4. Do your students have more problems in writing?			
5. Do your students find difficult to work in writing activities?			
6. Do you apply different teaching-techniques to make them work in class?			
7. Do you use motivating activities to make them practice outside the classroom?			
8. Did you know about ludic activities in class?			
9. Would you like to learn about these ludic activities to improve writing skills?			

Thank you!!!

Unidad Educativa
**Liceo Cristiano
de Guayaquil**

STUDENT'S SURVEY

For each of the following questions mark with an (X).

Questions	Yes	No	A little
1. Do you enjoy learning English?			
2. Is your English class interesting and dynamic?			
3. Do you like writing?			
4. Is it easy to understand your teacher´s explanation?			
5. Is it difficult to compose basic sentences?			
6. Do you have more than 5 years in the institution?			
7. Do you practice English at home?			
8. Do you take extra English classes?			
9. Would you like more interactive classes?			

Thank you!!!

APPENDIX VII

PEER-OBSERVATION

Unidad Educativa
Liceo Cristiano de Guayaquil

The purpose of this sheet is to guide the observation to important elements that must take place during lesson and on the other hand, to lead both teachers to reflect on their teaching process.

Teacher: _____ Observer: _____

Course: _____ Time:_____ to _____ Class Topic: _____

Class Objective: _____

Item	Yes	In part	No	Write clear but simple description of what you see
Objective, topic and class activities are congruent.				
Sequence of the lesson is clear: Engage, Study, Activate				
Use of L2 most of the time.				
Teachers is enthusiastic and dynamic				
Effective pair/group work is observed. (S-STT)				
Teacher checks understanding of instruction (models the activity, paraphrases to students or students to the class)				
Teacher treated students with respect.				

Feedback session between the observer and the teacher

Date: _____ Time: _____

The objective of this talk is to see new paths to improve my teaching strategies.

I LEART (Complete by observer)	I WOULD LIKE TO LEARN ABOUT: (completed by the teacher who was observed)
While I was observing the class, I learnt: _____ _____ _____	How can I deal with: _____ _____ Suggestions: _____ _____

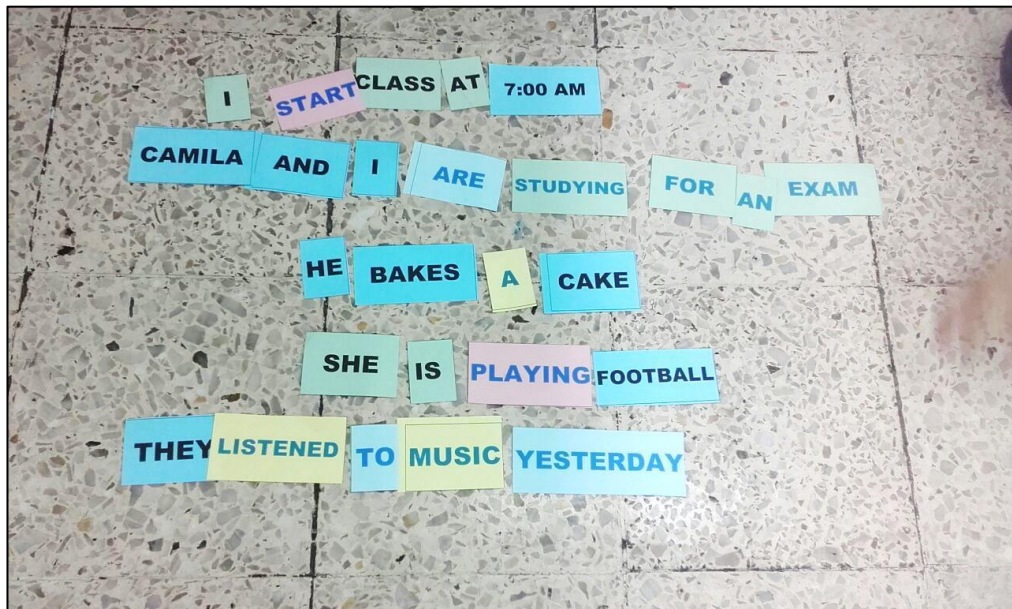Observers Signature   Teacher's Signature

