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**FACULTAD DE EDUCACIÓN- CARRERA DE CIENCIAS DE LA
EDUCACIÓN MENCIÓN INGLÉS**

RESEARCH PROJECT:

**LUDIC STRATEGIES FOR THE PROMOTION OF COMMUNICATIVE
COMPETENCE IN 9TH GRADE EFL CLASS AT LICEO CRISTIANO.**

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

**LICENCIADO EN LENGUAS INGLESAS MENCION ENSEÑANZA Y
ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

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En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

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Gabriel Wilfrido Pinta Sibre

Autor

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DEDICATION

Firstly, I Thank God for the strength and knowledge he provides me during all the process of doing my research project who is the one that makes the impossible possible.

I dedicate my thesis to my parents, brothers and sister, because they have been my support every time I needed them. They also encouraged me every time that I wanted to give up. My six year old niece, Michelle, who I would like to be an example to in order to encourage her in following her dreams.

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Grace Irene Sailema Lima

DEDICATION

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Gabriel Wilfrido Pinta Sibre

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ABSTRACT

To have a didactic class, the teacher must be a didactic person too. It is a combination that is as complex as the sky, moon and stars and as simple as bread and water. As sympathetic as the previous statement can be, ludic strategies can be the same way. Ludic strategies give us the opportunity to expand knowledge and bend it any way possible, giving understanding and significant meaning when ludic strategies are applied in the classroom. Ludic classes can be the life of the classroom if they are done properly and can stay in a students' mind all life. That is why ludic strategies can be involved with speaking activities too. They are like a recording device that can help students achieve retention, meaning, inference and many other competences involved. This must be also helpful due to the vast activities that can also be found in books, on line, and in the average classroom in countries of industrial category, making them interesting to also be shared with the students in developing countries like Ecuador. This concept reaffirms the importance of improving speaking abilities in the English language through vocabulary; therefore, the importance of designing the appropriate teaching material in which 9th grade EFL class at Liceo Cristiano students can improve speaking skills is highly required.

KEY WORDS: *Affective, activities, didactic, Inference, speaking, strategies,*

INTRODUCTION

The influence this investigation will have on students with problems in speaking will be of great results and academic advantages for the students, teachers and the institution as well. This project consists of ludic strategies that are going to give students the opportunity to practice with meaningful exercises in which they will allow learning to take place.

This and many other aspects will also provide students the maximum training in speaking in English in and outside of the classroom for them to have the adequate practice in the language. Chapter one of this project refers about the problem students from the ninth-year basic education of Liceo Cristiano has. In chapter two, the theory about fixing the problem will be addressed, giving the many aspects and foundations that will be covered and the methods, the proposal will keep students in a learning process that will help them eventually in becoming independent learners and acquiring the English language.

The demographics, statistics and mathematical events that show and back up the process and the outcome of the investigation will be referred in chapter three. It will show the results and the concepts that the interview with the School Director, the teacher of the students from the 8 grade and the result of the surveys the students from the 9th grade took. The fourth chapter gives the whole strategies the proposal will be put into practice and how the booklet will help bring this manifest to fruition.

The project also covers all the standards and parameters that are required in the Good Living Act. The booklet is also related to the whole aspects required in the National Curriculum Guidelines that are used for English as a Foreign Language, acknowledging the three key issues that students are to face in order to reach their goal in learning the English language. Such challenges are the importance of the English language as

a tool equipping individuals to come to full comprehension with people and cultures beyond linguistic and geographic boundaries.

The need to align students to the CEFR (Common European Framework Reference) which gives students international recognition and it provides a common basis for the proficiency of the English language is also considered, and the communicative approach that is presently the most recognized, adequate and accepted rule of thumb in the field of language teaching and learning worldwide.

CHAPTER I

1. STUDY APPROACH

1.1 Background of the problem

Nowadays, learning English as a second language has become important in most professional fields, transforming it into a global language that is taught in every single part of the world. But there is a problem that teachers have realized on students of High school when they are assessed to work English activities about different topics at the moment of communicating with each other. It has been noticed lack of attention from them and feel not motivated to do the tasks because of the same old methods of teaching by the teacher in class, and this leads students not to complete and acquire the skills and knowledge planed in the class.

When this outcome was identified in students, it was analyzed very carefully what it could be the main problem that affects the students' performance and comprehension of a particular topic taught in class. In our experience working with teens, it was found that Ludic strategies help teachers as a strategy to promote active learning involving the students ability to express themselves freely and relate their significant learning to the topics at hand.

As a consequence, students feel bored and not encouraged to complete the tasks assigned in the classroom based on that it would be mention two important to be improve. One of the reasons that was found in the process of English learning is the learners' motivation. Teacher does not use interactive resources to encourage and motivate learners to participate in class and communicate in English when is needed. Nowadays is known

that in order to make students acquire a second language, teachers must interact with them and use a different method that makes learners feel confident to reach the target language in the classroom. Finally, the other reason is that by the time the teacher assigns tasks in classroom, he uses the same old resources and methods that nowadays must be changed in order to have a better performance of students by the time learners do the tasks.

These reasons mentioned before should be changed with better resources to help students acquire the second language in class, and teachers have the responsibility to update resources and techniques in order to be adapted to the present world that is technology through ludic strategies which will engage students to enhance their English learning process. To avoid implementing the same activities in class that just get students bored, teachers must focus in better strategies that lead learners to have a better performance in the English language learning process; for instance, it can be included and implemented ludic strategies in class that motivate them to work and complete the tasks assigned in the classroom. In that way they could acquire the second language that is through gaming activities that really motivate them to work and enjoy the way of communicating in English.

According to what it has been mentioned before, ludic strategies are going to be implemented for the promotion of communicative competence in an EFL class. That is why it was dealt with the authorities of Liceo Cristiano de Guayaquil in order to implement better resources to get good results with the investigation on a group of students.

Ludic strategies to enhance English communication are really helpful tools when teaching English. These encourage students to practice their language in a spontaneous way and with no preparation. At the same time when we apply these strategies, we lead students to a better communication

performance that involve them in everyday life situations and practice their communication skills. Also, ludic strategies can develop the affective learning because learners are motivating. Classes are more dynamic and make a relaxing atmosphere. Also, ludic strategies can be adapted in each topic we want to teach and teachers could achieve the goal that is to improve a better communicative competence in our pupils.

This institution has an average of 4000 students in the whole school such as grammar and High School levels between morning and afternoon. It also has good laboratories with internet and 40 classrooms approximately with adequate equipment. Liceo Cristiano of Guayaquil is one of the finest schools in the country. The Director of the school is Dr. Eduardo Arauz, an internationally recognized authority on education and student development, who has been interested in giving support to this project research.

Liceo Cristiano de Guayaquil has a mission to create honest and upright leaders through a participative and pedagogical method to encourage students' talents in the different areas possible and that are set by the institution. Taking the institution vision as a reference, ludic strategies will be developed to promote the student's communicative competence. At the same time, it will improve learners' abilities to activate their creativity and the interest in acquiring English as a second language. This could be reached by using dynamic methodologies when implementing better resources.

1.2 Statement of the problem

Figure 1
Statement of the problem

Causes	Consequences
<ul style="list-style-type: none"> • There is lack of didactic material 	<ul style="list-style-type: none"> • Classes are not interesting.
<ul style="list-style-type: none"> • There is no use of ludic strategies in the classroom 	<ul style="list-style-type: none"> • There is poor comprehension and learning.
<ul style="list-style-type: none"> • Students barely practice with the material they have. 	<ul style="list-style-type: none"> • Students have low scores in class performance and other evaluations.
<ul style="list-style-type: none"> • Insufficient game activities are available for students. 	<ul style="list-style-type: none"> • Scarcity about the pronunciation of the language is noticeable.
<ul style="list-style-type: none"> • The students are not motivated in the English class. 	<ul style="list-style-type: none"> • Teachers get no attention from students.
<ul style="list-style-type: none"> • There is no production in the language 	<ul style="list-style-type: none"> • Students are not reaching complete understanding in the classroom.

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This project covers both of the variables mentioned, ludic strategies for the promotion of communicative competence.

In today's classroom, students have to be motivated to participate in class and when learning a language. This type of motivation needs to be present. Strategies that ignite students cognitive are essential for language learning and teachers have to be aware of the proper type of activities that need to be used in the classroom. Developing communicative competence

in social ways, between teachers and students emphasize learners' motivation in using the language.

The problem is the same as always. There is no dynamic material, no material by level design, no classes given by levels, no laboratory to practice communication techniques, no language learning, no control of number of students in a class, teachers are not fully prepared. Teachers come unprepared to class, lack of utter comprehension of the language, tense conjugation is at a low, no knowledge of grammar rules nor regulations and no constant practice in or outside the classroom, to mention a few problems.

Students have difficulty understanding the rules and applying them to oral practice. One of the major problems observed during classes was that students kept confusing regular verbs and irregular verbs, the third person present tense conjugation and students had difficulty trying to understand the task at hand. Students showed gaps about communication, vocabulary and the language as a whole. There was also lack of motivation from students. The language mostly used was students' native language instead of English, and students needed to be taught again in order to reach certain objectives.

How can Ludic Strategies promote communicative competence in a 9th grade EFL class at Liceo Cristiano? This is the question that will be guiding the research throughout the whole investigation.

1.3. Scientific Fact

It is a known that students worldwide have a problem when it comes to mastering communication skills. Some have such difficulties in their own language and it is even worse when it comes to speaking in English. Therefore, this should be addressed on every way possible implying it in the way Ecuadorian students can overcome such issue of language deficiency.

Records show that a high percentage of grammar school students in Europe and more than nine-in-ten High School students learning English at school in 2012-15 have difficulties in learning the proper ways of communicating. In the most recent years with available data, this has been the present situation. Perhaps because of these varying standards, few Americans who claim to speak a non-English language say that they acquired those skills in school, (Devlin, 2016)

Students in Ecuador would face similar problems even at a higher percentage because English is a second language that they acquire. The requirement should be in full language exposure and even in the out of class practice so students in Ecuador could at least reach such figures in satisfying standards.

A 25% of American adults learning a language other than English, according to the 2015 General Social Survey get to master a second language, 43% said they can speak that language “very well.” Within this subset of multilinguals who are well versed in a non-English language, but had difficulty with the part of learning the language dynamically, 89% acquired these skills in the childhood home, compared with 7% citing school as their main setting for language acquisition, (Friedman, 2015)

Not only young students face such difficulty mastering the language part, but adults also have obstacles such as learning grammar properly in the comparison of another language and its skills.

1.4. Objectives

1.4.1. Broad Objective

- To contribute with learner's needs in order to encourage them to acquire a better English communication using ludic strategies as a strategy demonstrating the help they provide to students of the 9th grade at Liceo Cristiano de Guayaquil.

1.5. Specific Objectives:

- To identify the present problem students have communicating in English.
- To analyze the methods teachers are using in class that hinder the process learning-teaching.
- To appraise the topics that students feel motivated with in order for them to speak English in classroom with ludic strategies that enhance students' communication.

1.6 Significance or justification of the study

Because of lack of interest on students to communicate in English, and old same techniques in class used by teachers, it is really needed to implement ludic strategies to enhance communication on students that make them feel confident and able to participate in every task assigned by the teacher. Nowadays, it is really important to use better resources that fit with learners' needs and interest because they get easily bored in class with the same old methods or strategies applied. This situation normally happens with students around 12 and 13 years old which is a stage where they require more dynamic and playful activities to develop self-esteem; therefore, it is important to apply ludic strategies in classrooms that encourage them to communicate in English.

The findings of this study will contribute with better outcomes on students by communicating in English. Students will be able to be more participative and encouraged to work in class. They will also lose the fear to communicate with classmates when they are assessed to do it. Thus, Learners would feel more motivated when working with such strategies, bringing better academic results and better communication skills. Furthermore, it contributes to the learners in acquiring the English language by working with ludic strategies to develop the four skills in English learning. And it is important to know how to communicate and express ideas in a natural and efficient way.

Ludic strategies constitute a participative technique to the English teaching leading to develop on students better academic outcomes. For this reason, it is said that ludic strategies are becoming in the new way an interactive content as a tool exploration with learning purposes (Boura et al., 2004).

The importance of the use of ludic strategies and the ability to master such skills are some of the most important tools that students need to acquire. Even though language can be a mechanical subject because of its grammar, its purpose is essential for meaning, coherence, understanding and content in and for any language. To Foster ludic strategies in an affective ability is the main purpose of the investigation of this project that is easily found in Ecuador's public schools when it comes to English learning. This convenience relates to the educational part of a student's curricula for further preparation in the many fields link to language learning.

Communicative competence is the software of any language. Grammar is the backbone, the glue, the cement that keeps it together and that cases the essence of meaning with tense, verb conjugations, syntax, coherence and sense. Students learning how to speak will be able to

manage the language in its proper form and without any or high average of the norm in mistakes.

Moreover, communication is a learned skill. To express themselves well and successfully, people must learn how to communicate. Dimbleby and Burton (1998) state this in their book: "abilities such as talking and writing are not natural. They are taught by parents, friends and schools" (p.6). As a child, a person may learn to communicate by observing others' behaviors and then imitating them. When he or she grows, it is necessary to go to school where they teach those skills based on how to communicate because they can develop better communication skills, which is useful for them.

Teaching communicative competence to students will provide a social relevance that is valuable and substantial because of the many advantages it possess.

When applying to jobs, good English competences in the language become exceptionally important. Even if the career you desire has nothing to do with writing, your attention to grammar in your resume and cover letter will show intelligence and class. When employers are flooded with applications, they tend to skip rapidly ones that do not immediately impress them. Your application will be in the skip pile if you have poor communication skills. If you can accurately compose sentences and show off your good speaking abilities when it comes to the English language, you could leave a lasting impression on the employer. (Klazema, 2013)

1.7 Scope and delimitation of the study

The study is focused on the low performance and bad results that students reflect in their English class at the school Liceo Cristiano de Guayaquil. The information is taken from 60 students of 9th grade, which are for the analysis and the investigation, which are the barriers that limit their potential and skills to produce well-spoken English in the classroom. After the observation, the lack of use of the language while teaching the class was evident; therefore, the English class became boring and meaningless.

The explanation for this research work is transparently clear since it is true that rigid classes teach English language where the teacher is the only one who talks, making the class teacher centered instead of student centered.

English language becomes useless and boring, but if the purpose is real communication in different situations, it becomes a fun thing to be learned.

The objective of the problem will be lost if delimitations of the study are not established. It will make the objective of the investigation void and the purpose of the research would not have a concrete meaning if the focus were not set within the parameters of the objective. Communication competence is the problem found in students which complicates the effectiveness and cognitive in students to be fully developed when it comes to speaking or expressing themselves.

Ludic games will help students reach the objective and give them understanding on how communication in the English language works and manifests itself with communicative competences that provide understanding in constant practice of such games.

The investigation contributes to the long-term linguistic discussion on the boundaries between communication competence and the effectiveness

when speaking. It will have effect on the cognitive and effectiveness in students by analyzing four related issues from other institutes with similar problems nationwide and international if necessary. The analysis is based on the theoretical framework of communication competence, which has been elaborated in most English learning schools.

The delimitation is also based on the Introduction of theoretical approaches to natural languages, regardless of which particular theory it may subscribe to, usually work with ludic strategies and its effectiveness as two basic concepts. The language itself does not give the delimitation between these concepts. The “balance” between the modules is “entirely an empirical issue.

There are core ludic strategies and communication competence effectiveness topics, such as agreement or lexical meaning, respectively, whose classification as belonging to the speaking on the one hand and to the communicative competences on the other is shared across languages and linguistic theories, while classification of borderline cases as either communicative or effectiveness ones are strongly theory-dependent. This approach, used as the theoretical framework in this current analysis, is briefly presented.

1.8 Hypothesis or research questions

The use of Ludic Strategies has a positive effect on the promotion of Communicative of Communicative Competence in 9th Grade EFL at Liceo Cristiano.

