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“IMPLEMENTING DIFFERENT LUDIC ACTIVITIES TO ENHANCE
FOREIGN LANGUAGE LEARNING”

QUE, PARA OBTENER EL GRADO DE LICENCIADA EN EDUCACIÓN
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Presentation

In the present document, I am going to present the research I carried out in this senior year as a part of my formation to become an English teacher, as it is also known, in the last year of the career students have to carry out the social service to obtain the degree of such career, the social service is carried out in secondary schools of the area in order to make that students are in contact with the professional ambit and it let them develop abilities and acquire knowledge that will be useful to put into practice for a future professional life.

As a part of my social service, I worked with 4 groups of the secondary school “Fernando Montes de Oca” that is the secondary which took place my social service and it is located in the municipality of “*Atlautla de Victoria*”. I carried out different activities such as to work with the groups the English subject and I was the teacher in charge of the groups, I planned the classes in the different practicum terms to cover the contents of such subject that the tutor asked for, also I supported in the different activities of the school, to the teachers, the authorities of the school, etc and the most important aspect is that I developed the document of research that I am going to present shortly, for that, I had to choose a group to work with which it was a group of 2nd grade and in that group I applied a thematic related to the subject in this case the English subject which it was the implementing of ludic activities to cover the contents of the subject and to facilitate the learning of students of a foreign language, in this case the English language as a subject.

I chose this topic because I pretended to analyze how the implementing of a different approach in English language teaching can help students in their learning process of the language, I mean, I would like to generate a new perspective of what English classes are, not to consider only the traditional classes, if no, beyond this, it is important to look for innovation, different activities, dynamics, resources, etc to facilitate the Students’ learning and understanding of the English language.

According to Arias & Castiblanco (2015) language students look for a different approach in which their twenty first century skills are developed properly to understand, complement, and internalize their language learning in a non-difficult process, considering the student as the person with whom the language educator works to promote understanding, the language teacher needs to have sufficient knowledge to guide students in the learning process of the language. The attractiveness of a class it is not an optional aspect of instruction, it is, on the contrary, a primary task in teaching (Bar, 1999). Furthermore, it is important for teachers to recognize his objectives and role as a language educators within the classroom (Martínez, 2007), it is observed that meaningful learning of students lies on the teacher and his teaching method rather than multiple internal and external factors presented in classroom, institution or students.

The vision of ludic learning (Ortega, A., 2012; Molina, A., 2015; and Castañeda, C., 2010) is pertinent to integrate into classes; the implementation of this term involves from three steps: 1) to amuse, 2) to stimulate the activity, and 3) to affect individual development (Arias & Castiblanco, 2015). To incorporate ludic learning activities in language classes, an active intervention of language teacher and students to construct, create, and facilitate reflection about their language knowledge is required. In accordance with these assertions, the engagement of EFL students with innovative activities in order to provide them with a superior and sophisticated way of teaching and learning a foreign language is an important aspect to revise.

The traditional perspective of education is described as a passive process that will never change or involve towards another setting, it is actually a constant challenge every teacher needs to be prepared to deal with. Students' misunderstanding of the English language could be attributed to the lack of success of the educators' class program and selected approach. Real teaching experience details that language educators mainly concentrate on completing textbook materials idealizing a well-prepared student at the conclusion of them, from this point of view, the early vision of language needs to be improved (Weigand, 2009).

Thus, for me the usefulness to study this chosen topic is that considering myself as a future English teacher I would like to be able to apply the findings that I am able to obtain along this research for future teaching and learning situations in my professional ambit, thus in this way as I mentioned, what I obtain can help to others to be implemented in English classes, even it can be improved or complemented with different perspectives or another researches.

It is important to know that there were some situations that I faced during this senior year of my career and I am going to mention some of them, along of my practicum terms in my stays at secondary school I was able to realize of the educational process that is lived in a more continue way, the challenges, situations, etc that as educators have to face, the solutions to different facts that are unexpected, the working way of the teachers, the organization and functioning of the school are important aspects that are lived in the reality and with the practice are improved to deal with, then, in this 8th semester that is the last semester of the career there was an international situation of a pandemic which interrupted many of the activities in all the ambits, in this case, it made that I was not able to finish my social service and I was not able to attend to my practicum terms, for that reason I am going to mention some the results I was able to obtain related to the research I was carrying out because I was not able to conclude it completely.

To finish this part, I would like to mention that I was able to obtain experience and knowledge for my formation that as a future educator I am going to live, also I was able to acquire abilities that will help to develop me professionally and offer to future societies preparation in the educational field, sometimes it seems difficult but it is not impossible.

Choosing a topic

“Implementing different ludic activities to enhance foreign language learning” with the 2nd “B” at 0239 “*Fernando Montes de Oca*” secondary school.

Thematic line 2: Analysis of teaching experiences

According to “*Orientaciones Académicas para la Elaboración del Documento Receptor*” anthology, it is important to locate the problem selected to work with in a thematic line, there are 3 thematic lines which are:

1. Thematic line. Adolescents and their learning process.
2. Thematic line. Analysis of teaching experiences.
3. Thematic line. School management and educative process.

In relation to my topic I consider that the second thematic line “Analysis of teaching experiences” can guide my research because it includes topics related to any experience that the teacher has developed in one or two groups of secondary school, and the experience can be analyzed in detail in different areas either particular case, component of the subject, area, sector or language functions.

A work on this area demands to put into practice the knowledge, promote initiative and pedagogic imagination developed through last years in college in order to design, apply and analyze teaching activities coherent with the educational purposes that the secondary level asks for.