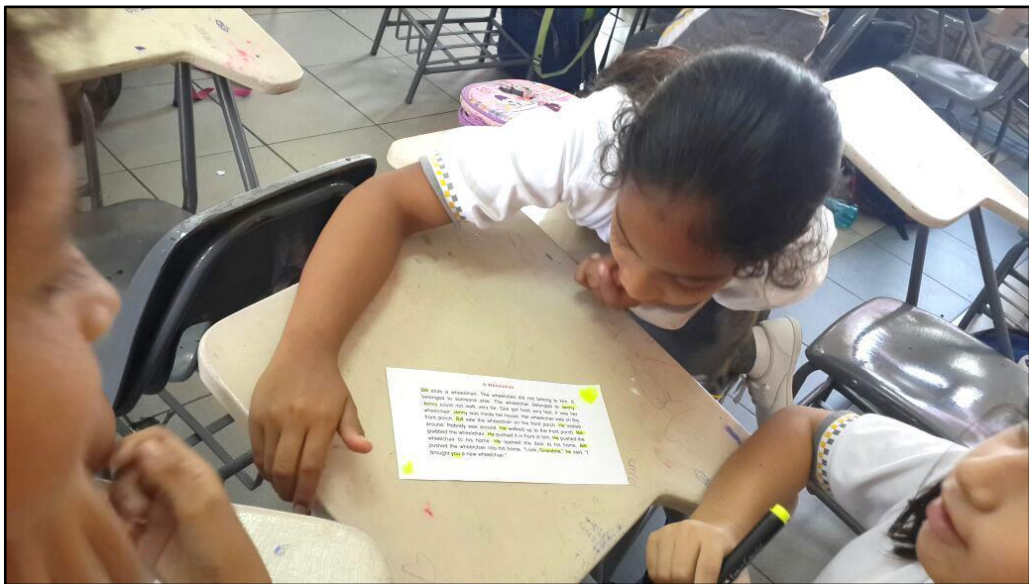APPENDIX VIII

Development of Ludic Activities

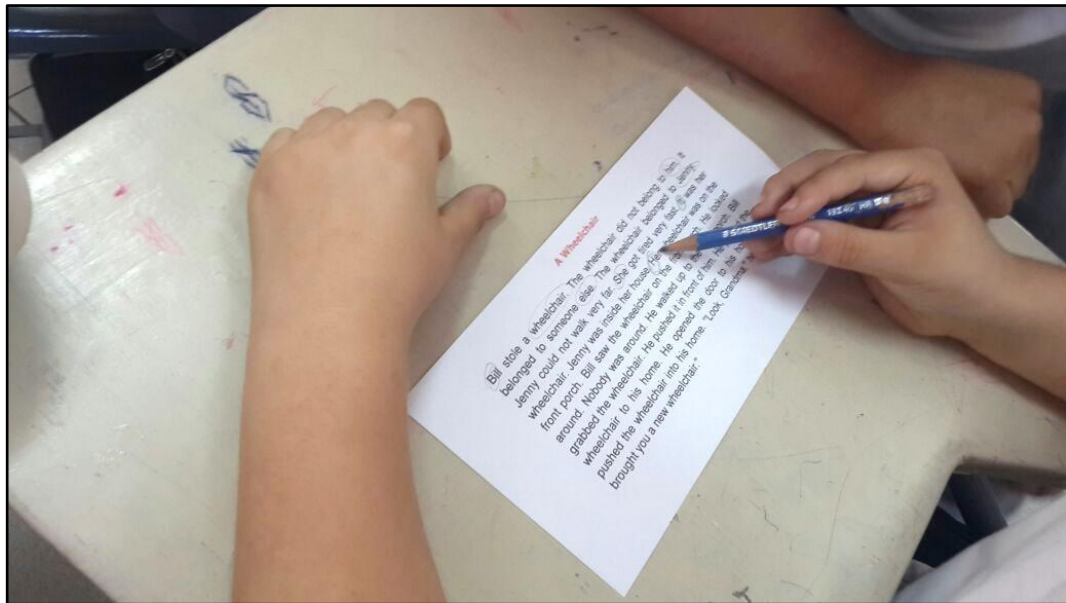Students from 5h year working on the Word order activities.