1.9 Variables and indicators

Figure 2
Statement of the problem

OPERATIONALIZATION OF THE VARIABLES		
VARIABLES	DIMENSION	INDICATOR
	Games	<ul style="list-style-type: none"> Productive exercises to activate students' cognitive development and learning
Ludic strategies	Techniques used in ludic strategies	<ul style="list-style-type: none"> Types of techniques for language development- Memoristic- memorization for wording and diction Visual aids activate students' prior knowledge as well. Didactics are the many methods on which learning is delivered.
	Methods	<ul style="list-style-type: none"> sentence formation-grammatically done with syntax and coherence using games and dynamic activities memory games-to help students synthesize and summarize information for speaking development
	Strategies	<ul style="list-style-type: none"> Tense recognition/purpose/structure-tense conjugation, differentiation of usage among tenses, subject before verbs and verbs before the predicates, vocabulary, listening activities.
	Performance	<ul style="list-style-type: none"> Enhance comprehension, participation and school involvement

Communicative Competences	Stages of grammatical knowledge of syntax, morphology, phonology	<ul style="list-style-type: none"> • Previous activities of word recognition to engage students and grammar usage • Complexity in grammar structure to analyze tenses, functions and purpose • Development of oral and written English to use the proper registry when speaking
	Techniques of learning	<ul style="list-style-type: none"> • Dialogues of events to personalize activities accordingly • Word/structure enforcement to recognize parts of speech • Practice of active and inactive vocabulary to equip students' language • Role plays, speeches, presentations, class projects to practice effectiveness and accuracy
	Key strategies of competence and ability development	<ul style="list-style-type: none"> • Voice, flow, diction, clarity and coherence in speaking to have students develop effectiveness in abilities.

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CHAPTER II

2. Theoretical Framework

2.1. Literature Review

The following research is focused on how ludic strategies promote communicative competence in 9th grade efl class at Liceo Cristiano students. Identifying the authenticity of this investigation is based on suggestions of other similar investigations that differ in many characteristics among themselves.

This thesis consists of two main parts and six chapters. Part I, which is called Theoretical Exploration, is the theoretical part of the thesis, where it will try to define “ludic strategies” (Burner, 2005)

This study was a case study carried out to investigate the effects of using games to enhance students' acquisition of English speaking abilities for communicating. In addition, the study also examined the effects of games on students' motivation level while learning the form and rules governing the use of language and communicative competences.

It must be emphasized however that the above study does not provide sufficient evidence to reach a solid conclusion regarding the use of games in language learning in general. The question of whether games are appropriate for a variety of subject areas in language and communicative competences remains to be answered.

Thesis number 2 shows that games are a success and do help students learn language efficiently and properly. Since we know very little about the nature of the input, or the way in which it has been transmitted to these learners, we can only say that some, perhaps most, acquisition or

learning has been stimulated by teaching, but much is of course independent of any teaching. **Under the concept of “language learning” I thus subsume both first and second language “acquisition” and “learning” (Bergstrom, 2011)** This third project is relevant to the thesis mentioned above because the results of such investigations can be concluded that students improve their cognitive and affective abilities with the help of speaking techniques that can be found in English as a Foreign Language strategies.

2.2. Theoretical Foundations

In the following foundations, the study may conduct the identities that can conclude the relationship on all the theoretical foundations that are adjacent to the investigation at hand and in both variables. The dependent variable that is about communicative competences and the independent variable, which is the strategies found in EFL with ludic strategies as the proposal for such problem.

2.2.1. Cognitive and Affective Abilities

There are three main domains of learning and all teachers should know about them and use them to construct lessons, but only two are going to be mentioned on this thesis. These domains are cognitive (thinking) and affective (emotion/feeling). Each domain here has a taxonomy associated with it. Taxonomy is simply a word for a classification. All of the taxonomies below are arranged so that they proceed from the simplest to more complex levels. The domains of learning were first developed and described between 1956-1972. The ones discussed here are usually attributed to their primary author, even though the actual development may have had more authors in its formal, complete citation.

2.2.2. Ludic strategies

2.2.2.1. Applying productive exercises to activate students' communicative competence and development.

“Many veteran teachers are unaware that the cognitive/thinking domain had major revisions in 2000-2001. The newer version of Bloom's Taxonomy of Learning has a number of added features that can be very useful to educators as they try to construct optimal learning experiences in applying productive exercises to activate students' communicative competence and cognitive development” (Anderson, 2012)

2.2.2.2. Activate students' communicative competences and development using ludic strategies

In addition, when possible, teachers should attempt to construct more holistic lessons by using the domains in constructing learning tasks. This diversity helps to create more well-rounded learning experiences and meets a number of learning styles and learning modalities. Using more diversity in delivering lessons also helps students create networks that are more neural and pathways thus aiding recall. The Original communicative competence domain - Based on the 1956 work. The behavioral objectives that deal with communication could be divided into subsets. These subsets were arranged into a taxonomy and listed according to the communication difficulty - simpler to more complex forms that are related to the productive exercises to activate students' communicative competences development, (Anderson, 2012)

2.2.2.3. Visual aids to activate students' prior knowledge

In 2000-01, one of Bloom's former students, Lorin Anderson, and Bloom's original partner in defining and publishing the cognitive domain, David Krathwohl, spearheaded revisions to the cognitive taxonomy. One of

the major changes that occurred between the old and the newer updated version is that the two highest forms of cognition have been reversed. In the older version, the listing from simple to most complex functions was ordered as knowledge, comprehension, application, analysis, synthesis, and evaluation. In the newer version, the steps change to verbs and are arranged as knowing, understanding, applying, analyzing, evaluating, and the last and highest function, creating with the use of visual aids to activate students' prior knowledge as well, (Wilson, 2014)

2.2.2.4. Sentence formation syntax and coherence memory games-to synthesize and summarize information abilities according to the language competences in communication.

The following terms are considered when it comes to regulating the communication abilities in students in order for them to promote the use of ludic strategies and such done with syntax and coherence and with ludic games-to help students synthesize and summarize language and communication abilities throughout the use of ludic games.

2.2.3. Techniques used in ELF

2.2.3.1. Language development and wording memorization

The following techniques are useful in developing language with the use of memorization of wording and the role that diction plays when it comes to pronunciation. The wrong intonation can have major deficiencies in meaning when it deals with stress. Verbs and nouns can change their meaning according to where the stress is placed on the first or last syllabus of the word.

1. **Knowledge:** Remembering or retrieving previously learned material. Examples of verbs that relate to this function are: know identify relate list define recall memorize repeat record name recognize acquire

2. **Remembering:** Recognizing or recalling knowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information.

3. **Comprehension:** The ability to grasp or construct meaning from material. Examples of verbs that relate to this function are: restate locate report recognize explain express identify discuss describe discuss review infer illustrate interpret draw represent differentiate conclude

4. **Understanding:** Constructing meaning from different types of functions be they written or graphic messages, or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining.

5. **Application:** The ability to use learned material, or to implement material in new and concrete situations. Examples of verbs that relate

6. **Applying:** Carrying out or using a procedure through executing, or implementing. Applying relates to or refers to situations where learned material is used to this function are: apply relate develop translate use operate organize employ restructure interpret demonstrate illustrate practice calculate show exhibit dramatize through products like models, presentations, interviews or simulations.

7. **Analysis:** The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples of verbs that relate to this function are: analyze compare probe inquire examine contrast categorize differentiate contrast investigate detect survey classify deduce experiment scrutinize discover inspect dissect discriminate separate

8. **Analyzing:** Breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts

relate to an overall structure or purpose. Mental actions included in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts. When one is analyzing, he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

9. Synthesis: The ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate to this function are: compose produce design assemble create prepare predict modify tell plan invent formulate collect set up generalize document combine relate propose develop arrange construct organize originate derive write propose

10. Evaluating: Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy, evaluating comes before creating as it is often a necessary part of the precursory behavior before one creates something.

11. Evaluation: The ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are: judge assess compare evaluate conclude measure deduce argue decide choose rate select estimate validate consider appraise value criticize infer

12. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way, or synthesize parts into something new and different thus creating a new form or product.

2.2.4. Visual aids and prior knowledge

Visual aids activate students' prior knowledge as well and such technique can help student relate to the task with vocabulary, experiences of his or her own and socialization of the activities and the visual aids that are engaged with the activity.

2.2.5. Didactic and dynamic

Didactics are the many methods on which learning is delivered with the help of the teacher and the resources the teacher uses in the classroom. The more dynamic a teacher is the more fun the teacher's didactic can be when delivering the topics and methods implied in the classroom.

2.2.6. Methods

2.2.6.1. Games to synthesize and summarize information

With this process in mind, student will acquire language, put it into practice, and master the ability of language learning. One of the main goals is to have students create communication on their own, giving them the ability to puzzle sentences, and produce spontaneously the language according to the conversation, writing and the whole complex of its own and improve their memory games-to help them synthesize and summarize information.

This process is the most difficult mental function in the new taxonomy. There are many different types of graphics cleverly depicting the new versions that can be printed and readily used as everyday references during instructional planning. The Affective or Feeling Domain: Like objectives, affective objectives can also be divided into a hierarchy (according to Krathwohl).

This area is concerned with feelings or emotions. Again, the taxonomy is arranged from simpler feelings to those that are more complex.

Receiving this refers to the learner's sensitivity to the existence of stimuli - awareness, willingness to receive, or selected attention. Feeling sense captures experience pursue attend perceive.

Responding, this refers to the learners' active attention to stimuli and his/her motivation to learn - acquiescence, willing responses, or feelings of satisfaction. Conform allow cooperate contribute enjoy satisfy.

Valuing, this refers to the learner's beliefs and attitudes of worth - acceptance, preference, or commitment. An acceptance, preference, or commitment to a value. Believe seek justify respect search persuade.

Organization, this refers to the learner's internalization of values and beliefs involving (1) the conceptualization of values; and (2) the organization of a value system. As values or beliefs become internalized, the learner organizes them according to priority. Examine, clarify, systematize, create, and integrate.

Characterization - the Internalization of values. This refers to the learner's highest of internalization and relates to behavior that reflects (1) a generalized set of values; and (2) a characterization or a philosophy about life, (Krathwohl, as cited in 2012)

Visual, auditory, tactile (touch), or coordination abilities as they are related to the ability to take in information from the environment and react. Physical abilities Objectives in this area should be related to endurance, flexibility, agility, strength, reaction response time or dexterity. Skilled movements Objectives in this area refer to skills and movements that must be learned for ludic games, sports, dances, performances, or for the arts, (Harrow, as cited in 2012)

No discursive communication Objectives in this area refer to expressive movements through posture, gestures, facial expressions, and/or creative movements like those in mime or ballet. These movements refer to interpretative movements that communicate meaning without the aid of verbal commands or help. Note: As we learn more about how the brain learns and retains information, today's educators are realizing that targeted physical movement has the potential to enhance memory and recall and can aid in accelerating long term memory. Intentionally adding movement to enhance learning is often called "embodied learning." With the aid of technology this field is growing rapidly. Remember that the trick in effectively planning lessons needs to be the intention for growth specifically in the selected domain area! Learning takes place in domains and wise teachers combine domains so that lessons and learning are more holistic and multidimensional, (Bacon, as cited in 2013)

Cognitive and affective domains need to be explicitly integrated in a science education that informs environmental education, as a sense of relationship is essential for environmental care and responsibility leading to informed action. The features of such approaches to education are discussed through analysis of the impact of modern and constructive postmodern education models on education, and possible strategies for making connections between cognitive and affective domains are proposed. This analysis incorporates the development of positive approaches to education and environmental issues through teacher modelling of biophilic behavior, active learning through constructivist pedagogy, the politicization of education to address social and environmental issues, suitable experiences of natural environments and living organisms, and science curricula that emphasize conceptual integration to demonstrate complex environmental effects, including the environmental consequences of human behavior, (Ryan, 2012)

There are a lot more features that take place in the classroom such as sitting arrangements, class participation, grouping, and class management, how dynamic a teacher is in delivering knowledge to students with every activity and student's proficiency level in the language.

The basic assumptions of ludic strategies and communication competences are involved in educational implications for the classroom helps understand these assumptions and apply them to lessons. First, the learner's competence processes influence the nature of what is being learned. People learn new information more easily when they can relate it to something they already know. Teachers must consider what they want their students to learn and how they can most effectively learn it.

Praising students help also to motivate students learning and motivation in the classroom. However, teachers should help their students identify the most important things to learn and help them understand why those things are important facts and concepts.

It would be wonderful if all students were willing to try and try again and, if their efforts still didn't work, change their tactics to find success. Unfortunately, with many students there is no such attitude of perseverance because they have had years of being unsuccessful and have become disengaged in what was happening in school. This is related to a classroom disconnect with their cognitive learning styles.

Introverted students in the classroom. This talks about the importance of understanding the outlook of introverted students and maximizing their strengths. By using a student-centered approach, teachers can incorporate activities that "speak" to various learning styles to ensure that each student will have his or her best opportunity for learning. Some students thrive on group activities and ludic games-to help students synthesize and summarize information_while those can be a nightmare for

students who do not really learn effectively while working with others. Finding a way to consider students' cognitive learning needs and then using activities to help all students engage in the learning process consistently is what the student-centered classroom is all about, (Arms, 2012).

2.2.7. Strategies

2.2.7.1. Recognition Purpose and Structure

The teacher in the student-centered classroom is a learning guide who manages the activities and directs student learning but who does this through activities that require students to engage in a variety of ways – perhaps working in groups, teaming in pairs or focusing independently at different times. By varying these strategies, and considering the learning styles of each student, we can maximize their learning potential in topics such as tense recognition/purpose/structure- tense conjugation, differentiation of usage among tenses, subject before verbs and verbs before the predicates.

2.2.7.2. Classroom learning, enhancing comprehension and participation

For example, some students may need to touch things or use manipulatives in order to solve problems or understand a process while others may prefer to brainstorm or experiment with different methods to find a workable solution. Neither one is right or wrong; they are just different ways to solve a problem. It is important for both teachers and students to learn their competence learning styles – how they take in information and then make decisions based on that information. You may have some students who are sensory so need clear instructions and examples and who like to practice with a hands-on approach. Other students are more intuitive and want to make connections and play out their own hunches rather than practicing tasks repeatedly. How teachers provide instruction and feedback

(do they need instruction that is more direct or just a few probing questions?) can help these students get the most from their classroom learning time, enhancing comprehension, participation and school involvement (November, 2013)

To develop a classroom that enhances all student learning, first, there needs to be some research – seek information about different types of cognitive learning styles and what activities best engage different types of learners. Then, shift the focus of teaching strategies to help students become actively engaged in their own learning process rather than waiting to be “fed” information to them. It may require some different planning and methodology part but is well worth the effort.

The social learning theory also explains differences in the amounts of effort students expend on school tasks. This theory, backed up by Bandura, offers two different options. One is that students make personal interpretations of their accomplishments and failures and set goals based upon these interpretations. According to Bandura, people tend to avoid situations they believe exceed their capabilities, but undertake and perform with assurance those tasks or activities they judge themselves capable of accomplishing successfully. The second premise is that students set individual goals that become their personal standards for evaluating their performance. Self-satisfaction is the reward for goal attainment, and commitment of effort necessary to attain the goal is the means by which people avoid the discontentment associated with below standard performance. According to Bandura, internal rewards for goal attainment can be more powerful influences on effort and achievement than external rewards such as praise or grades. Individuals’ beliefs about their abilities make up their sense of self-efficacy. Self-efficacy beliefs, according to Bandura, are important determinants of whether individuals will expend effort on a task and persist in the face of difficulty, (Bandura, as cited in 2013)

Persons with high self-efficacy attempt tasks and persist even if tasks are difficult. Persons with low self-efficacy expend minimum effort and, in many cases, give up easily. Bandura distinguishes between outcome expectations and efficacy expectations. Outcome expectations are beliefs that particular courses of action lead to particular outcomes; efficacy expectations are beliefs that the person is capable of successfully completing the course of action that will lead to success. Students may believe that particular courses of action will lead to success in school. Thus, for any task, a person will have a high or low outcome expectation and a high or low efficacy expectation.

Students who have high outcome expectations and high efficacy expectations approach academic tasks with confidence and persist even when the tasks are difficult because they believe that success is possible and that they personally have the abilities and skills needed to be successful. Bandura argues that stronger self-efficacy beliefs are associated with higher goals and firmer commitment to attaining the goal. Students with low efficacy expectations (i.e., self-perceptions of low ability) are easily discouraged by failure and decrease effort expenditures when confronted by difficult tasks.