The analysis of the following aspects is also part of the tasks:

- The purposes of the curriculum of secondary education.
- Principles supporting the teaching approach.
- The teaching strategies used and the link to the approach.
- The assessment tools
- The use of teaching aids belonging to the school and the community.

The analysis is supported by real evidences of the work done during this school year, such as: learner’s productions, checklists, lesson plans, teaching journal, rubrics and observations made by the tutor in secondary school. In order to have a complete analysis of the tasks, I needed to choose a single activity to demonstrate the

experience gained in the teaching terms and that labeled experience is: Gained experiences developing a certain modality of didactic proposals with a chosen group. The experience can show different dimensions and meanings to the teacher, it can be positive, negative or irrelevant according to the area of investigation but at the end, this will only show how it worked under the conditions stated in the project to which it totally belongs to this suggested thematic line.

Purposes

- To consider a repertoire of ludic activities to cover contents of the English language subject.
- To facilitate students' understanding about the English language features.
- To foster the development and improvement of each skill through the different activities.
- To make students' learning process meaningful towards the English language.
- To motivate students in a foreign language learning.

Questions to be answered

- What does "ludic" mean?
- What is "ludic approach"?
- What are "ludic activities"?
- What do "ludic activities" involve?
- Do "ludic activities" generate "meaningful learning" in EFL Students? Yes/No Why?
- Do "ludic activities" facilitate or difficult the learning of L2? How?
- How are the Students' attitudes towards ludic activities? Do they like?
- How do we know if the ludic approach is good for English language teaching?

- Why to be a dynamic teacher? Is it important?
- Do the “ludic activities” enhance students’ English language learning? Why?

CHAPTER

I

CONTEXT

1.1 Community context

The secondary school which I will be doing my research along the school year is located in *Atlautla de Victoria*, State of México one of the nearest municipalities around the Popocatepetl Volcano, and it actually means “the place where ravines abound” in its *Nahuatl* roots. The secondary school has only a single schedule shift set in the morning, its modality as secondary school is official.

It is situated in the downtown within a school zone where people from the same community can easily have access as well as the people from the neighbour town: *Ozumba*. It is 70 km away from Mexico City, in the well-known Valley of Mexico Metropolitan Area (*El Valle de México*). However, the context is rural indeed since the geographic zone, the resources and services match with this sort of economic status, its population is around 27, 663 people and counting. (*Instituto Nacional de Estadística y Geografía [INEGI], 2010*)

The community is a municipality, it is the local council of 5 towns included the same head of them:

- Atlautla de Victoria
- San Juan Tehuixtlán
- San Juan Tepecoculco
- San Andrés Tlalalamac
- Popo Park.

The main traditional festivities in the community are on September 29th and in the month of May with *La feria del Capulin*, these festivities are very crowded and are known by their dancers which consists of the *chinelos* and Aztec dance which date from long before the conquest, the dance of the Moors and Christians of the time of the colony. All dressed in mantle beautifully adorned with chaquira, sequin, etc. The *chinelos* with brightly colored robes and robes, a kind of theater from the time of the colony called “Sin” is carried out in the municipal seat, which consists in the struggle

between *San Miguel Arcangel* and *Lucifer*, in addition to all the dances mentioned before. It is important to mention too that each neighbourhood has a traditional festivity in each day according to the name of the neighbourhood and its holy (considering the calendar).

During my first practicum term of the social service at secondary school, I could notice how the festivities of the community have impact in the internal school context, it could be negative or positive, I mean, in the first practicum term, the date of the main festivity was close to happen, so in the days of the festivity most of the students did not attend to the school because of the festivity, on one hand it could be taken as disadvantage because of the students who took their classes, but as advantage to condition to students to be responsible of what they do, but it depended on the teachers and school authorities to be able of knowing what to do.

In the municipality from the towns come to make paperwork related to legal issues, land agreements, legal situations, etc. Being a head for other towns *Atlautla* has more services to offer than any of the rest villages but not more than *Ozumba*, the neighbour municipality that is only 2 miles away (services as, classic grocery stores, drugstores, food factories (*tortillerias*), in-door markets as well as out-door ones). It is a town full of basic services to satisfy population needs, also there are few stops for the means of transportation called *combis* and taxis in different points of the town since it has two main motorways to get in: from the Mexico-Morelos motorway and the one from Ozumba center.

Atlautla offers academic services which there are three elementary schools, two secondary schools, two huge technical high-school (*CBTA* and *CECYTEM* high schools) situated in the suburbs of the town and a small university called *Universidad Politécnica de Atlautla* that was open around 5 or 6 years ago.

The community shows several problems in the idiosyncrasy that governs along the population; I mean, the behaviour of the community, the ideas, the attitudes, the values and the interests people have are shown in the daily speech parents and

learners demonstrate that we as teachers can perceive in the classroom environment, in the attitudes towards agreements, the commitment to the subjects and different issues (as lack of students' parents attention to school aspects, care of students, problems to follow the school agreements, students' behaviour and the participation of students' parents to solve/face them, lack of students' and parents' responsibilities) that cause a lot of troubles but also, for the local news and the informal comments teachers, parents and adolescents make about the community. Those problems are not different from the contexts around this area these set of municipalities.

For instance, situations related to drugs abuse (*marihuana*) have been reported to the school authorities as well as some fights among pupils in the break and during the leaving hour and countless behaviour problems that are directly linked to family troubles and violence in the streets of *Atlautla*. Exhaustive parties each month due to catholic and pagan celebrations consumed the free time of many young people (especially men) in the evenings, spending time dancing, drinking alcohol in different presentations and doing disruptive actions during the festivities.