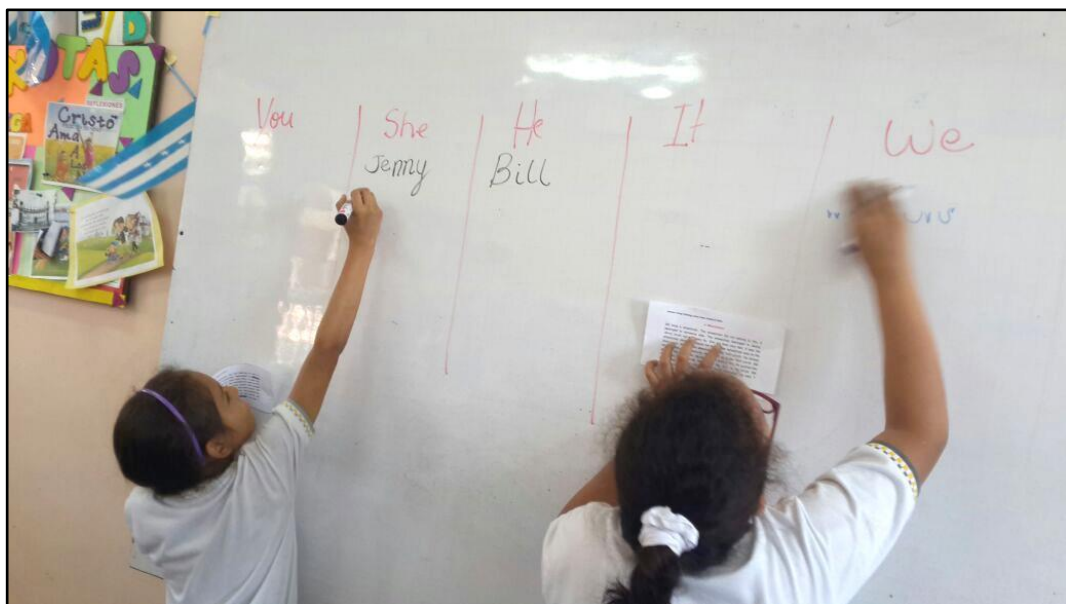Student's work after the application of group work

Each group wrote down their sentences.

Students from 5th year worked on Recognizing the pronoun activity.

Students looked the pronouns in the reading.

Students were classifying the pronouns.

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO:

Effects of ludic activities on the development of Writing skills in 5th year students at "Unidad Educativa Liceo Cristiano de Guayaquil-Campus 1"

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INSTITUCIÓN: *Universidad Laica Vicente Rocafuerte de Guayaquil*	FACULTAD: *Facultad de Educación Ciencias de la Educación*

CARRERA:
Mención Inglés

FECHA DE PUBLICACIÓN:	No. DE PÁGS: 117

TÍTULO OBTENIDO:
  Licenciadas en Lengua Inglesa mención en enseñanza y administración de Sistemas Educativos en Tefl

ÁREAS TEMÁTICAS: EDUCACIÓN

PALABRAS CLAVE: *ludic activities, writing skills, development, effects.*

RESUMEN:

Study the effects of the ludic activities on the development of writing skills in students from 5th year at Unidad Educativa Liceo Cristiano de Guayaquil-campus 1. It looks for the improvement of the learning of a new language inside of the classroom and making students to get fun and learn at the same time.
In this way, it contributes to involve students in the learning process and get a better performance in each classroom. Ludic activities generates in students a different way of comprehend the English language and learning it.

No. DE REGISTRO (en base de datos):	No. DE CLASIFICACIÓN:

DIRECCIÓN URL (tesis en la web):

ADJUNTO PDF:	☒ SI	☐ NO
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Urkund Analysis Result

Analysed Document: LADY-DANIELA.docx (D21297720)
Submitted: 2016-08-03 22:09:00
Submitted By: jmoraz@ulvr.edu.ec
Significance: 7 %

Sources included in the report:

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