2.2.8 EFL- (English as a Foreign Language)

Students develop outcome and efficacy beliefs associated with success in school. For example, students may accept a teacher's statement on the first day of class that everyone who works hard can be successful in class and have initial high outcome and efficacy expectancies for the class. However, as the class progresses, students receive feedback on their performance. As a result of the feedback, some students may begin to change their self-efficacy expectancies to believe that, while it is possible for students to be successful in class, they personally do not have the skills,

abilities, and/or work ethic needed to be successful, (Bandura, as cited in 2013)

2.2.9. Comprehension, participation and school involvement

These students who have high outcome expectancies and low self-efficacy expectancies may begin to decrease their effort expenditures over the course of the school year. Likewise, students may enter classrooms with low outcome expectancies; they may not believe, for example, that a factor such as effort expenditure determines success in school. Teachers' attempts to convince them they should expend effort and persist when schoolwork becomes difficult are not effective; this is to enhance comprehension, participation and school involvement

These students do not believe that expending effort will lead to success in school, and for this reason are unwilling to put effort into their schoolwork. According to Bandura, people develop their personal sense of efficacy from four sources: (a) performance accomplishment, (b) observation of the competence performance of others, (c) verbal persuasion and related types of social influence, and (d) states of physiological arousal from which they judge personal capabilities and vulnerability (Bandura, as cited in 2013).

Students' efficacy expectations are most strongly influenced by mastery experiences. When students master a task, their expectation that they will master similar tasks in the future increases. However, while success generally contributes to enhanced efficacy expectations, attributions of success to ease of the task or help from others may not lead to increased efficacy expectations. For efficacy expectations to be enhanced by mastery or success on a task, success on the task needs to be attributed to ability or effort. Therefore, teachers assigning students easy tasks or assisting them to com- Classroom Applications of competence

Theories tasks that they could not complete independently will not necessarily enhance students' efficacy expectations.

Research with middle school students suggests that the relationship between efficacy and student achievement occurs through the relationship between efficacy and level of students' cognitive engagement. In a regression analysis of seventh-grade students' responses to the Motivated Strategies Learning Questionnaire. When cognitive strategies were included in the multiple regression analysis, self-efficacy scores did not explain a significant proportion of the variance in achievement scores. "Students who believed they were capable were more likely to report use of cognitive strategies, to be more self-regulating in terms of reporting more use of metacognitive strategies, and to persist more often at difficult or uninteresting academic tasks"

The results of this study suggest that students who hold the outcome expectancy that effective study behaviors are related to higher achievement and who believe that they can personally implement these effective study behaviors are more likely to use cognitive strategies that in turn lead to higher achievement outcomes. For the classroom teacher, the initial task is to establish the means–end belief (Skinner, 1996) that effective study behaviors lead to high achievement. Once the outcome expectancy has been established, the task becomes one of teaching students that they can implement the desired study behaviors and that doing so will increase their achievement.

Control of the difficulty of the task and the amount of effort needed for a successful achievement outcome is critical to developing outcome and efficacy beliefs that promote achievement, (Arms, 2012)

Teachers also construct explanations for why students are successful or unsuccessful in school. Like students, teachers see ability and effort as important determinants of students' success in school. Teachers

also view students' entry level skills (i.e., basic language and math skills needed for success at different grade levels) and students' home environments as major determinants of students' classroom academic and social behaviors (Armor et al., as reference in 1976).

Teachers, who view student ability, level of effort expenditure, skill level, and home environment as important determinants of academic success, and at the same time as essentially stable factors, may develop low outcome expectancies for their students and for themselves. Bar-Tal and Guttman (as referred in 1981) compared the causal attributions of students, parents, and teachers for students' academic achievement as indicated by students' fall trimester grades. Teachers viewed fewer students as failing than did parents and students, but rated students' probability of future success as lower than did either the parent or the student samples. Furthermore, teachers judged lack of parent help to be more responsible for student failure than student factors, external factors, or teacher factors. Parents and students view low ability as one of the principal casual factors for failing grades (i.e., students fail because they cannot do the work).

Teachers distinguish between low achievement that occurs because students cannot do grade level work and low achievement that occurs because students won't complete required work. Teachers view level of effort expenditure and interest in the task as important to success in school and in life. Thus, teachers who attribute student low achievement to lack of interest, low levels of effort of expenditure, or lack of parent support are not likely to view these students as failing in sense that they lack the ability to complete the schoolwork.

However, they are likely to assign a low probability of future success for these students because they view the factors that explain their low achievement as stable factors. A recent review of teacher efficacy literature (Tschannen-Moran et al., cited in 1998) summarizes studies that have found

a relationship between student achievement and teachers' general and personal teaching efficacy. Two of these studies (Anderson et al., cited in 1988; Ross, cited in 1992) conducted with elementary students in schools compared the achievement test scores of students taught by teachers with different levels of general and personal teaching efficacy.

In general, students taught by teachers with higher scores on the personal teaching efficacy measure earned higher scores on end-of the year, norm-referenced measures of achievement. Statistically significant differences in achievement scores were found for different subject areas at different grade levels. The explanations teachers construct for student success or influence how teachers interact with their students.

Central to teachers' interactions with students is the controllability dimension of the attributions teachers make (Weiner, as cited in 1994). The controllability dimension of attributions is related to willingness to help, to liking and positive affect, and to the emotions of anger and sympathy (Weiner, as cited in 1979, p. 15).

If a teacher views student outcomes as outside the control of the student, the teacher is likely to help, to feel sympathy, and to like and interact positively with the student. Thus, poor achievement outcomes attributed to students' low ability are likely to bring feelings of sympathy, acts of kindness toward the student, and expressions of willingness to help from teachers, and, in some cases, other students.

However, poor achievement outcomes attributed to low expenditures of student effort lead teachers, and fellow students, to express anger, to punish the student, and to withhold help. Similar affective responses are given to families who teachers believe should exert more control over their children's behavior or should be supportive of school personnel's suggestions. Analysis of teachers' and college students'

helping behaviors suggests that both teachers' and students' willingness to help is related to teachers' perception of the causes of students' need for help. Brophy and Rohrkemp (as cited in 1981) found that teachers reported a willingness to help students when the student's need for help resulted from low ability or shyness and an unwillingness to help when the need for help occurred because of inattention or lack of effort. Weiner found similar results with college students who were asked if they would be willing to share their class notes with a student who had missed class, (Rohrkemp, as cited in 2013)

Students reported a willingness to share notes if uncontrollable factors prevented the student from attending class and an unwillingness to share notes if controllable factors prevented the students from attending class. Classroom Applications of Cognitive in which Baker and Graham have analyzed how by helping behavior may convey to others the perception of low ability.

They have shown in two sets of experiments how teachers' behaviors such as praise for success on easy tasks, absence of blame for failure, and expressions of sympathy for poor performance (Baker and Graham, as cited in 1987) and provision of unsolicited assistance (Graham and Baker, as cited in 1990) may convey perceptions of low ability. Graham and Baker (1990) created two videos one with a male peer and one with a female teacher in a classroom where two 10-year-old boys were completing a set of 10 math problems. The teacher or peer moved around the room monitoring student work and offered unsolicited assistance to one boy.

After the target boys completed the problems, the teacher scored the problems and announced that both boys had answered 8 of the 10 problems correctly. Elementary students ranging in age from 5–12 watched the videotapes and rated the helped and non-helped boys on ability and effort. Analysis of variance for four grade level groups yielded a significant main effect for ability. The student receiving unsolicited help from either the

teacher or the peer was judged to have lower ability than the student who received no help. Ratings of the role of effort and ability in achievement varied across age groups, and the authors concluded that unsolicited assistance may convey low ability to children as young as 6 years of age, (Louis, as cited in 2013).

2.2.10. EFL Strategies-Grammar games

EFL Strategies come in many different aspects and each one with its own purpose to facilitate and educate students in the language being learned. The one strategy that is implied in this investigation is ludic games. They are in a vast variety and dynamic as possible, making students reason and stay engaged in the activity on their own, in pairs or in groups, depending on how the teacher wants to instruct the class and manage the activities.

The purpose of learning grammar is to produce well-formed sentences. But mastering the Latinate content of traditional game instruction has little to do with achieving this goal. To help kids master sentence structure, the description of the sentence has to be with simple English words, not unfamiliar Latin words. It just makes sense when dealing with grammar problems in the classroom. This approach helps kids learn almost instantly how to write well-formed sentences. And because it's so simple, it can start with elementary school kids and English language learner students with limited English proficiency

2.2.11. Stages of expressions

In this system and with the following example, there are four kinds of sentence parts:

1. **Main Parts**

These parts contain the main action of the sentence: "Maxwell... left the quiet country town in which he'd been raised ..." (Notice that there is no need to call this a "main clause" or refer to a "main verb".)

2. **Lead-In Parts**

These parts lead into other parts, especially main parts: "On a bitter-cold winter morning ..." (Notice that there is no need to worry about what Latin grammatical function this "phrase" performs. Is it "adverbial", "adjectival", "prepositional"? Who cares? Certainly not the kids!)

3. **In-Between Parts**

These parts fall in between other parts. They feel like a slight interruption: "...a young man of simple means but good intentions ..." (Notice that there is no need to call this a "non-restrictive phrase or clause" or worry about things like "direct or indirect objects"; it can also avoid "subordination" here and when working with Lead-In Part as well.)

4. **Add-On Parts**

These extra parts convey additional information about other parts: "...and set off on the bold errand he'd been preparing for all his life." (Notice that there is no need to worry about "compound, complex, and compound/complex sentences", nor to explain "appositive constructions.")

Using this system, model sentence like this: Lead-In + Main + In-Between + Main (continued) + Add-On can be described, (Peha, 2012)

New sentences can be created by combining different parts in different ways. To make longer sentences, more parts can be added. But it's surprising how effective it can be with just a few. The following simple patterns are placed into six models that can help students construct their own sentences grammatically correct when ludic strategies based on grammar are used.

2.2.12. Six Simple Patterns

1. Intro + Main

As class began, Mr. Funston dreamed of a winter vacation.

2. Main + Add-On

He stared blankly at the blank faces of his students, convinced that he had nothing whatsoever to teach them.

3. Main + In-Between + Main

The Lesser Antilles, he realized, would be the perfect place for a warm winter hiatus.

4. Main + Add-On + Add-On

He saw himself on the beach, baking in the midday sun, enjoying tasty snacks and refreshing beverages.

5. Intro + In-Between + Main

Ten minutes later, having dismissed his students early to lunch, he surfed the Net for a cheap trip to the West Indies.

6. Main + In-Between + Add-On

Mr. Funston leaned back in his big teacher chair, forgetting about the twelve pounds he would put on at Thanksgiving, and immediately tumbled backward into the October bulletin board he had neglected to take down.

2.2.13. Functions and purpose

This ludic game technique not only helps students with stages of expressions, such as previous activities of word recognition, complexity in grammar structure to analyze tenses, functions and purpose or development of oral and written English to use the proper registry when speaking, but it also works in Reading.

By analyzing and describing sentences kids read, and using those patterns as additional models, students develop a robust repertoire of well-formed structures. The system is also use to teach combining and inversions with sentence structures.

Students communicate by mastering six simple two- and three-part patterns like these. There are, of course, many more complicated structures, but if they can learn these six, they will be on their way to proper reading and grammar skills that can be useful in writing and speaking. Thus, the expression stages fall in place in the respectfully dimension.

2.2.14. Sentence structure

This simplified sentence structure system is the spoonful of sugar that makes the medicine of traditional grammar go down using ludic strategies. When students create and analyze well-formed sentences, they have a meaningful context for the mastery of concepts that might otherwise seem arcane. However, it helps them foster the cognitive and affective abilities.

Since grammar is the study of sentence construction, which helps develop cognitive and affective skills, the goal of this study, focusing on the sentence, in a way that does not depend on explicit grammatical knowledge,

is the key to teaching an otherwise difficult set of concepts successfully to groups of diverse learners.

It is very important for EFL students to master English grammar because it lays the foundation for writing and speaking and English understanding as a whole. Learning all about adverbs, verbs, punctuation, plurals, tenses, and adjectives can be daunting but EFL teachers can use fun activities and ludic games to make the lessons more interesting. Here are some resources on English grammar activities.

2.2.15. Techniques of learning used with ludic strategies

English language grammar includes an ever-unfolding set of rules. As a subject of study, it is deeper than broad: students in the early grades learn a basic overview of the parts of speech and sentence types, and as they advance in grade level, older concepts are broken into systems that are more complex. In that way, English grammar is like the branches of a tree, with new rules and concepts extending outward from previously learned principles.

2.2.15.1. Personalize activities

This concept will give dialogues of events to personalize activities accordingly, providing students with a wide variety of games in which activities can be related to them and even socializing the activities with students' familiar environment and engaging students into constant learning.

2.2.15.2. Word structure enforcement and parts of speech

Word and structure enforcement has to be exposed to students so they could recognize parts of speech. Breaking down a sentence from

subject, verb, direct object, indirect object, prepositions, articles, adjectives, adverbs, modals, predicate and the whole concept, including fronted structures, subjunctive and conditionals would be the ideal part of learning techniques.

2.2.15.3. Prefixes and Suffixes (phonetic aspect)

As children become familiar with reading and spelling out words, it's a good time to introduce them to prefixes and suffixes – common components to the beginnings and endings of words that modify the original root word. At grade levels, students are introduced to the idea of root words, prefixes and suffixes, along with the most commonly used prefixes and suffixes, such as “-ing,” “-er,” and “re-.”

2.2.15.4. Verb Conjugation (first and third person singular differentiation)

While most native English speakers naturally pick up regular verb tenses, irregular verbs can sometimes prove to be a challenge. For example, a child at this grade level may say she “drawed” a picture, instead of that she “drew” a picture. Now that they're reading and writing full sentences, students can begin to learn and memorize irregular English verbs along with their proper past tenses.

2.2.16. Grammar Lesson Plan Examples & Resources

2.2.16.1. Introducing Nouns & Verbs Lesson Plan –

Students learn to identify and correctly write various parts of speech, including nouns and verbs.

2.2.16.2. Beatles Pronouns Lesson Plan –

Students learn about and identify pronouns using Beatles songs.

2.2.16.3. Grammar on the Go Lesson Plan –

Students will use color to organize information as they identify the basic parts of speech in a reading passage.

2.2.16.4. Teaching Conjunctions

Students watch the School House Rock video “Conjunction Junction” and play a classroom game, creating sentences with conjunctions on index cards.

(For, And, Nor, But, Or, Yet and So)

2.2.16.5. Grammar Games involving speaking

- Sheppard Software Online Tutorials & Games – Students identify verbs, nouns and adjectives in these online versions of Whac-a-mole.
- Parts of Speech Index Card Classroom Game
- Turtle Diary Prefix and Suffix Online Games – a tutorial on prefixes and suffixes and a video game to reinforce the lesson and test the concepts.

2.2.16.6. English Overview

Students should have an English foundation covering the basic parts of speech, sentence structure, and article use. Expand on that foundation, reinforcing the lessons of earlier teaching and diving deeper into vocabulary types and uses.

2.2.16.7. Parts of Speech

By now, students should be familiar with nouns, verbs and adjectives. Students continue to reinforce understanding of parts of speech, as students take a deeper dive into the parts of speech with which they are already familiar.

2.2.16.8. Pronouns – beyond “he”

Beyond “he,” “she,” et cetera, students are introduced to possessive pronouns (my, mine, etc.), reflexive pronouns (myself, yourself, etc.) and personal pronouns (who, whom, what, etc.), (Educators Lab, 2016)

2.2.16.9. Vocabulary

The practice of active and inactive vocabulary to equip students’ language plays also a major role in students’ learning. Vocabulary is the essence needed for communicative competences to function properly and correctly.

With passive vocabulary, you can listen and understand. Hearing the vocabulary used prompts you to recall its meaning. In other words, you are being made to recall it. So, it’s passive vocabulary.

Active vocabulary, on the other hand, is vocabulary that you can recall and use at will when the situation requires it. You are choosing to use the word and actively retrieving it from memory.

In role plays, speeches, presentations, class projects to practice effective and accuracy, students need to break down the meaning of each term that is involved in such activities, making the whole process a lot easier when learning grammar and its structure, (Burner, 2005)

2.2.17. Key strategies of communicative competences and ability development

2.2.17.1. Simple Verb Tenses used as ludic strategies

In grade levels, an overview of the simple tense – the tense used to convey an action that is habitual or repeated – introduces the wonderfully complex world of English verbs. Students will also review the simple

conjugation of regular verbs (I look, he looks, you look) and irregular verbs (I am, he is, you are). This involves voice, flow, diction, clarity and coherence in English learning in order to have students develop effectiveness in abilities.