To conclude this section in positive, *Atlautla* has a great potential to be a better community because of its own special features such as the location, the climate and the traditions that are really worth. Speaking in terms of education, *Atlautla* has a lot to share and to learn with all the structure it surrounds. *Atlautla* is a nice community to work in the education field because the facilities are good and they are already provided (basic needs) but also because it means challenges as teachers to help students learn, achieve their goals and help them blow their minds out to wish more than they have now.

1.2 School context

In this recent school year 2019-2020, the secondary school which I am taking place my social service, there is a population of around 358 students (who 186 are female and 172 male) attend this school divided into 9 groups; three for each grade (first, second and third) and groups (a, b and c). This school has a high demand to get

in within the community because this is the only one on its kind: official secondary school. There is another secondary school right next to this one but the modality is pretty different so people are more likely to come to this traditional one for the good reputation it has been built around the area.

The school has a team of 20 teachers considering to the principal and the vice principal, 2 people in charge of maintenance, cleaning and surveillance, a team who happens to be working from 7:00 am to 13:10 pm from Monday to Friday. A third part of the teachers have a master's degree on education fields which is translated into good performance according to observation guidelines made by the upper local department of basic education shown in the different statistics as well (*Sistema de Alerta Temprana [SisAT]*, 2019).

Due to the earthquake of September 19th 2017 three classrooms and the library were demolished and now the classrooms were adapted in spots such as the teacher's room, computer lab, and laboratory are now being used as classrooms in the wait of new classrooms to be built. At least a classroom for each one of the groups exists, the computer lab, and a chemical lab that sometimes is used as a classroom for special workshops as well as the two basketball courts, and the roofed-esplanade and a set of restrooms for men and women. It is important to mention that a couple of buildings are being constructed in order to offer more spaces for students.

The upper local department for this type of schools is generally inside one of the secondary schools, in this case, the department (*Supervisión Escolar*) is right here in this school which is also a thing to be considered as the context itself since many teachers and principals from other schools visit this one, there is an extra effort to have everything under control and working at its best.

I applied some interviews to the counselor of my chosen group, and due to the results of those interviews, I could notice that the ideas that students are holding in this stage of their lives are quite strange for a young learner in secondary school, some of them express their plans for the future omitting the academic project of their lives,

instead of they want to become employees such as police officers, soldiers in the case of being men and similar occupations. Then, I thought it is part of the same stage they are found: they are confused and thrilled at the same time for the coming years, average young learners do not think too much about school in the future and that is a regular behaviour that is common and frightening at the same time as an educator.

The counselor shared with me some tools of diagnostics applied which show that students may think that finishing secondary studies is not something important for them and it is not part of the life project they may have. They think about having a job in which no mental tasks are required but physical yes which is translated into these negative attitudes towards learning in this school, this is the reason why motivation takes an important role in this job and the task that as a teacher has to do with fostering the learning desire in the class.

The life stage in which pupils are found in this school is quite difficult to handle for them as well as to their parents and teachers in the classroom, because they face a conflict stage struggling the personality issues, the individual features, the physical changes and development too. Thus, they can show from time to time bad behaviour and confusing actions sometimes regarding and being true to their temperament.

It is also true that in the secondary school teenagers come to learn but also to develop habits of study, discipline, personal cleaning, vocabulary in L1, behaviour, and all those aspects that contribute to the whole formation that a public school gladly offers to the community. Thus, besides teaching the contents of our subject we must look after the habits we are promoting within the class.

Being part of this crew in secondary school 0239 "*Fernando Montes de Oca*" I particularly enjoy the meetings we get each month called "*Consejo Tecnico Escolar*" because I am able to get great experiences discussing about students who face problems with their grades, performance, behavior and/or attitudes. Thus, the teachers are able to express the situation, others add opinions and possible solutions to finally get to a decision as a team.

This crew faces problems at this stage but what was shared in the meetings was to be united since we are a team against the problems waiting out there; unsatisfied parents, breakdowns in the school population structure and the most important: students' needs when talking about learning, the goals and the competences they must develop.

1.3 Chosen group: Second grade group B (2nd "B") and group profile (See appendix 1)

This particular group is interesting for several reasons such as: the age is particularly interesting to me because I think they are in this new stage which it is known the contact they have obtained of having studied their first year of secondary school last year, thus, it is important to mention that there can be advantages but disadvantages too, as a teacher I could work and check what can be achieved by these students from the beginning of the English language learning process.

The interests that they have in general are pretty much like the ones in different groups in the secondary school. That is why I considered important to have this group representing an average of the school context. When the results of the question "Do you like English? Why?/Why not?", I discovered that they had a great enthusiasm to learn English but also they seemed afraid of learning it for the complexity it represents for them as young learners placed in the elementary level. (See appendix 2).

1.3.1 Classroom characteristics

The classroom of my chosen group in which I will work during the school year is at the entrance of the school, this classroom is well illuminated for having three out of the four walls with wide windows leaving the sunlight enter at any time in the day, except the first class (7:00am) that the lamps are turned on to have a similar illumination so no student faces any problem. It has a White board with the regular size so everybody can perfectly see from any point in the room.

The paint covering the walls is white as well as the door, this naturally let the light enter the classroom and helps having a clean view of the group, windows have crystal clear glasses so they provide the same effect in the classroom, even though the building structure is concrete, the classroom looks quite new compared to the others. For a group of freshmen, it is nice to consider a classroom like this so they can feel comfortable and warm welcomed in the school in order to help them to learn.