2.2.17.2. Homonyms

Native English speakers will often encounter words auditorily before reading or writing them. As their vocabularies expand, students will begin to run across words that sound the same, but are spelled differently (“witch” versus “which,” for example). Specific in the various English Homonyms help students clarify these differences.

2.2.17.3. Grammar Lesson Plan Examples & Resources

- Parts of Speech Review Lesson Plan – Students review nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections and work together to create Parts of Speech Triangles.
- Teaching Speaking skills with Dance Lesson Plan – A video example of one teacher’s dance-based in oral activity lessons.
- Compound Complex Sentences Lesson Plan – Students use their reading comprehension skills to reorganize the plot summary of a short story from simple sentences into compound and complex sentences.
- Prefix and Suffix Organizer Lesson Plan – A craft-oriented lesson plan designed to refresh students on prefixes and suffixes as they create their own notebook organizer for root words.
- Making New Words – A lesson plan designed to help students see prefixes and suffixes in action. Students use index cards with root words, prefixes and suffixes to form words.

2.2.17.4. Relative Pronouns and Adverbs

Students move beyond the “ly” adverbs to understand the concept of relative adverbs (words that describe where, when and why) and learn the rules and connotations behind the order of adverbs. The concept of relative pronouns is also introduced, giving students a foundation for understanding relative clauses.

2.2.17.5. Advanced Nouns & Adjectives

As they learn to diagram more advanced sentences when speaking, students are introduced to subject complements (predicate nominatives & predicate adjectives) and direct & indirect objects.

2.2.17.6. Advanced Prefixes and Suffixes

Students are now ready for advanced level prefix and suffix vocabulary, as well as an understanding of Greek and Latin root words. The meanings of Greek and Latin-based prefixes and suffixes are used as clues to the meanings of more complex English words.

2.2.17.7. Grammar Lesson Plan Databases to develop communicative competences – All Grades

- Technology Lesson Plans – A Collection of speaking-based lesson plans for multiple grade levels.
- Teacher Vision Worksheets – Game-based worksheets with a quirky tone for teachers looking for a fun approach to conversation.
- Read Write Think Lesson Plans – A collection of activities and lessons intended to engage 9th graders as they put speaking skills to practice.

2.2.17.8. Ludic games Worksheet Databases for communicative competences – All Grades

- Super Teacher Worksheets – Grade school speaking worksheets (NOTE: while there are free worksheets under each topic, some of the content is restricted to paid members)
- Education.com – A collection of communication worksheets, organized by grade level.
- K12 Reader.com – Includes grammar worksheets for all grades, covering basic topics such as adjectives and adverbs, as well as more advanced grade level lessons, such as appositives and types of pronouns.
- Help Teaching – A database of speaking practice test questions, organized by topic and grade level, (5 minutes of English, 2013)

2.3. LEGAL FRAMEWORK

Based on the Ley Organica de Educacion Integral L.O.E.I. the article that relates with the development of our proposal is the following

Art. 19.- **Objetivos.**- El Sistema Nacional de Educación tendrá, además de los objetivos previstos en la Constitución de la República, el cabal cumplimiento de los principios y fines educativos definidos en la presente Ley.

El Sistema Nacional de Educación forma parte del Sistema Nacional de Inclusión y Equidad. Sus políticas observarán lo relativo al régimen del Buen Vivir, asegurando el ejercicio, garantía y exigibilidad de los derechos reconocidos en la Constitución de la República; así como el cumplimiento de los objetivos en materia educativa previstos en el Régimen de Desarrollo y en el Sistema Nacional Descentralizado de Planificación Participativa.

El Estado en todos sus niveles de gobierno y en ejercicio concurrente de la gestión de la educación, planificará, organizará, proveerá y optimizará los servicios educativos considerando criterios técnicos, pedagógicos, tecnológicos, culturales, lingüísticos, de compensación de inequidades y territoriales de demanda. Definirá los requisitos de calidad básicos y obligatorios para el inicio de la operación y funcionamiento de las instituciones educativas.

2.4. CONCEPTUAL FRAMEWORK

2.4.1. Ludic strategies engaged in communicative competences

This investigation sets its insights on the fact that the strategies used in ludic strategies needed in students are increasingly important roles assigned that not only challenges the traditional tenets of behavior therapy but also augments and expands the highly specific procedures, which have characterized the field in recent years.

Self—instructional training, first used with hyperactive children to change maladaptive thinking processes, and stress inoculation training, used successfully with both clinical and high-risk none—clinical population to help them alter conceptualizations, employ coping skills, and successfully confront stressful situations, illustrate the possibilities of a broad-spectrum approach.

The theoretical implications of increased interest in speaking factors direct attention to the nature of the student—therapist interaction, mediation, the content of inner speech and the student’s appraisal of outcome as active ingredients of the change process. (Donald Meichenbaum, as cited in 2016)

To demonstrate the findings from a range of second language acquisition studies in order to formulate a set of general principles for language pedagogy. These principles address such issues as the nature of second language competence. As formulaic and rule-based knowledge, the contributions of both focus on meaning and on form of the language being learned, the need to develop both implicit and explicit second language knowledge, the problems posed by the learner’s ‘built-in syllabus’, all these are some of the roles encountered. The roles of input, output and interaction in learning, the importance of catering to individual differences in learners, and the need to assess language learning in terms of both free and controlled production are just some of the principles draw on a variety of

theoretical perspectives. **They are offered as ‘provisional specifications’ for a learning-centered language pedagogy and effectiveness improvement in students throughout the use of ludic strategies such as games, crossword puzzles related to grammar structure and similar activities where the student engages speaking.** (Ellis, as cited in 2015)

This investigation examines the differential effect of oral activities, its feedback and the extent to which language analytic ability mediates the effects of corrective on the acquisition of articles by beginners to intermediate EFL learners of various first language backgrounds.

Three groups were formed: a direct-only correction group, a direct metalinguistic correction group, and a control group. The study found that both treatment groups performed much better than the control group on the immediate posttests, but the direct metalinguistic group performed better than the direct-only correction group in the delayed feedback. It also found a significantly positive association between students' gains and their aptitude for language analysis. Moreover, language analytic ability was more strongly related to acquisition in the direct metalinguistic group than in the direct-only group. **The results showed that written corrective feedback targeting a single linguistic feature improved learners' accuracy, especially when metalinguistic feedback was provided and the learners had high language analytic ability.** (Sheen, as cited in 2013)

A number of discrepancies were, however, evident between student and teacher beliefs within each culture, as well as in comparisons of the two groups across cultures, particularly regarding the role of formal instruction in language learning. **Given that discrepancies in student and teacher belief systems can be detrimental to learning, it is important that teachers explore their students' perceptions regarding those factors believed to enhance the learning of a new language and make efforts to deal with potential conflicts between student beliefs and instructional practices.** (Schulz, cited as in 2013)

Students may also gain in speaking development and other aptitudes once the situation presents itself to have an opportunity for using knowledge learned in one context as a knowledge base in other contexts because it helps learners to apply, integrate and transfer knowledge while fostering their cognitive, affective abilities including critical thinking (Duverger, 1995 cited in Gravé-Rousseau, 2012). Jäppinen (2015) found that grammar in English learning education has usually succeeded in offering favorable conditions for competence development in language. In some cases, cognitional development seemed to be even faster for language learners. **“The study was carried out in 12 Finnish mainstream comprehensive schools. The age range of the 669 learners was 7–15 years” (Dourda, 2014)**

Researchers compared the experimental group of language learners with a control group of learners taught through Finnish. The amount of grammar in English grammar was about 60%, the amount of French 30%, and the amount of Swedish about 10%. Measurements for cognitional levels of learners were taken longitudinally over about 18 months to also see the outcome of affectiveness. Gajo and Serra (2012) (cited in Gravé-Rousseau, 2013) studied the impact on student performance of teaching grammar in French to Italian students. The authors noted aptitude differences between monolingual and bilingual students. **While monolingual speakers show greater competence in acquiring and memorizing information, bilingual students tend to adopt a more analytical approach to learning and are more capable of applying the knowledge acquired to new learning situations.** (Dourda, 2014)

Although formal instruction in second language teaching has been extensively researched in the last 20 years, this work tells us little about the actual processes of language teaching, as teachers perceive these. At the same time, educational research has shown that much can be learned about the nature of instruction through the study of teacher cognition—the store of beliefs, knowledge, assumptions, theories, and attitudes about all

aspects of their work which teachers hold and which have a powerful impact on teachers' classroom practices.

Studies of teacher cognition have also begun to appear in the field of second language teaching in recent years, yet formal instruction, inexplicably, has received little attention. This makes a case for research on teacher cognition and effectiveness in language teaching. Such research, which focuses on understanding how teachers approach formal instruction, and why, can tell much about the nature of language teaching as teachers perceive it, information which can be put to effective use in teacher education and development programs, (Borg S. , as cited in 2014)

It is important to recognize the effectiveness of language learning strategies on the language learners' achievement. In the EFL learning situation, students rely on memorization strategy for learning vocabulary, phrases and grammatical rules (Wu, 2013). However, it could be hard for language learners to apply their knowledge to proper settings in terms of the usage and the common expression of the language. Furthermore, it is challenging for language learners to acquire a language merely based on grammatical relative memorization strategies. Wu (2010) pointed out that communicative approach has become the most favorable English teaching and learning. This strategy creates the needs of communication in the learners' target language and communicative teaching style adopted to facilitate cognitive involvement and effectiveness in class discussions.

The process of the communicative approach are grammar, discourses, function, sociolinguistic characteristics, and strategies. This approach is to develop students' skills to cope with the communication for general purposes. One of the important benefits of applying the communicative teaching style is that learners will have opportunities to recognize their own learning process through the development of self-favored autonomous learning strategies with cognitive and affective abilities involved in the learning process as well. **Successful language learners**

have been reportedly adopting certain strategies to help themselves overcome with their problems in their learning process. (Zhou, 2014).

There is a positive connection between the learners with higher proficiency and the use of their learning strategies. Yang and Dai (2013) have pointed out that learning strategies can influence culture and education. The curriculum implementation has developed students certain efficient methods to cope with a great deal of information in order to pass the exams. Students perceive that vocabulary learning is the most unmanageable component in learning a language, but that is another topic to look at in other references.

According to Yang & Dai, one of EFL strategies, speaking, is considered the most frequent strategy applied to language learning. For most students, learning English means memorizing a vast number of words and grammar rules. Moreover, there are more strategies focused on specific tasks. These strategies rely on the learners' use of their vocabulary retention and activities, which activate their cognitive. This process of mental capacity breakthrough emphasizes the learners' ability to organize the information and involves the learners' perception making it affective when applied, (Asgari & Mustapha, 2011). The strategies focus learners' planning and monitoring their process related to communicative strategies. According to Abed, the majority of higher achievement students applied more ludic strategies (2014). There are other strategies related to language learning.

2.4.1.1. EFL strategies, ludic games in communicative competences

2.4.1.1.1. Getting started

The outcome of this variable shows the many different results that EFL strategies such as speaking may have as a whole concept depending on the structure that is taught, the rule of grammatical spectrum and the

arguments regarding metalinguistic awareness in language learning on students.

Language teaching is still a controversial issue in the field of second and foreign language instruction. It has been of great interest to researchers and teachers to find out how to teach English. Different attitudes to grammar have led to different methods. Based on the recent research there is a distinction between Focus on Forms, Focus on Form and Focus on Meaning approaches. According to Burgess and Etherington (2012), Focus on Forms adopts a structuralize approach to language and the focus is on the forms rather than the meaning. Focus on Form, in contrast, includes drawing the students' attention to grammatical forms in a communicative context. Focus on Meaning gives no attention to the forms and the focus of classroom activity is on communication of meaning only. All of them activate the communicative competences in students.

Acquisition, empirical findings of disparate relationships between language outcomes and predictors in the initial and most recent time periods (as in Birdsong & Molis, 2013), and lack of research on such distinctions in the extant literature are some of the parameters faced when applying EFL strategies like communication.

Throughout the process, they will be treated similarly and used interchangeably as “initial stage/initial time period” and “current stage/current time period” of learning and engagement. (Huang, 2014)

2.4.1.1.2. Motivation

Communicative competences construct inquiries about students' motivation to learn English for work and for pleasure. Items for the construction of Use of Language Learning Strategy examined students' level of attention to the linguistic forms. The Cultural Affiliation construct involved items investigating the extent to which students identified with.

Finally, the Psychological-Affective Attitude construct sought information about students' tendencies to avoid English-speaking contexts and their affective responses toward communication breakdowns.

Results Variable Derivation Speech Production Rating and Communication Outcomes. Since each student reads the paragraph stimuli twice, the author or a trained research assistant listened to both readings and selected the one with higher fluency and better recording quality. In most cases, the second recordings were selected. All the recordings were then normalized for peak intensity, and then randomized and presented to the raters.

Five native English-speaking raters were recruited from a university in Southern California to evaluate the recordings. The raters had a mean age of 25, had all been born and raised in English speaking countries and their objective was to evaluate the structure of the speaking content of each recording, giving the study the base of how communicative competences can improve and have positive effects on students with the proper training and adequate language skills.

Only one empirical study had made the distinction between the two time periods (Birdsong & Molis, 2012) and found different association patterns between language outcomes and predictors in the two time periods. Other studies focused either only on the most recent past years (e.g., Flege et al., 1999; Jia et al., 2002; Munnich, 2002 for socio-psychological variables; Suter, 1976) or only on the initial years (e.g., Johnson & Newport, 1989; Munnich, 2012 for language exposure variables with the proper grammar structure included).

2.4.1.1.3. Advantages improving communicative competences

To ensure maximum student participation for a minimum of teacher preparation, ludic games have a great pedagogical value providing language teachers with many advantages when they are used in foreign language classes. The review of the studies related to language games indicates that games are crucially important in foreign language teaching and learning in a variety of areas. The major areas mentioned in the literature are using games in teaching grammar to young learners, (Nedomová, 2015; Bekiri, 2003; Hong, 2012).

The fact that ludic games are the most suitable instructional activities for young learners is obvious because they are a natural part of their existence. Nedomová (2012, p.17) argues that “young learners are not able to pay their attention for more than 10-20 minutes and after that they start to be bored and tired.” Especially when grammar teaching is too dependent on rules and memorization, they start to lose their interest and motivation.

Teachers know that young learners like being physically active as they learn by doing. Moreover, they are imaginative and creative and they learn without being aware of it. Besides, young learners use their previous experience, knowledge, several skills, and abilities, which help the teacher, present the new information by enabling children to practice the new knowledge on top of their previous knowledge. Therefore, the best way to direct this capacity in grammar teaching is using games.

Bekiri (2013, p.1) states that when a lesson includes a game, the game gives a chance to the teacher to help learners acquire new forms and lexis in an effective way. It should not be a complicated game, but a simple one because it is usually more effective as young learners find it difficult to understand a long list of rules. Similarly, games should also include praise and encouragement because young learners always love to be the center of attention.

In addition to all these, it should be born in mind that games should be as short as possible because as mentioned before, young learners are able to pay their attention to the games just for a limited time. Hong (2012) gives some suggestions to teachers about using games for teaching young learners by claiming that when giving instructions to beginners, a few words in the mother tongue would be the quickest way to make everything clear. Exposure in English is needed more at a later stage. Games are best set up by demonstration rather than by lengthy, (Arikan, 2012)

It is very important not to play a game for too long. Students will begin to lose interest. It is best to stop a game at its peak. (p. 1) Teaching young learners is a very demanding issue that needs consideration. Research in Turkey has shown that only 35% of pre-service teachers of English believe that their teacher education curriculum prepare them as effective teachers of English that can teach young learners successfully (Özkan & Arikan, 2013).

This problematic issue is important because the teacher should come up with the most suitable activities and tasks to teach young learners. As such, ludic games are one of the best ways to direct young learners' energy not only to speaking, but also to many skills and areas of the language. However, it should be taken into consideration that as they are young learners, teaching them through games requires special effort from the teacher.

Hence, two factors, namely, deciding which game to use and deciding the time to use games need to be explained, (Arikan, 2012)

2.4.1.1.4. Which Game to Use

Teachers should be careful about choosing games if they want to make them advantageous. First, the teacher should decide on the purpose of a game. A game may seem appropriate and useful. However, when its value is considered from the viewpoint of foreign language teaching, it may have little or no purpose. The fact that should be considered is whether the game-like activity is for children only to make the lesson more attractive and protect them from being bored or whether to revise and practice some particular part of grammar, vocabulary, etc., (Celce-Murcia, as cited in 2013)

When students choose a game, considering the level of the game is equally important while choosing games. Teachers must decide whether the level of the game fits students' language level because a game may become difficult when it is beyond the learners' level or it may become boring when learners find it too easy to carry on.

When a game's value in grammar teaching is considered, teachers tend to use them for practice or to reinforce a specific grammatical aspect of language only if a game is suitable for learners' level so that the grammatical knowledge can be used easily as they are playing the game. (Amato, as cited in 2013)

The fact that games enable social interaction and participation is also important. Students, especially the young ones, learn better when they interact with their peers. Some games may include both cooperation and competition together. While students cooperate within a team, they, at the same time, compete against another team (Rixon, 1991, p. 5).

Hence, what teachers should consider while choosing a game is the fact that children learn best with games, which require physical action, interaction, competition and participation. In addition to all these facts, there

are many other factors such as the size and the physical properties of the classroom, the equipment, materials and the time available for a game (McCallum, 1980, p. xii). In conclusion, teachers should consider all these factors while choosing a game because a game, which seems to be most appropriate, may turn into a complete failure in the end.

2.4.1.1.5. When to Use the Games

Games are mostly used when there is some time left at the end of the lesson to keep students quiet. However, games should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do.” With this in mind, games should be put into the center of classroom teaching and they should not be treated as a merely warm-up activity. A game can be used in any of these three stages while using them as a part of grammar instruction:

- a. Before presenting a given structure, especially to find out diagnostically how much knowledge is already known by the students.
- b. After a grammar presentation to see how much the group have grasped.
- c. As a revision of a grammar area.

Teachers should be well aware of their roles while using games in their classes. Since it is rather difficult to find a game that meets all the needs of the learners, careful preparation of the teacher is necessary. McCallum (pp. x-xi) suggests that the teacher should organize the game before the instruction. The teacher may need some extra equipment or materials to play the game and most of the time these equipment and materials are not available in the classroom, (McCallum, as cited in 2013)

Before explaining the rules to the class, the teacher should first understand how the game is played. Especially when working with children, the teacher should always be prepared to adapt the game to the givens of the class. After choosing the game, the teacher should explain its rules to the learners in a direct and non-complicated way. Especially for young learners, it may be necessary to use students' mother language because if these learners cannot understand how to play the game, there is no educational purpose in playing it.

Therefore, demonstrations may be beneficial because they can help young learners understand the rules clearly and easily. Moreover, the teacher is not recommended to interrupt a game to correct the mistakes of young learners. According to Celce-Murcia (1979, p. 54), "interruptions should be as infrequent as possible so as not to detract from the student's interest in the game. An alternative to immediate correction is to make note of errors and discuss them when the game is over". In other words, as sudden interruptions may distract learners' attention, it is better to wait until the game is over to discuss and correct the mistakes of the learners.

CHAPTER III

3. RESEARCH METHODOLOGY

3.1. TYPE OF RESEARCH DESCRIPTION

This investigation will provide quantitative and qualitative terms due to the interpretations and analyzes the data got from empiric and theoretical sources. Therefore, the investigation is of mixed character.

This investigation is objective because it covers both variables; there are other ways to display the objectives depending on the criteria the investigation analyzes them. Such objectives are either of quality or quantitative types. They make the investigation a historical aspect referring to the background, if there is any other background involved, or the previous conclusions that are taken into consideration at other projects and other previous events. "Ludic Strategies for the promotion of communicative competence in 9th grade EFL class at Liceo Cristiano." is focused in a quantitative research, which involves numerical data to identify statistical results and relationship between the two variables. It keeps a record of previous investigations on the main topic and gives a complete feedback on the results of other investigations too if any are available to compare.

The investigation is precised because it defines the description of all the methods that are involved and the way the system estimated the measurements of the performance and the learning process in every activity that is done by students. Whether by pair work (cooperative learning) or other means, the students could improve their cognitive and affective abilities with the use of grammar games and the teachers' materials that are also related to the EFL strategies assigned.

This investigation is also verifiable because of the intense process of the investigation in the grammar games activities to improve cognitive and

affective abilities, allowing students to have the opportunity to present, practice and produce in a learning environment in and out of the classroom.

Concise explanations- The investigation is straight to the matter and gives clear instructions and directions to every exercise addressed, permitting students to fully understand the subject at hand in order to complete the task and the information could be part of the gist.

The investigation is based on data displays with the exact objectives and purposes that need to be reached in order for the students could be assessed with an overall performance meaningful enough to draw the accurate results and the proper interpretation of the task.

Reasoned and logical- this aspect completely concretizes the meaning of the situation that is being investigated as part of the project. It makes the investigation a whole outlook in resolving the tasks or the exercises that students must perform. The outcomes of these survey and interview will show the strengths and weaknesses in how teachers develop their English classes to enhance students' communicative competence with ludic strategies and other type of resources.

3.2. METHODS AND TECHNIQUES

This investigation is based on scientific methods that will back up the research on other previous facts that have already been proven on similar characteristics.

Analysis – Synthesis: this method allows, in one way, to specifically demonstrate the educational phenomenon (teaching-learning about ludic strategies and communicative competences included) and, in a different way, understand its constitutive parts (focus, methods, strategies in a teaching process). In addition, the analytical explanation of the investigation

allows to synthesize and organize the strategies that will bring out the development of ludic games to foster communicative competences and abilities in English.

Deductive: This is part of a particular case study that is investigated in a high school, so it could receive all its general knowledge. It keeps a synthetic-analytic process, concepts, definitions, laws or rules, of which particular consequences or conclusions based on general statements are extracted and demonstrated.

The deductive method follows the following steps:

- Application
- Understanding
- Demonstration

Historic-logic: This allows the inquiry about the historic background of the investigation topic. What have been some of the causes, reasons to the present problem; how long has this problem been presented in the English education? What other indicators can also contribute to such historic timeline and what have been the best solutions to solve the problems students have fostering cognitive and affective abilities in language learning.

Systematic-structural-functional: This brings forth the design of ludic strategies focused on competence development and affective abilities in communication. Every activity bases on exercises that consist of engaging students to relate language game exercises to their everyday life or activities in which development takes place in the communicative competence realm.

3.3 Research population and sample

A sample of 60 students were selected from the sections “F” and “G” of ninth grade at Liceo Cristiano. The age group of these students varied from 11-12 years of age. Students from this section were capable to identify some vocabulary words taught by the teacher and used in writing activities. Meanwhile, they were not able to communicate in English 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 group in which the techniques were used.

3.3.1 Research Instruments

The interviews provided the investigation the advantage to discriminate the right questions to be asked to the teacher and Director of the school. The setting for the interview took place in a premium necessity so the right and adequate mood could be established for the interviewee and bring out the most right answers from the source that was part of the interview.

This interview took a strong hold in decision making for the objectives of this investigation, giving the researchers and the process the right amount of questions to be asked in order for the right suggestion and conclusions could be brought about the independent and dependent variables. The interview is a tool that can give data with concise and effective results.

The surveys that were conducted with the students completed their objective in giving the adequate data for the investigation about the struggles and the best possibilities to face the problems found in students

from the School. Students answered to the best of their knowledge all the questions from the survey. Even though there was some difficulty for some of the students answering or understanding the questions, the students still managed to give their best answers as the questions were acknowledge by them.

The results gave the investigation the right amount of data to see what the best approach to deal with the problem was, and what type of methods could be used on the teaching practice with the students and the techniques that would work best while addressing the cognitive and affective abilities issue in class.

The empirical report gave the right information when it dealt with the rapport among students and teacher. The manner the instructions were given and the amount of effort students put into dealing with the task was addressed. How effective pair work was with some students and how effective group work was with others gave the data needed to reach the proper conclusions. The way the English period class and the planning were conducted was sufficient to cover all the aims and objectives of the class.

The observation about the type of teachers' material was also evaluated and the response of the students gave the investigation a clear view of how the class was differently conducted with the students.

3.3.2. Class Observation

The class observation was done in the classroom of Ninth grade Liceo Cristiano with the authorization of the principal of the school with the main objective to identify the kind of methodology and techniques that the teacher uses in class and how students respond to that methodology in order to identify any issue and give the appropriate solution to it.

3.3.3. Survey for the students and teachers

The survey taken by students consisted of 10 questions with the purpose to identify their weaknesses and strengths in the classroom when performing different activities set by the teacher and to propose them with a dynamic and interactive way to learn to communicate in English.

An interview was also done to Language Arts teachers from 9th grade in order to know what their methodology to enhance students' communication are. Furthermore, the classes were designed to adapt new resources and dynamic activities in order to improve their speaking skills.

3.3.4. Interviews

The teacher assigned to the 9th grade was also interviewed in order to know his methodology in his classes and how students reach their objectives at the end of each topic, unit, or class. The teacher was willing to implement games in his classes when practicing communication competence.

STRATUM

Figure 3
Stratum

STAFF	POPULATION	SAMPLE
DIRECTOR	1	1
STUDENTS	60	60
TEACHERS	1	1
TOTAL	62	62

Authors: Grace Sailema and Gabriel Pinta

3.4 Sources, resources, and timeline

Sources

Figure 4
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.
Transport	To move from place to another to check and correct the project.

Authors: Grace Sailema and Gabriel Pinta

Resources

Figure 5
Resources

Authors: Grace Sailema and Gabriel Pinta

DESCRIPTION	NUMBER	PRICE	TOTAL
Internet	60	\$1,00	\$60,00
Copies	150	\$0,02	\$3,00
Printing Black and White Paper	60	\$0,10	\$6,00
Printing Color Paper	20	\$0,50	\$10,00
CD's	3	\$1,00	\$3,00
Transport	10	\$0,25	\$2,50

Timelime

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
 FACULTAD DE EDUCACIÓN
 CRONOGRAMA DE ACTIVIDADES
 FACULTAD o CARRERA: CIENCIAS DE LA EDUCACION MENCION INGLES**

**Figure 6
 Timeline**

5	FACULTAD o CARRERA	: CIENCIAS DE LA EDUCACION MENCION INGLES																																																																																																
6	TEMA	Ludic strategies for the promotion of Communicative Competence in 9th grade EFL class At Liceo Cristiano																																																																																																
7	TUTOR/A-ASESOR	TRABAJO : PROYECTO DE INVESTIGACIÓN																																																																																																
8	TOTAL HORAS DE ASESORIA	AÑO LECTIVO : 2016																																																																																																
9	TOTAL HORAS AUTÓNOMAS	EGRESADO/A : GRACE SAILEMA / GABRIEL PINTA																																																																																																
10	TOTAL NÚMERO DE CRÉDITOS	FECHA INICIAL : 20 de Julio del 2016																																																																																																
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15	Revision de Metodos y Tecnicas	X X																																																																																																
16	Utilizacion de Instrumentos	X X																																																																																																
17	Procesamiento de Datos	X X																																																																																																
18	Recursos Instrumentales, Cronograma y Presupuesto	X X X																																																																																																
19	Resultados - Producto	X X																																																																																																
20	Conclusiones	X X																																																																																																
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22	Propuesta	X X																																																																																																
23	Justificacion	X X																																																																																																
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25	Revision de los Elementos de la Propuesta	X																																																																																																
26	Revision de Ejercicios Matematicos	X X X X																																																																																																
27	Presentacion de primer borrador, correccion	X X X																																																																																																
28	Correcciones Finales	X X X X																																																																																																
29	Conclusiones	X X X																																																																																																
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3.5 ANALYSIS OF RESULTS SURVEY TO THE STUDENTS

Sample: 60 students

Course: 9th Grade

Question 1: I like learning new vocabulary in English

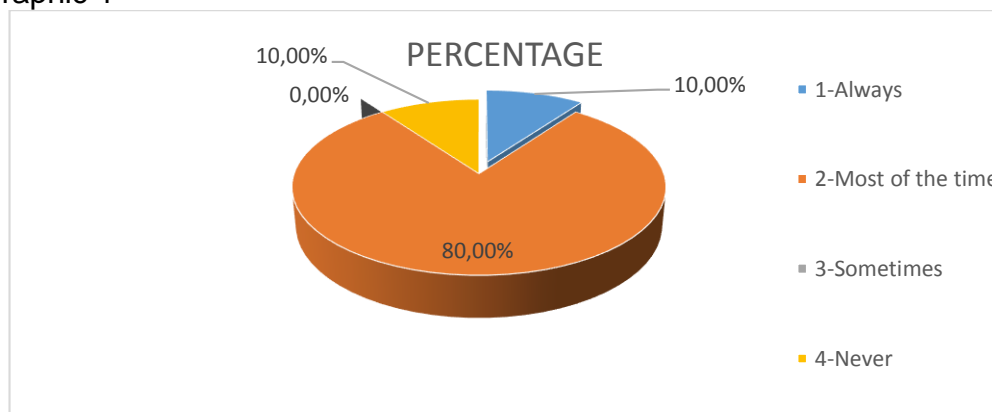
CHART OF FREQUENCY

Figure 7
I like learning new vocabulary in English

ALTERNATIVES	FREQUENCY	PORCENTAJE
1. Always	6	10%
2. Most of the time	48	80%
3. Sometimes	0	0%
4. Never	6	10%
Total	60	100%

*Source: students from 9th grade Liceo Cristiano
Authors: Grace Sailema and Gabriel Pinta*

Graphic 1



*Source: students from 9th grade Liceo Cristiano
Authors: Grace Sailema and Gabriel Pinta*

ANALYSIS: from 60 students, 80% most of the time like learning new vocabulary in class. Another 10 % like it period, and only 2 students do not like to. This shows that the class needs to be pushed and motivated when it comes to learning new vocabulary.

Sample: 60 students

Course: 9th Grade

Question: 2) I am good memorizing lectures and reading passages with pictures in them

CHART OF FREQUENCY

Figure 8

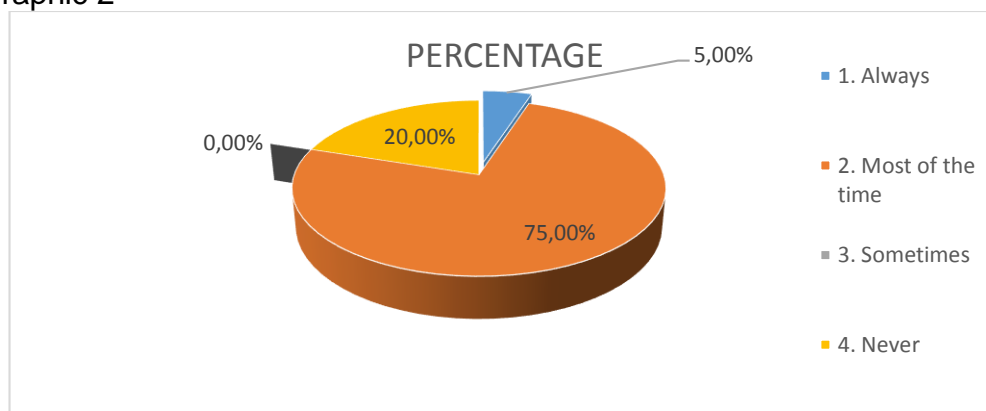
I am good memorizing lectures and reading passages with pictures in them

ALTERNATIVES	FREQUENCY	PORCENTAGE
1. Always	3	5%
2. Most of the time	45	75%
3. Sometimes	0	0%
4. Never	12	20%
Total	60	100%

Source: students from 9th grade Liceo Cristiano

Authors: Grace Sailema and Gabriel Pinta

Graphic 2



Source: students from 9th grade Liceo Cristiano

Authors: Grace Sailema and Gabriel Pinta

ANALYSIS: 5% of the students need help memorizing lectures and reading passages with pictures in them while 75% only can do it most of the time and another 20 percent sometimes are good at it. This shows that either the students enjoy the Company of a guide to take advantage in English engagement.