Sometimes, having three walls with windows allow students to get distracted every time the bell rings or when someone knocks the door in the main entrance which is a problem. Teachers solve this issue by covering a couple of glasses with posters that at the same time share information about the different subjects as products of students.

The seats provided are classical for a classroom of this size, they have chairs with this little table to make writing tasks easy and ergonomically useful. Besides the desk and a chair for the teacher, this classroom does not have any other teaching tool to vary the activities in the class, there is no projector, computer, speaker, material corner, or any other thing that a teacher can use in the classroom. Everything what teachers need to attend the classes or want to use must be brought by themselves, all the time this classroom is cleaned because of the easy way one can sense the dirty and dust on the floor and students can be asked to clean in a quick way the classroom so the activities can be done without any trouble.

1.3.2 Learning styles test (See appendix 3)

The international psychologist Howard Gardner (cited in Blanes Villatoro, 2014) owns a label when talking about learning comes out, I looked up the most recent tests related to the 1983 Multiple Intelligences theory by Gardner and the tests were interesting indeed because they offered a larger possibilities to help a pupil learn, more than the options that a typical learning styles test can offer: visual, audithory and kinesthetic channel.

However, a multiple intelligences test can offer musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligence as modalities to work on the contents of any subject, if we compare the two instruments, we can see that actually the three modalities in the learning styles test can be found within the multiple intelligences test in the equivalent that I consider are: visual-spatial (visual), verbal-linguistic (auditory) and bodily-kinesthetic (kinesthetic).

The test by Gardner besides being friendly to learners' needs is also an instrument that motivates students to learn and develop the other intelligences by the activities he suggests for each one, they are fun, interesting and challenging. I saw on the test an opportunity to ask for projects in the English class at the end of each unit related to one of the modalities previously listed. The test I applied was designed by ITC publications truly based on the Gardner's theory.

The multiple intelligences test I applied throw these results away: most of the students have the auditory at their high, the second learning style shown in the results of the test is kinesthetic and it means that they like team work, in human relationships and in other words that obey to English subject purpose to communicate and the last learning style shown in the results is visual (See appendix 4).

As a matter of fact, all students have a really good balance on each intelligence and that is the point of applying this test to show the full potential they have developed all of them. Thus, I think this could be translated into a variety of activities and the methodology used in the lessons along the units of the subject.

1.3.3 Diagnostic English test (See appendix 5)

Choosing the right test to measure the English level was difficult for me because I knew my students and I knew their English level was low according to the classes I had been interacting with them but I needed to justify it with a real instrument. The instrument I applied was Cambridge English Qualifications Pre A1 starters which included listening, reading, writing and speaking sections, for grammar I applied a test

level A1 elementary, this test is an edited copy of an original CEF A1 English test, I chose some items only, because the test was too long and I did not have enough time to apply it completely (it was an assessing tool related to the amount of correct answers; simple and plain.

The groups in general have a very low English knowledge and it is shown on the test, in each one of the tested skills: the first one is writing with the highest score among students, then reading and listening section smashed together in a set of questions which learners did it well, next listening is the skill with second lowest score because they got confused with what they had to do. The lowest score was in the reading section (See appendix 6).

Thus, considering the tests I applied and related to my chosen topic, I will implement different activities in order to improve each skill of the English language, but it is important to mention that my focus to develop the topic is more on the language than in the skills, but also they need to be considered as complement of the language. Also I will attend as much as possible through the different activities according to my students' needs that they showed in the results of the test.

1.4 The ludicity in language classrooms

It is important to have an overview to the general ideas of what the reasearch will be focused on. Ludicity is of great value to the learning process since it is rich in meaning, also it promotes learning in a more real and dynamic way, it helps the student to socialize and it develops the ability to interact with others (Bernardo, 2009). Thus, it is considered that is the teacher's duty to use new and motivational activities that can engage students, if teachers choose to follow a formal way of teaching, based on simply repeating words and sentences, doing exercises, reading and writing in course books, it is wasting a range of opportunities to enhance students' accomplishments.

By providing stimulating tasks and activities it is giving to students a lot of exposure to English language. (Halliwell, 1992; Read, 2007), therefore, the way is to

choose activities that engage learners. Ludic activities can be a powerful tool in this sense, when choosing to do ludic activities teachers should take into account the value of their pedagogical purpose, for example, in providing stimulation, interest and motivation or in promoting the acquisition of communicative competences.

CHAPTER

II

THEORY

2.1. Ludicity definition

To begin with, it is important to know the meaning of the word “ludicity” in order to understand the ideas that will be related along the research, firstly, according to the Oxford Dictionary (2020) “ludic is defined as of, relating to, or characterized by play and have fun”. It is important to mention that “the ludicity as a fundamental part of the human dimension, it is not considered a science, nor a discipline and much less a new fashion, ludicity is rather an attitude, a predisposition to interact in spaces which there is enjoyment, accompanied by the relaxation that produces symbolic and imaginary activities such as play”. (Bolívar, 2011).

In terms of teaching, I will mention different points of view related to what some authors consider about the ludicity or ludic definition. In one hand Bernardo (2009) considers that “ludic is everything that allows the construction of knowledge in a more free and spontaneous way” but considering that ludic is related to play there is one definition which mentions that play is a non serious and self contained activity which we engage in just for the satisfaction involved in it. (Dearden, 1967).