Sample: 60 students

Course: 9th grade

Question: 3) I consider learning English through vocabulary and pictures to help me in pronunciation with words.

CHART OF FREQUENCY

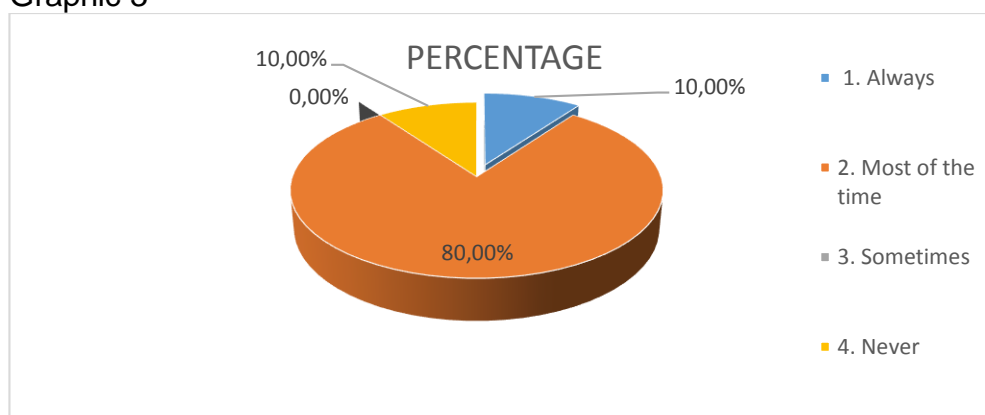
Figure 9

I consider learning English through vocabulary and pictures to help me in pronunciation with words.

ALTERNATIVES	FREQUENCY	PORCENTAGE
1. Always	6	10%
2. Most of the time	48	80%
3. Sometimes	0	0%
4. Never	6	10%
total	60	100%

Source: students from 9th grade Liceo Cristiano
 Authors: Grace Sailema and Gabriel Pinta

Graphic 3



Source: students from 9th grade Liceo Cristiano
 Authors: Grace Sailema and Gabriel Pinta

ANALYSIS: 80% of the 20 students consider learning English through vocabulary and pictures to have a better practice. Only a 10% happen to do such learning in English all the times and another 10 never have bother in speaking in English in their free time. This is another reason why such lack of proficiency in pronunciation could be slowing down the academic process too.

Sample: 60 students

Course: 9th Grade

Question:4) I read the instructions of games before I start to play and know the vocabulary use in the instructions

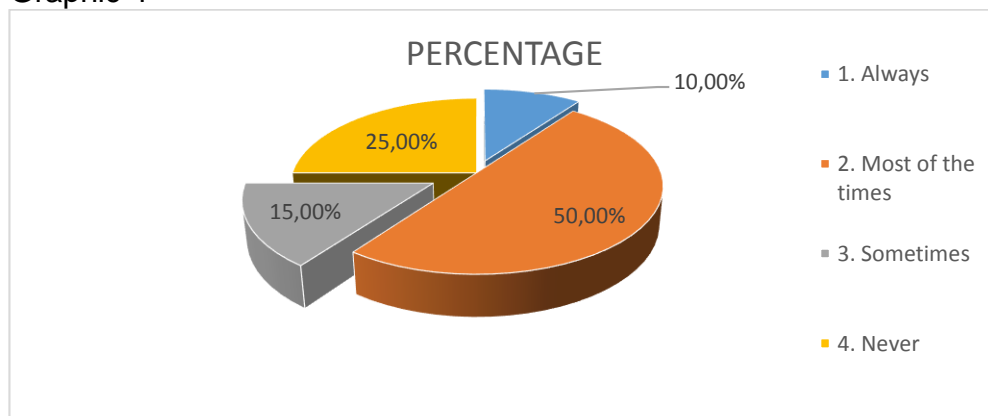
CHART OF FREQUENCY

Figure 10
I read the instructions of games before I start to play and know the vocabulary use in the instructions

ALTERNATIVES	FREQUENCY	PORCENTAGE
1. Always	6	10%
2. Most of the time	30	50%
3. Sometimes	9	15%
4. Never	15	25%
total	60	100%

Source: students from 9th grade Liceo Cristiano
Authors: Grace Sailema and Gabriel Pinta

Graphic 4



Source: students from 9th grade Liceo Cristiano
Authors: Grace Sailema and Gabriel Pinta

ANALYSIS: A 50% of students demonstrate that they find it satisfactory reading instructions of games before they start to play and know the vocabulary use in the instructions while another 25% never does and another 15% does it sometimes. A 10% of the 60 students always speak in English in the class, causing this to become a problem in which students get low scores and poor English class participation.

Sample: 60 students

Course: 9th grade

Question: 5) I can create stories using new words

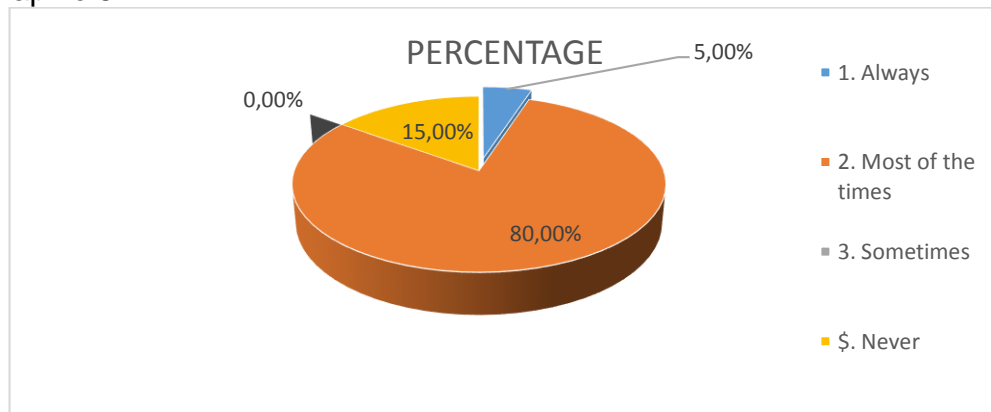
CHART OF FREQUENCY

Figure 11
I can create stories using new words

ALTERNATIVES	FREQUENCY	PORCENTAGE
1. Always	3	5%
2. Most of the times	48	80%
3. Sometimes	0	0%
4. Never	9	15%
Total	60	100%

Source: students from 9th grade Liceo Cristiano
Authors: Grace Sailema and Gabriel Pinta

Graphic 5



Source: students from 9th grade Liceo Cristiano
Authors: Grace Sailema and Gabriel Pinta

ANALYSIS: 80% of students find it easy to create stories using new words. Another 5% find it fair sometimes and 15% do not. Today's methods and teaching skills can be one of the venues that can motivate students into class participation and make them ignite habits on their own in which they need the most help.

Sample: 60 students

Course: 9th Grade

Question: 6) I usually practice speaking on my own or with friends.

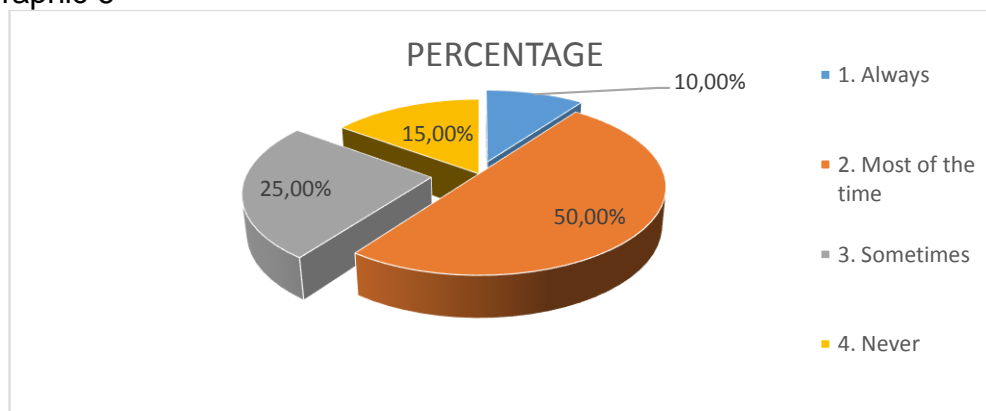
CHART OF FREQUENCY

Figure 12
I usually practice speaking on my own or with friends

ALTERNATIVES	FREQUENCY	PORCENTAGE
1. Always	6	10%
2. Most of the time	30	50%
3. Sometimes	15	25%
4. Never	9	15%
Total	60	100%

Source: students from 9th grade Liceo Cristiano
Authors: Grace Sailema and Gabriel Pinta

Graphic 6



Source: students from 9th grade Liceo Cristiano
Authors: Grace Sailema and Gabriel Pinta

ANALYSIS: It seems that only a 10% in total usually practice speaking on their own or with friends. Another 25% find it satisfactory sometimes, and 50% do most of the time and 15% always do it. Speaking English can be essential for language learners and its meaning plays a major part too, producing such results in the English classroom.

Sample: 60 students

Course: 9th Grade

Question: 7) I practice English inside the classroom with my peers when there is extra time.

CHART OF FREQUENCY

Figure 13

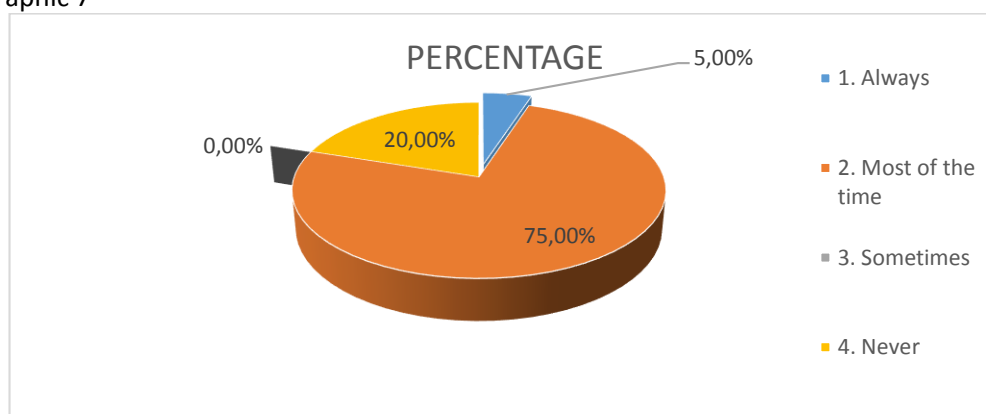
I practice English inside the classroom with my peers when there is extra time.

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Always	3	5%
2. Most of the times	45	75%
3. Sometimes	0	0%
4. Never	12	20%
Total	60	100%

Source: students from 9th grade Liceo Cristiano

Authors: Grace Sailema and Gabriel Pinta

Graphic 7



Source: students from 9th grade Liceo Cristiano

Authors: Grace Sailema and Gabriel Pinta

ANALYSIS: A 75% of students practice English in the school with their peers when there is extra time. Another 5% always does too. While a 20% never has. This should be put into practice a lot more often so students' language abilities could improve as a whole.

Sample: 60 students

Course: 9th Grade

Question: 8) I find games helpful when practiced in the classroom

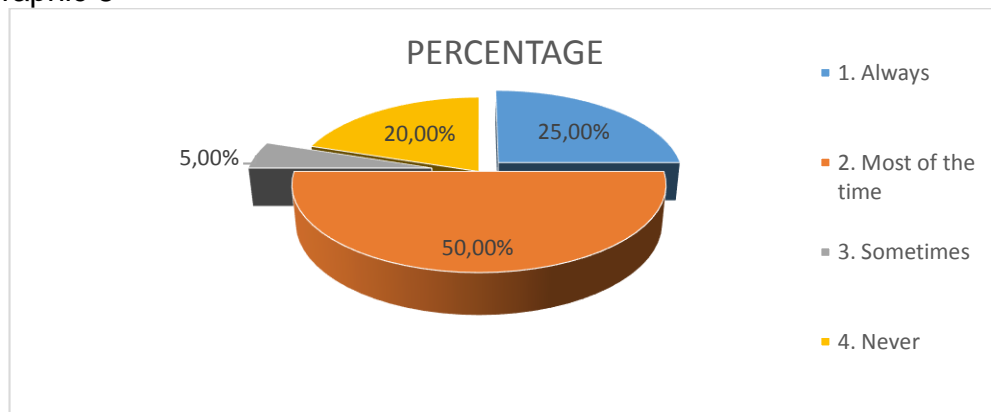
CHART OF FREQUENCY

Figure 14
I find game helpful when practiced in the classroom

ALTERNATIVES	FREQUENCY	PORCENTAGE
1. Always	15	25%
2. Most of the times	30	50%
3. Sometimes	3	5%
4. Never	12	20%
Total	60	100%

Source: students from 9th grade Liceo Cristiano
Authors: Grace Sailema and Gabriel Pinta

Graphic 8



Source: students from 9th grade Liceo Cristiano
Authors: Grace Sailema and Gabriel Pinta

ANALYSIS: 50% show that they most of the time find games helpful when practiced in the classroom. Another 5% does sometimes and a 25% show that they always do while they can. 20% totally disagree because they never do it in English though. It is a known fact that people are visual learners and this is why sometimes 60% of the 60 students play word games.

Sample: 60 students

Course: 9th Grade

Question: 9) I like learning vocabulary in games to make speaking easier

CHART OF FREQUENCY

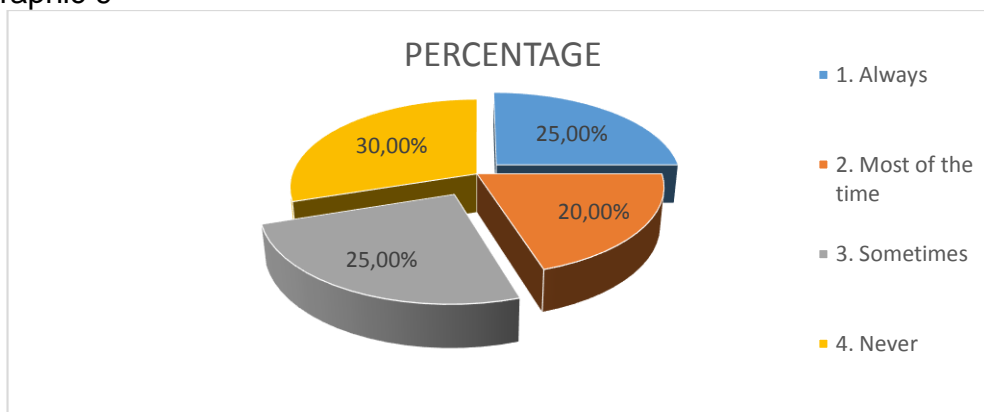
Figure 15

I like learning vocabulary in game to make speaking easier

ALTERNATIVES	FREQUENCY	PERCENTAJE
1- Always	15	25%
2- Most of the time	12	20%
3- Sometimes	15	25%
4- Never	18	30%
Total	60	100%

Source: students from 9th grade Liceo Cristiano
 Authors: Grace Sailema and Gabriel Pinta

Graphic 9



Source: students from 9th grade Liceo Cristiano
 Authors: Grace Sailema and Gabriel Pinta

ANALYSIS: 25% say that they find it satisfactory to develop their speaking skills using vocabulary activities and games so vocabulary is understood because they know it. but another 25% only do it sometimes. 20% claim that this happens only most of the time, and another 30% say they never do. The tools, just like the ones a plumber or a carpenter has, are useful in each aspect and for each task. The same can be said about games, and other type of material used in the classroom.

Sample: 60 students

Course: 9th Grade

Question: 10) I would like to be able to communicate in my own words with new vocabulary and activities practice with games involved.

CHART OF FREQUENCY

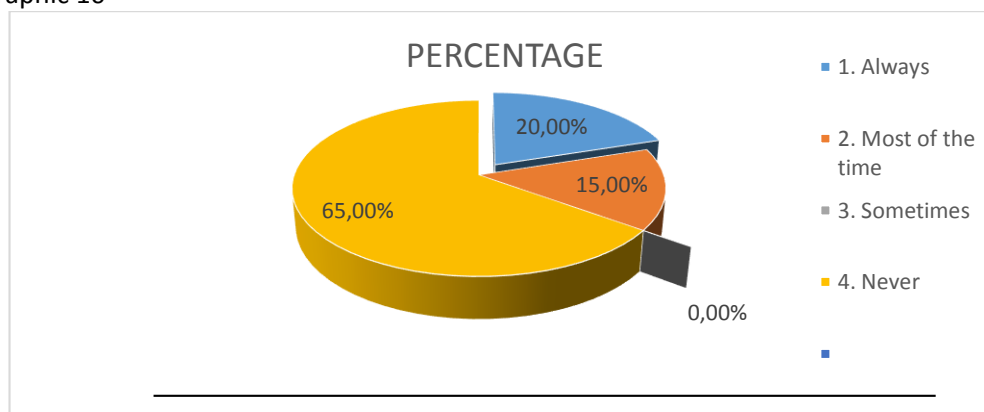
Figure 16

I would like to be able to communicate in my own words with new vocabulary and activities practiced with games involved.

ALTERNATIVES	FREQUENCY	PORCENTAJE
1. Always	12	20%
2. Most of the time	9	15%
3. Sometimes	0	0%
4. Never	39	65%
total	60	100%

Source: students from 9th grade Liceo Cristiano
 Authors: Grace Sailema and Gabriel Pinta

Graphic 10



Source: students from 9th grade Liceo Cristiano
 Authors: Gabriel Pinta and Grace Sailema

ANALYSIS: 65% of the 20 would like to be able to communicate in their own words with new vocabulary and activities practiced with games involved. 15% believe this happens most of the time in the classroom, another 20% believe it happens always. However, the results in academic motivation that was observed in class show that students barely do such mentioned communicative skills in the classroom.

3.5.1 Data Analysis Methods

It can be concluded that due to the data gathered from the students' survey, this project has a feasible motive to comply with the best needs in communicative competences and language development to have utter understanding in the English language throughout the use of ludic strategies. From 60 students, 90% disagree about being able to practice English communicative competences on their free time and another 10 % agree about being able to convey language learning with the help of ludic strategies and. 5% of the students agrees that they need help in reaching comprehension.

3.6 RESULTS/FINDINGS: PRESENTATION AND ANALYSIS

To provide evidence of learning taking place, it is of the utmost importance to also present the results and outcomes to have a clear, sound presentation and thorough analysis about the investigation done since most of the accountable issues for each variable may be subject to adapt so results can vary to the best criteria. Doing So, it will not only be beneficial to present the results in a specific matter but also it will facilitate concise and accurate explanation if necessary, showing the type of solutions that were reached in order to solve student's communicative competence issues that are seen in the classroom.

The results will have different weight due to the different communicative competence each student performs and advocates. However, a middle ground can be substantial for the teacher to base and evaluate the different strategies that need to be used for students to improve their communication skills in the classroom and with any given topic at hand.

CHAPTER IV

4. TITLE

4.1. LUDIC STRATEGIES FOR THE PROMOTION OF COMMUNICATIVE COMPETENCE IN 9TH GRADE EFL CLASS AT LICEO CRISTIANO.

This topic on ludic games has not been covered at 9th grade at Unidad Educativa Liceo Cristiano de Guayaquil, so that is why the need to create a guide to help students deal with their ludic strategies to promote communicative competences. Using ludic strategies is one of the most innovating and very reliable topics for the education field when it comes to the learning of the language. However, students need to practice their competence about strategies to learn the skills that are part of it. The purpose of this ludic game guide is of unique style and aims the lack of interest at the time of taking students' communicative competence abilities seriously.

4.2. JUSTIFICATION

Teachers learn how to make students adjust to different learning and teaching styles. Teachers must be able to know their students and adjust the activities accordingly. It will take time to get to know the whole classroom but it will be beneficial to do so. The justification of this project is based on the innovating system and proposal that is being offered. There are many ways to have students acquire a language through games, but when such games come into play, it is a lot more interesting and dynamic; the learning is significant and a lot more productive than the average class that is expected in any given classroom, helping students improve their communicative competences.

4.3. OBJECTIVES

4.3.1. Broad Objectives

To help students' interest in ludic strategies to promote communicative competences

4.4 SPECIFIC OBJECTIVES

- To use games to foster and promote communicative competence in students
- To develop comprehension ability through games and exercises.
- To waken the interest of communication competence in students.

4.5 CONTENT FRAMEWORK OF THE PROPOSED PROJECT PLAN

The main objective of this project is to use ludic strategies and affective abilities in the students from 9th grade at Unidad Educativa Liceo Cristiano School. It is of the important to reach such objectives differently and with a lot more pedagogical approaches. Students that have never been exposed to such type of learning will have the opportunity to do so now with this guide that has innovating, motivational ludic strategies about games with the abilities to develop communicative competence skills.

The guide will help the average student get the total comprehension of an activity when it is done and the student will also have the ability to infer such information given, making the right predictions and being able to understand communicative competence points throughout the games and explain them in his or her own words. Abstracting major ideas from any activity that may be involving grammar, recognizing expository organization in a grammar exercises, identifying tenses and connecting information are just some of the abilities students will be able to master on their own. The feasibility of this project could be done due to the support of the key officials

and, students from the 9th grade at Unidad Educativa Liceo Cristiano de Guayaquil School and the Director of the School, teachers and parents.

4.5.1 THE PROPOSED PROJECT PLAN TO DEVELOP 10 MOTIVATIONAL TECHNIQUES

The proposal was implemented during the months of November, December and January at Liceo Cristiano School in the school year of 2016. The guide is designed to bring out the most communicative competences from students and class participation with activities that are related to their association, giving significance learning because the activities will socialize their environment and place them in total concepts about their surroundings, familiarize backgrounds, family relationship and other aspects as well. What is also considered is the fact that students can improve their reading skills with such activities in the classroom.

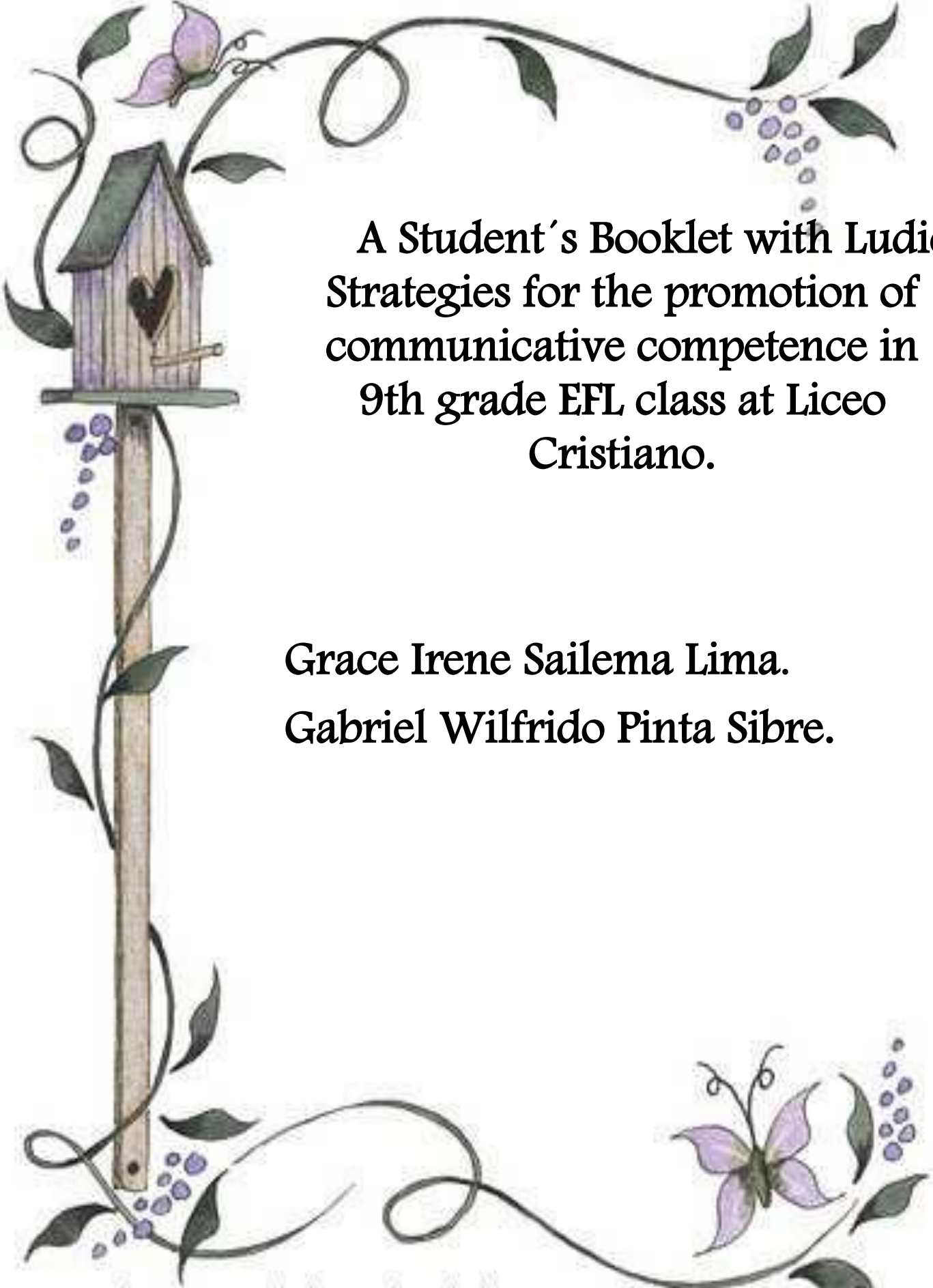
The future application of the proposal consists of 4 phases:

PHASE I: Activate ludic strategy comprehension and meaning for communicative competence comprehension in total language recognition and performance.

PHASE II: engage students with previous vocabulary, active or inactive contents with innovating word contents through meaningful language learning and constructivism.

PHASE III: Practice new strategies to support student's language learning process and significant meaning.

PHASE IV: Evaluation and assessment about students acquiring communicative comprehension skills in the classroom to enhance and improve English language learning.



**A Student's Booklet with Ludic
Strategies for the promotion of
communicative competence in
9th grade EFL class at Liceo
Cristiano.**

Grace Irene Sailema Lima.

Gabriel Wilfrido Pinta Sibre.

INTRODUCTION

The following booklet will help Students improve the Learning Process about the English Language and catch the interest. The booklet is easy and understandable; it's also based on active strategies which are useful to create a good environment in the classroom. The booklet provides the students many ludic strategies that can motivate them into feeling comfortable and confident to engage in conversations and adapt to speaking skills, but there are some items which teachers need to take into consideration to make students reach utter understanding. It is extremely important to follow some recommendations.

Teachers need to consider

- ✓ Knowing the learners knowledge and vocabulary proficiency.
- ✓ Motivating learners to do each active strategy.
- ✓ Dividing the class into groups when it is necessary.
- ✓ Explaining learners what they are going to do.

Objective: to make clear the purpose and use of **LUDIC STRATEGIES**.

Type of exercise	:	Ludic Activities
Name	:	Exercises to the development of speaking skills through the use of vocabulary activities
Skills	:	Speaking
Description	:	This is a group and individual activity focused on different types of activities that are explained with the instructions to follow in order to make sentences, practice structure or communicate properly.
Objective	:	To use exercises to motivate students to make proper use of ludic strategies and apply them in speaking skill.
Instructions	:	<ul style="list-style-type: none"> • Teach the content before using it. • Explain the activity. • Break the class up in groups. • Give an example with a group of learners. • Start with the exercises when the teacher says.
Resources	:	Flashcards, markers and sheets, vocabulary charts, wall charts, etc.
Rules	:	<ul style="list-style-type: none"> • Learners have to listen carefully to the teacher's rules. • One student in the group has to raise his/her hand to start the activity or answer with the correct sentence or answer once he/she finishes and is asked to do so by the teacher. • If the student does not answer properly, another group will have the chance to do it.
Suggestions	:	In order to develop speaking skills in conversations, learners can address themselves the words and dialogues found in all the groups in their notebooks.

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How to make a ... Exercise 6	10
What's brewing Exercise 7	11
Everyday Exercise 8	12
My dream home Exercise 9	13
Pros and Cons Exercise 10	14
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Solving this and that Exercise	21
Solving these and those Exercise 18	22
Story retelling Exercise 19	23
Here we go again Exercise 20	24

Feels like Christmas- EXERCISE 4

-Then students can tell about the pictures a short story according to what they see but in the correct order, do not forget to introduce some connectors so that they can start talking about it to the class or their partners.



www.pinterest.com

This can be used for note taking;

First _____
Then _____
Next _____
Finally _____
www.pinterest.com

Subs are us too- EXERCISE 5

-In this exercise, notice that you can talk about some of the pictures, so that it will not be so difficult for because sometimes it is difficult to start a conversation



When I make my favorite sandwich the first thing I do is

.....

-
Writing

After that I,

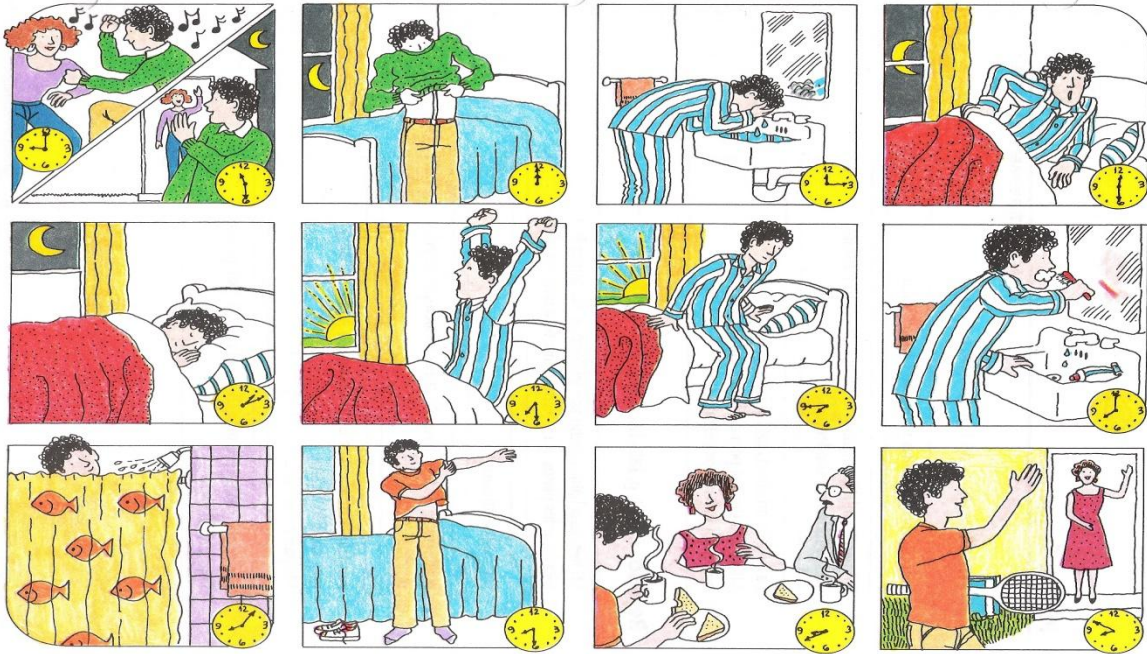
.....

ninespv.wordpress.com

This can be used for note taking;

Everyday- EXERCISE 8

-Students can describe their daily routines or someone else's routine, eg:



Jollylearning.co.uk

Sam starts his day very early in the morning first he _____

Then he _____

Finally he _____

My dream home EXERCISE 9

-You can also ask them to talk about their house, but you can give them some questions in order to answer with full sentences, then ask them to retell it by looking at the picture of their houses.

1.- What is your name?

My name is Tammy

2.- What color is the house?

My house is color blue.

3.-Who lives in the house?

I live with my mother, my father and my little sister

4.- How many bedrooms are in the house?

There are four big bedrooms.

5.- What happens in the family room?

My family and I get together to talk in the living room or sometimes we listen to music.



Tell about your own house

Hi my name is Tammy, my house is color blue

crekid.com

I live there with my mother, father and my little sister, there are four big bedrooms.