On the other hand, the “ludicity is a pedagogical procedure which there is a recreational sense and this concept needs to be adapted to the needs, interests and purposes in the education level which can be applied” (Torres and Motta, 2004, cited in Diaz, Gomez y Otero, 2016) (in this case referring to the context of Foreign Language Teaching (FLT)). Thus, ludicity is considered of great value to the learning process since it is rich in meaning due to it promotes learning in a more real and dynamic way, it helps the student to socialize and it develops the ability to interact with others (Bernardo, 2009)

Therefore, from the mentioned above I am able to define in my own words that the ludic is the way which there is no need to follow a traditional process to achieve the learning of a foreign language (in this case English), also I consider that it is an element

which articulates activities that need to be fun, enjoyable also it has to add feelings of joy, satisfaction and enthusiasm, enabling at the same time knowledge and understanding in order to meet proposed objectives.

After having defined the meaning of ludicity or ludic definition and having mentioned what some authors consider of it in terms of teaching, I will mention the description of the approach that I have considered to develop my research relating it with the ideas checked above.

2.2 The ludic approach or ludic strategy

At the moment I was searching for information related to my topic to talk about, I find 2 definitions which are used to refer to the approach I am going to consider for my research, these are: the “ludic approach” and the “ludic strategy”. According to what I have read of these 2 kind of researches, they are quite similar to what I want to be focused on my document, thus, I am going to mention in what consists each one of them, then, I am going to do a comparison between both in order to describe in what they are similar or different.

2.2.1 The ludic strategy

Firstly, the ludic strategy (LS) is an approach to learning and teaching foreign languages originally rooted in humanistic psychology (established by Maslow 1970,1979), it is not a method in itself but as a strategy, it means that it can be used to solve some language or pedagogic problems in the foreign language classroom. The ludic strategy advocates learning and teaching foreign languages by means of leisure activities such as games, simulations, drama techniques, music, and literature etc, it is attractive and helps in overcoming the problems in question, the fact is that the learner may get engaged in the different tasks motivated by different goals than the ones specified by the language teacher.

Whereas “the teaching goals are typically related to practicing aspects of language and developing language skills, and/or raising intercultural awareness, thus, the learners may aim at accomplishing the goal of the ludic tasks as such, e.g. to experience the feelings of enjoyment, to get satisfaction from winning or solving a problem, to establish a good relationship with co-learners, etc (Siek-Piskozub and Wach, 2006).

2.2.2 The PERMA model

To know the effectiveness of the ludic strategy in the learning and teaching of a foreign language (referring to the English language) it considers the well being theory or PERMA model (Seligman, 2011) which it is an acronym that stands for the first letters of the factors crucial for well-being (5 principles): positive emotion (P), engagement with activities which are employing one’s strengths (E), developing a positive relationship with others (R), finding meaning beyond the self (M), and the feeling of accomplishment or achievement (A). Cuéllar (2014) have reviewed the model which according to their opinion it shows that the components of the model are important for learning in general and language learning in particular and they are of the opinion that the PERMA model has the potential for second language research (p.p: 174-179).

2.2.3 The PERMA model to evaluate Ludic strategy in the foreign language teaching.

Referring to the principle of engagement (E) in the PERMA model, it increases involvement of the learners in the tasks noted as ‘willingness to communicate in L2 with co-learners’, ‘perseverance’ in doing the activity or expressing an idea, and ‘motivation’ to continue L2 learning. Then, to continue with this, the following principle is relationship (R) which considers that the ludic strategy has an impact on the development of what may be called ‘social intelligence’ observed in the improved relationship with the teacher and among learners, as ludic techniques are based on interaction with or competition among the players. Games help to understand the concept of ‘fairness’ and the need to apply it in the ludic activity, whereas in more traditional tasks, due to

evaluation by the teacher, it may not be so obvious. Learners also have a chance to practice 'leadership', and while working in teams learn 'interpersonal openness' to the ideas of other members of the group or of the role-played characters.

In conclusion, the ludic strategy helps in attaching meaning to the activity which goes beyond mere play. Learners become more aware of the language learning process and learn different strategies stimulating the process of language competence development which they can use in learning other languages or as an individual effort. They also become more aware of their own language limitations by identifying gaps in their competence which they can work upon later. The feeling of achievement/accomplishment (A) is a natural consequence of the successful completion of the ludic activity solving a simulated problem or 'caring on meaningful interaction' with peers. Learners also become more aware of their 'language abilities' and as a result can define their own targets for the future. They also learn to manage their emotions (self-regulation).

2.2.4 The ludic approach

Secondly, the ludic approach is known by "didactic activities full of pleasure developed in a recreative environment and the pedagogical impact promotes the meaningful learning plabbed through the game" (Alcedo & Chacon, 2011, p. 72). As the ludic approach considers the game, it represents a pedagogical alternative for teaching and learning english due to it is an essential element to promote at the same time interaction, communication and cognitive development.

In the traditional teaching ambit is believed that some factors can produce some resistance from teachers and students to use of the game in language teaching, such as difficulties in combining the ludic approach and academic system, however, the ludic is not just a hobby, "it represents an effective instrument at the service of classroom learning and involves an ideal teaching resource to develop communication skills (oral

and written expression, reading and listening comprehension), the development of learning strategies, social, motivation, etc. and the different skills that articulate the communicative competence” (Robles, 2018, p.31).