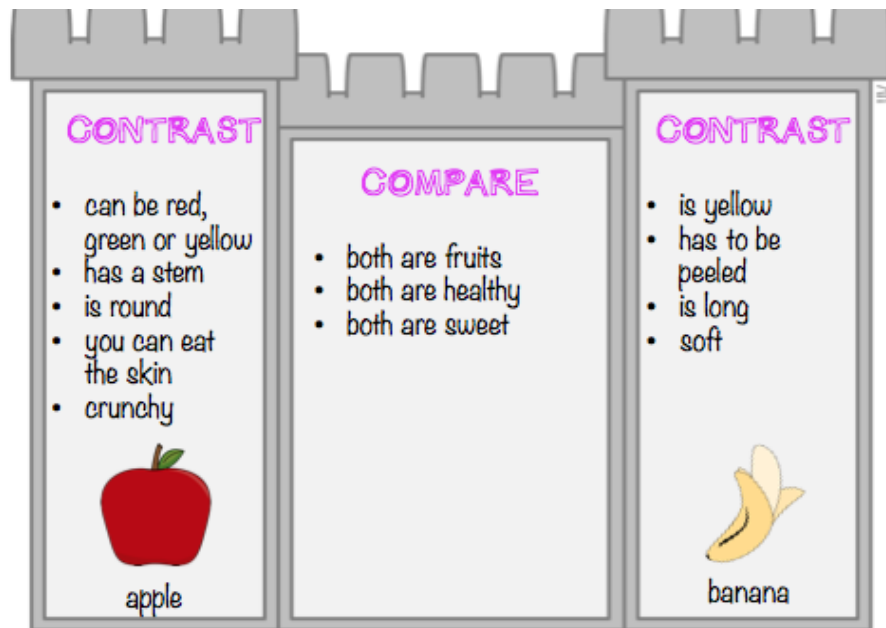
My family and I get together to talk in the living

room or sometimes we listen to music.

This can be used for note taking;

PROs and CONs EXERCISE 10

Compare and contrast: In this activity you must have introduced the connectors “and”, “but” to connect the ideas, in this case students are going to compare two fruits, or they can compare characters from a story they may have read in class.



ninespv.wordpress.com

Similarities.

Apples can be red, green or yellow and bananas are yellow too.

They both are sweet and healthy.

Differences

Apples are **crunchy**

Apples are round but bananas are long

This can be used for note taking;

Camping out EXERCISE 13

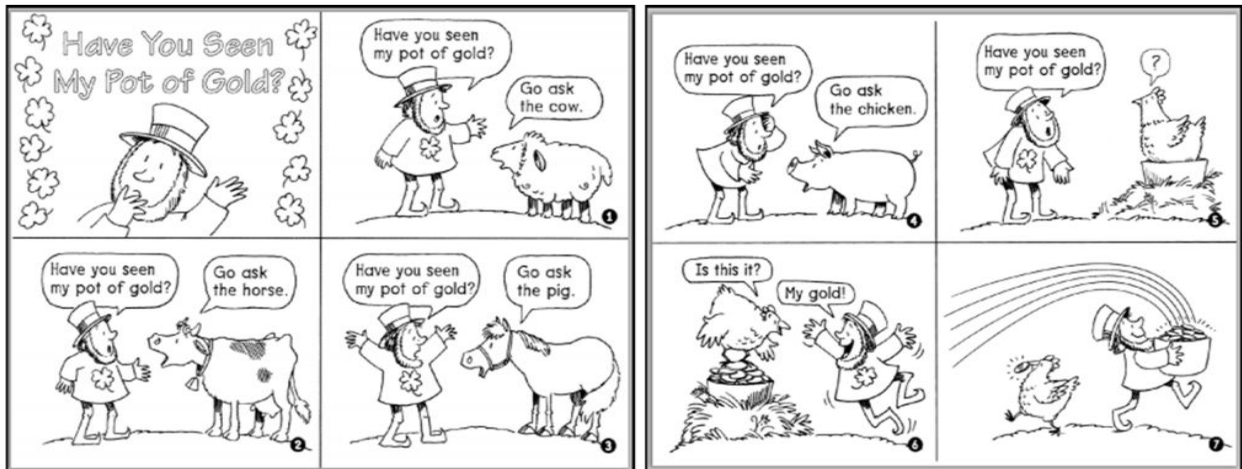
Camping is fun

A. – DESCRIBE THE PICTURE



My mini book EXERCISE 14

Mini book: Students can draw or you can give them a template with the pictures so that they can review a topic you may have introduced in advanced e.g: the weather, celebrations around the world sea animals or they can create their own etc.






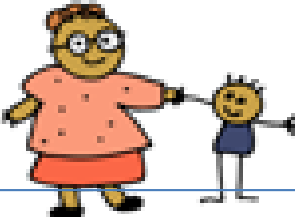
jollylearning.co.uk



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All Eyes on ME EXERCISE 15

Encourage your students to talk about themselves.

<p>All About Me</p> 	<p>Hi, My name is _____</p> <p>_____</p> <p>I am _____ years old.</p> 
<p>I live _____</p> <p>_____</p> <p>_____</p> <p>_____</p> 	<p>My family has ____ people.</p> <p>_____</p> <p>_____</p> <p>_____</p> 

ea14-

5weebly.com

This can be used for note taking;

Solving this and that EXERCISE 17

Problem solution: show your students some problems through pictures, ask your students to talk about what is happening and find a possible solution to each problem.

The worksheet is titled "PROBLEM & SOLUTION" in a large, bubbly font. At the top, there are two lines for "Name: _____" and "Date: _____". Below the title, there are two columns. The left column is headed "what is the problem?" and the right column is headed "what is the solution?". Each column has several horizontal lines for writing. In the center, between the two columns, is a simple line drawing of a pie with a scalloped edge and a few small circles on top representing toppings. The entire worksheet is enclosed in a decorative, wavy border.

Jollylearning.co.uk

This can be used for note taking;

A series of 20 horizontal lines provided for students to take notes on.

Story retelling EXERCISE 19

Story retelling: Give your students a template where they are going to retell the story they heard, the template contains some graphics that will help them to say what you want them to talk about. It is more specific since they are looking at the picture, and the colors that they will see in the template mean that they have to give some supporting details. This way, students relate their stories to something more specific.

Story Retelling -

Title _____

Crekid.com

Name _____

Story Retelling

Title _____

4.7 VALIDATION OF THE PROPOSED PROJECT PLAN

Constructivist teaching is based on constructivist learning theory. Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. There are many methods that can be related to constructivism. However, communication learning does not depend on any specific methodology as for other skills. Communication has many ways to be taught and learned. It never changes its form nor manner of expressing itself. Speaking is proof to such qualities possessed by wording when communicating. The same can be achieved with students that have a sense of what structure consists of and that is going to be used with the purpose to have coherence and syntax in order to reach full understanding. Students are pioneers of meaning and knowledge. Constructivist teaches students critical thinking, and creates motivated and independent students that are eager to learn any task at hand, especially communicating in English. This prior knowledge is called a schema which is one way that constructivism is applied. Learning is filtered through pre-existing schemata, activating students' prior knowledge and this place learning in a more effective manner when a student is engaged in the process of learning instead of trying to receive passive knowledge, (Gray, as cited in 2013)




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Validation of the proposed Project plan
Ludic Strategies for the Promotion of Communicative Competence in
9th grade EFL Class at
Unidad Educativa Liceo Critiano

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance		✓			
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

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Authors: Grace Sailema and Gabriel Pinta

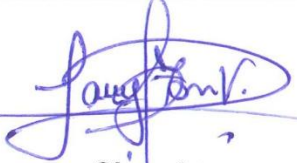


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Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	↙				
Social impact	↙				
Feasibility	↙	↙			
Relevance	↙	↙			
Originality	↙				
Language	↙				
Comprehension	↙				
Creativity	↙				

Comments

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Scientific aspect	//				
Social impact	//				
Feasibility	//				
Relevance	//				
Originality	//				
Language	//				
Comprehension	//				
Creativity	//				

Comments

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Authors: Grace Sailema and Gabriel Pinta

4.8 IMPACT/BENEFITS OF THE PROPOSED PROJECT PLAN

Relying on a series of principal studies as well as an extreme review of psychological, sociological and educational literature, the authors develop a framework for examining human competence as a process of networked expertise. It refers to competencies that arise from social interaction, knowledge sharing, and collective problem solving. These are embedded in communities and organized groups of experts and professionals. Cognition and intelligent activity are not only individual and mental processes but ones that rely on socio-culturally developed cognitive tools, (Rely, as cited in 2013)

The way students learn has a lot to do with the way they behave and their environment. The social interaction is based on where students live, the way they communicate and socialize within the community. The students' community, environment and social life affect the learning process. It is in the most critical position depending on how students' backgrounds are. The psychological aspect can vary from even the child's birth rank. If the child is the first born to the last one in the family, it can make a difference in the way education is acquired. Students can carry a toll even by the neighborhood they come from. And all these concepts have an effect on learning, especially regarding the learning of another language. The guide has also been done with those aspects in mind, providing students a relationship with their personal perspectives if they can apply and they can relate to, (Cole, as cited in 2014)

These are some of the benefits that such project can provide communities, which have a high percentage of students with high proficiency levels in the language and communicative skill. These people become productive citizens of their societies, benefiting their communities, neighborhoods, cities, counties and states.

In the institutional website of the Minister of Education of Ecuador, there is the English Language Learning Standards. These are results students are expected to achieve at the end of a proficiency level in terms of knowledge and skills acquired during the process. These will show "what students must know and be able to do as they move toward full fluency in English".

The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment, (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods. The proficiency levels set by the CEFR and established as the benchmarks for Ecuador's ELLS are A1, A2, and B1. The progression of the levels is the following:

- Level A1: At the end of 9th year Educación Básica General.
- Level A2: At the end of 1st year Bachillerato.
- Level B1: At the end of 3rd year Bachillerato.

The English Language Learning Standards are developed considering the communicative language components and the language skills as an important part of the program: listening, speaking, reading, and writing.

In this case, it will develop the project with students of ninth year basic education, so it corresponds to the A1.2 level.

Listening

A2 PROFICIENCY LEVEL: Recognize expressions, words, and sentences in simple spoken texts related to the learner's personal, educational, and social background. Follow speech, which is very slow and carefully-articulated, with long pauses for them to assimilate meaning within the personal, educational, and domains.

Reading

A2 PROFICIENCY LEVEL: Understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required.

Extract the gist and key information items from simple informational, transactional, and expository texts.

Speaking production

A2 PROFICIENCY LEVEL: Produce slow, hesitant, planned dialogues, (i.e. communication still depends on repetition, rephrasing, and repair)

Speaking interaction

A2 PROFICIENCY LEVEL: Interact and participate in brief informal discussions in a simple way by asking and answering simple questions about the learners' personal, educational, and social background.

Communication is dependent on repetition at a slower rate of speech, rephrasing, and repair.

Writing

A2 PROFICIENCY LEVEL: Produce informational, transactional, and expository texts consisting of a sequence of simple sentences that have more detail and show more variety in lexical range and sentence structure.

As we can see, we will work with an elementary level according to the Common European Framework of Reference for Languages (CEFR) in the four skills of the language because grammar in context involves the correct development in each skill, especially in reading and writing, (Educacion, 2013)

CONCLUSIONS

- The conclusions that this investigation has brought to light are the simplicity that such project can offer when it comes to learning, the impact that students have in developing their cognitive throughout ludic games and affective abilities too, and what they have had with their personal experiences and what they have contributed to the project.
- This project will fulfill all the concepts that it offers throughout the daily practice and the adjustments students must do in order to change their old-fashioned style of learning to a more innovating type.
- The facility teachers will have including this guide in their everyday syllabus and class preparation is another concept that has been concluded in the proposal of this project.
- The use of this particular guide will benefit the institute with more possibilities in improving the cognitive and affective field of students learning the English language with the use of ludic games as activities.
- The educational communities using this guide will also appreciate the benefits that it will render students in the learning field by synthesizing information and activating students' cognitive to be used not only for ludic structured exercises, but also for other skills in the students' mother tongue as well.

RECOMMENDATION

- The use of ludic strategies must be focused in significant learning methods that can relate the students with their everyday life issues. The booklet is designed with ludic strategies and speaking activities to give the students a sound and clear understanding about word meaning in order to develop speaking.
- Class and lesson planning should be updated and done with the most importance in mind, so there could be the appropriately method being used for students to feel motivated in learning and producing the English language on their own. This will be achieved with the use of the ludic strategies that serve as the proposal to this investigation to improve speaking skills.
- –English language, improving their speaking skills and motivating students to become more comprehensible about the language and engaging themselves in the English language realm demands didactic, dynamic, educational activities that are exclusively selected and added to this booklet and that will improve students' motivation in acquiring knowledge about English.
- Providing students as much as possible with the adequate resources can be a process that will encourage them with the proper abilities to bring forth improvement in integrated ludic strategies and recognition allowing students to improve their communication competence.

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APPENDIX

APPENDIX

Appendix I	TEACHER'S INTERVIEW
Appendix II	STUDENT'S SURVEY
Appendix III	DEVELOPMENT OF SURVEY

APPENDIX I

TEACHER'S INTERVIEW

Mark with an x each of the following questions

Questions	Yes	No	A little
1. Do you agree with the use of ludic exercises used in class?			
2. Would it be satisfactory for you if students develop their communicative skills using guides that are orientated and efficient with ludic activities?			
3. Would it be satisfactory for you if students develop their speaking skills using vocabulary activities and games in English classes?			
4. Do you find it satisfactory if students increase their English vocabulary knowledge with a booklet full of resources and ludic speaking activities?			
5. Do you consider the methods used these days to teach English vocabulary fair?			
6. Do you think the plans for teaching and learning English are satisfactory?			
7. Do you think the English class hours in your school are convenient?			
8. Would it be proficient for you if students develop their vocabulary skills using grammar in English classes?			
9. Do you consider a good idea to have vocabulary resources in your speaking practice English classes?			
10. Would it be fair for you if you had a guide to assist you in vocabulary with ludic activities?			

APPENDIX II

STUDENT'S SURVEY

Specific instruction:

Place a "check mark" on the answer you consider the most appropriate on each one of the questions.

	1 Always	2 Most of the time	3 Sometimes	4 Never
1.- I like learning new vocabulary in English.				
2.- I am good memorizing lectures and reading passages with pictures in them				
3.-I consider learning English through vocabulary and pictures to help me in pronunciation with words				
4- I read the instructions of games before I start to play and know the vocabulary use in the instructions				
5- I can create stories using new words				
6- I usually practice speaking on my own or with friends				
7- I practice English inside the classroom with my peers when there is extra time				
8- I find games helpful when practiced in the classroom				
9- I like learning vocabulary in games to make speaking easier				
10- I would like to be able to communicate in my own words with new vocabulary and activities practiced with games involved				

DEVELOPMENT OF SURVEY



Teachers giving instructions to students



Students developing the questions of the survey



Monitoring the development of survey.



Aswering some doubts of the survey

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Submitted By: lleonv@ulvr.edu.ec
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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA		
FICHA DE REGISTRO DE TESIS		
TÍTULO Y SUBTÍTULO: <i>Ludic Strategies to Promote Communicative Competence in 9th graders at "Unidad Educativa Liceo Cristiano de Guayaquil"</i>		
AUTOR/ES: Grace Irene Sailema Lima Gabriel Wilfrido Pinta Sibre	TUTOR: Msc. Luis León	REVISORES:
INSTITUCIÓN: <i>Universidad Laica Vicente Rocafuerte de Guayaquil.</i>	FACULTAD: <i>Facultad de Educación Ciencias de la Educación.</i>	
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ÁREAS TEMÁTICAS: EDUCACIÓN		
PALABRAS CLAVE: <i>ludic activities, communicative competence, development, effects.</i>		
RESUMEN: <i>Ludic classes can be the life of the classroom if they are done properly and can stay in a students' mind all life. That is why ludic strategies can be involved with speaking activities too. They are like a recording device that can help students achieve retention, meaning, inference and many other competences involved. This must be also helpful due to the vast activities that can also be found in books, on line, and in the average classroom in countries of industrial category, making them interesting to also be shared with the students in developing countries like Ecuador. This concept reaffirms the importance of improving speaking abilities in the English language through vocabulary; therefore, the importance of designing the appropriate teaching material in which 9th grade EFL class at Liceo Cristiano students can improve speaking skills is highly required.</i>		
No. DE REGISTRO (en base de datos):	No. DE CLASIFICACIÓN:	
DIRECCIÓN URL (tesis en la web):		
ADJUNTO PDF:	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO
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