Read (2015) states that the advantage of taking a ludic approach to teaching is seen “in terms of the whole learner and the more elusive social, psychological, cognitive, affective and emotional benefits that underpin learner’s motivation and learning success” (p.9). As it is mentioned above the relation between the ludic approach and the game, it is supposed that “through the game as an spontaneous, free and uninhibited and selfless activity the learner is able to express their doubts, questions, and learnings, without any barriers or inhibitions” (Uberman y De Borja, 1998 p.73).

Some of the advantages that Robles, (2018) mentions about the ludic approach in language teaching are that “enables the alternation of different learning styles (active and reflective, intuitive and sensitive, visual and verbal, sequential and global, inductive and deductive), to develop visual, kinesthetic and auditory strategies” and also from a motivational perspective, it facilitates the rhythm general sequence of events in the language classroom.

Now that I have described information related to the approach to consider in my research, I am able to say that the ludic approach offers a wide range of possibilities that is not limited to the use of games to work individually or in groups but covers a wide variety of activities with similar functions as the didactic application of music, crafts or theatrical improvisation.

2.2.5 The ludic approach in the educational context.

Now that I have described the definitions of my considered approach for the research, I will mention how the English language has been implemented in the

program of studies used in public schools referring to it in this case in secondary schools which is the educational level when the English language teaching is compulsory to study and more over because this is the level which I am carrying out my research, also I will analyze if the approach I am working on has been considered into the syllabus and how, this in order to know what or how to work to be considered into my research.

In the National English Program of Basic Education (NEPBE, 2011), that is the program of studies I am working with for the English subject during the classes in secondary school, there are 3 learning environments: Familiar and community, literary and ludic and academic and educational, the one called literary and ludic is related to the approach I am considering for my research, according to the NEPBE (2011) this learning environment is supposed to involve only the reading skill (p. 100) but I consider that my chosen approach is able to be adapted to the other learning environments, due to as it was mentioned above, this approach is not limited and offers a wide range of possibilities to apply a variety of activities and also to focus on the other language skills not only the one mentioned and as one of my purposes is to consider a repertoire of activities to cover contents of the English language subject, I will demonstrate that the contents of the syllabus can be worked through the different activities proposed considering the ludic approach.

2.2.6 The ludic approach and ludic strategy, what is the difference?

As it can be seen above, these 2 definitions are related to the use of recreational, leisure and didactic activities for the English language teaching but as the ludic strategy is considered in roots of positive psychology, in my opinion, I consider that it is more related to the learning process of the learner and one considered part can be motivation due to as it is mentioned in the principles of the PERMA model it can be useful to know the learner's performance during the process of studying the language learning, thus, it is able to be assessed and how useful the activities/strategies proposed help to face issues that can appear when being in the

English classes in order to evoke that learners find barriers when learning the language.

On the other hand, the ludic approach considers also the activities mentioned above but from the perspective of the teaching, I mean, how the teacher facilitates and how he/she guides the process to do that the learners succeed, thus, I am able to mention that ludic strategy is focused to evaluate learners and how successful is the guided process and the ludic approach the teacher and his/her working way, it is important to mention that the benefits are for both learners and teacher

2.3 What are ludic activities?

Considering the educational context of language, ludic activities are defined as “educational tasks designed to stimulate fun, laughter, and joy to motivate and involve learners in doing things out of the routine” (Avedon and Sutton-Smith, 1971). Ludic activities have a specific function that give possibility through fostering communication which can be used to develop language since it causes a real need for communication which the learner has to put into practice a series of language skills to participate in the different tasks, activities or situations established (such as games) (Fernández, 2018, p. 32).

Those sort of activities combine the theoretical and practical making it possible for boring or heavy contents look more relaxed and easy to understand, that is, making the process pleasant of learning. They also awaken the creativity of learners and meaningful learning (can invent, imagine, discover or guess in order to solve different situations) by creating a more relaxed environment where the learner loses the fear of making mistakes, helping to gain more confidence in themselves. According to Uberman (1998) “ludic activities do motivate, get entertained and teach the learner of an L2 to find and value the beauty of the language as means of communication”.

2.3.1 What do ludic activities involve?

A ludic activity involves learner in a way that fosters their creative imagination and enables indirect learning, for students are not focussing on the language but using it for real (Constantinides, 2009; Halliwell, 1992). Following Halliwell's (1992) suggestions, a ludic activity "allows learner's creative use of ilimited language resources, promotes indirect learning and makes the most of the learner's need to play and have fun".

The ludic activities make that "the learner uses the language in a meaningful way using all the possible means (for instance singing, playing, drawing coloring, dramatizing, improvising, etc) to achieve it in the target language. The learning of English language should be encouraged through brief actions that promote, stimulate, motivate and arise the interest to experiment, ask, take risks, and develop cognitive process in the foreign language". (Uberman y De Borja, 1998 p.73)

To sum up, some of the characteristics related to ludic activities considering the mentioned above are that:

- Give students opportunities to practise the language in a more relaxed and enjoyable way.
- Allow for learners' creative use of ilimited language resources.
- Promote indirect learning
- Make the most of the learner's need to play and have fun.
- Those are spontaneous.
- Those are characterized by being mentally and emotionally stimulating.
- Those are associated by a feeling of joy.
- Those are considered as a more natural way to learn.

2.3.2 Why to use ludic activities in the English classes?

Through ludic activities learners can learn new concepts, bond with their colleagues, stimulate their reasoning and feel more at ease and motivated. As a result, students will improve their performance. Therefore, when using ludic activities it is not just aiming for students having fun, but, extremely importantly, it is considered the overall development of the learner, social, emotional and cognitively.

Soberon and Villaroel (1994) emphasize that the planning of ludic activities should promote learning inductively, through experimentation. In addition, considering that the attention span of learners is short (in this case referring to adolescents in secondary school), therefore, repetition is very important in both activities and materials.

Halliwell (1992) suggests that the teacher should set up real and interesting tasks which are not just language exercises. Ellis and Ibrahim, (2015) mention that “learners learn best when participating in interesting and enjoyable activities”, therefore, it is the teacher’s duty to use new and motivational activities to engage learners, if it is chosen to follow a formal way of teaching, based on simply repeating words and sentences, doing exercises, reading and writing in course books, it is wasting a range of opportunities to enhance students’ accomplishments. By providing stimulating tasks and activities it is given to the learners a lot of exposure to English language. (Read, 2007).

2.3.3 The appropriate use of ludic activities in the classroom

There are many possibilities for ludic activities in development of language skills, as those favor involvement of learners in communicative interaction in a relaxed way. However, the teacher must ensure proper use of ludic activities, Robles (2018)

mentions some aspects to consider in the classes with the different activities to be carried out:

I. To focus attention on the educational objectives of the session: the ludic activity should not be an end, if no a mean.

II. To expose the didactic objectives to make explicit the usefulness of ludic activities as an integral part of the learning process.

III. The ludic activities must be consistent and linked to the dynamics of the didactic session.

IV. The instructions of the games must be direct and clear to allow learners an autonomous development.

V. It is necessary to adapt the activities considering the characteristics of learners (age, level, interests, etc.); therefore it turns out the design of a previous action plan is fundamental.

VI. To propose games in which cooperation and feeling predominate of team on individualism, without focusing on winning or losing.

VII. The teacher must encourage the motivation and participation of learners in ludic activities using L2 as much as possible.

VIII. To control the practical use of the structures worked, coordinating the whole process and solving the difficulties that could arise.

IX. To observe learners in the development of the ludic activity: interaction between learners provides with information about their individual competences and their communicative interaction strategies.

X. Finally, it is convenient to analyze the operation of the activities in the classroom to determine if it is necessary to perform material changes in subsequent sessions, if they are participatory and motivating learners, if they are well structured, if they have combined well with the rest of the activities, etc.

2.3.4 Example of ludic activities

When planning activities for the classroom the teacher must keep in mind not only the ludic aspect but, also, the pedagogical aspect of the activity, there are some examples of what ludic activities can be:

a) Games: those are good tools to promote acquisition of communicative competences and cooperation between students. According to Read (2007), games are an essential part when teaching English to young learners, since they provide stimulation, variety, interest and motivation and help to promote positive attitudes towards learning English. Games are enjoyable and fun and lead children to use the language in a more natural and spontaneous way.

b) Pair/group work: promotes cooperation, interaction and students' perception that they can also learn when interacting with their colleagues. Here students are learning through a process of exchanging and sharing ideas, experiences and different points of view in a dynamic of negotiation.

c) Songs/Rhymes/Chants: through repetition learners can produce language in a more natural, spontaneous and enjoyable way. They promote positive attitudes and motivation towards learning English, and can be used to introduce new language or to consolidate, develop listening comprehension and speaking skills (Read, 2007).

d) Role-plays/Dramatizations: enhance learner's imagination, fantasy, collaborative and interaction skills, catch their attention and interest. They engage students in "learning by doing", since students can associate gestures, "action, words and meanings and memorize key language in a natural and enjoyable way" (Read, 2007, p. 115).

e) Flashcards/Illustrations: they provide stimulating visual support and allow learners to "grasp meaning" and to produce "meaningful language" (Halliwell, 1992, p.4).

f) Stories: those are “build on learner’s innate capacity for fantasy and imaginative play” (Read, 2007, p.114). Halliwell (1992, p.7), says that imagination provides a “powerful stimulus for real language usage.”

2.4 The Encounter, Engage, Exploit model (The EEE model) in the foreign language learning.

The Encounter, Engage, Exploit model also known as EEE model is a model of sequencing activities for teaching young learners, some elements of this model can be tailored to public schools. Learning with this model is easy and natural as it was mentioned for young learners. In the context of classroom, this model which is a student-centred teaching model, play of a ludic kind can accompany each stage.

2.4.1 Stages of the EEE model

Considering the stages of this model, I am going to describe in what consists each one of them:

- Encounter: It is a teacher-led step. The teacher models and scaffolds the language, listening comes before speaking. This stage activities stimulate a group physical response in chorus. Make sure that the tasks involve all learners as they feel safe and be more confident in a group.

- Engage: This step is teacher-led as well. It is usually a controlled practice through games to improve learners’ accuracy, fluency and understanding of tasks. In the beginning, learners give choral responses. However, learners can slowly respond individually in the group. At this stage, learners are still listening more, remember the language and becoming more confident with it. It is important not to insist and push learners, let each learner answer at his/her own pace. In addition, it can be firstly to ask for a physical response and then slowly move to oral responses.

- Exploit: The third stage is more student-centred and includes tasks that have a real communicative purpose and encourages young learners to be creative. It gives learners an opportunity to choose the language they want to use and practise it individually. It provides learners with opportunities to give individual oral responses. It is important not to forget to create a supportive environment and help learners to exploit English for real purposes.

As it is clear, in the third stage learners are able to choose and use the language in a freer setting, teachers consider what learners need the guidance to make use of the language. Therefore, in this sense, ludicity is associated with the Encounter and Engage stages where students are exposed to the new language and “practice it through specific games and tasks that will develop understanding, fluency and accuracy” (Robinson, Mourão & Kang, 2015, p. 14). These stages are more teacher-led, as the teacher scaffolds and models. Ludicity is also associated with the Exploit stage as it is about students using language freely, letting them “be creative in all the possible ways”. This last stage is less teacher-led, as students use the “language for their own pleasure” (p. 15).

2.5 The meaningful learning in a foreign language learning

Considering the topic I chose for my research, I am going to mention the meaningful learning theory and if this theory is related to the foreign language learning with the use ludic activities and how it is or not reflected, first the definition of meaningful learning is developed by David Ausubel (cited in Vásquez, 2017) which indicates that meaningful or significant learning depends on a previous cognitive structure which is related to the new information (it also occurs when a person identifies a relationship between two or more concepts, the previous and to the new ones), it promotes the construction of knowledge from learners' experiences, feelings and exchanges with other learners (Sharan, 2015). It is supposed to consider that the teaching process should be based upon three important characteristics: the achievement of meaningful

learning, comprehensive memorization of the classroom content and functionality of learning (Ausubel et al. 1976 cited in Vásquez, 2017).

One question that teachers must ask themselves is “what can they do in order to engage learners and make them part of their own learning in an active way?”, Cao (2014) mentions that “learners feel more interested, engaged, and excited to participate in class when they play games, which is an effective elicitation technique used by teachers”, personally I agree with this author due to I have been applying some kind of games in my teaching terms and I have realized how learners are interested or motivated in participating in these sort of activities which I consider useful to work with and it is a way which learners do not believe they are in a traditional class or if they are correct or not when doing different activities and tasks.

2.5.1 Types of meaningful learning

According to Ausubel and Sullivan (1983, cited in in Vásquez, 2017) there are three types of meaningful learning: representations, concepts, and statements, each one of them will be described:

- Learning of representations: This is one of the basic learning and this type of learning happens when the learner links a symbol to a reference and comes to have real meaning to the learner. It is important to say that the learner makes these connections in a practical, non-arbitrary manner relating their equivalence with important concepts that already exist in their cognitive structure.
- Conceptual learning: This kind of learning defines concepts as items, occasions, circumstances or possessions that have common standard properties and are represented by a symbol or a sign. There are two processes needed to acquire concepts: formation and assimilation. A person learns the

features of the concept criteria through direct experience and during several encounters with the concept and its different forms.

- Learning of statements: The learning of statements requires comprehension of articulated ideas within a concept, several words are combined and related to each other and this relationship becomes a unit referent whose resulting idea produces a new concept that is assimilated within the cognitive structure.

Now that I have mentioned the types of meaningful learning, I consider that in the case of the foreign language learning (in this case English), learners are in the type of learning representations and one part of conceptual learning, due to the age, life stage, they are in (considering learners as adolescents in secondary school), because in the program of the English subject the contents are simple parts of the language that are graduated in each cycle considered, also I am able to mention that in the program is considered the learners' previous knowledge to check such contents (through social practices of the language and the learning environments), thus, somehow learners make use of their cognitive structure to acquire new knowledge or complement what they already know to learn an L2.

2.5.2 The advantages of meaningful learning

Ausubel (cited in Vásquez, 2017) mentioned the advantages of this kind of learning:

- New information is easily related to prior knowledge because whenever the cognitive structure is clear, it is simpler for the person to retain information. Therefore, it is stored in the long-term memory.
- It is based upon the assimilation of the learning events to which the learner is exposed. This is what makes it an active type of learning.

- Meaningful learning is personal because it depends on each learner's cognitive structure.

To summarize the above, it is suggested by Ivie (1998) that are 3 important aspects that must be considered as requirements to achieve/promote meaningful learning:

- Coherent Importance of the Material: What the teacher proposes to the learners must be meaningful and possible to be linked by them. Teacher must be aware of his/her learners' previous knowledge which is necessary for further learning. The material needs to provide information in a logical order so learners are able to demonstrate what they have learned.
- Psychological Significance of the Material: Previous knowledge and important ideas are connected to the new information by the learner who is capable of understanding it. This is important to ensure the adaptation of the new knowledge within the learner's cognitive structure.
- Positive Attitude of the learner: The learner must collaborate by having a favorable attitude towards learning. Learner's interest in comprehending new material is very important since there must be an intention to link the new information to the previous.

By analyzing these features, it is possible to conclude that no matter how involved the learner is in his/her own learning process, if the material presented to him/her is not meaningful or cannot be appropriately linked to the cognitive structure, it is not possible to achieve a meaningful learning. Likewise, if the learner's attitude is not aiming to understand but to memorize the material, the learning process and the final results will end up being mechanical (Vázquez, 2017).

2.6 Gamification

After having mentioned the terms above, now I am going to mention the last one that is also related to my research, this is gamification that is “the application of game dynamics, mechanics, and frameworks into non-game context” (Stott & Neustaedter, 2013, p. 1), in the research and the pedagogical communities it is viewed as a useful educational tool and also it is considered that the use of games is very convenient in obtaining better results in language learning (Sombrio, Ulbricht, & Haeming, 2014).

Deesri (2002, p.1) conceptualizes games as “a form of play governed by rules which should be enjoyable and fun”, the person who is part of a game uses the target language in order to participate (in this case referring to the classroom context, teachers as guiders and students as the main part), in a game that is composed of rules, competition, relaxation, and learning. Also the author thinks that in a game a person is stimulated and encouraged in order to compete against others and try to win the game, in other words “the gamification works that the learner feels a sense of achievement when getting the points and challenged when not.” (Garcia, 2013, p. 21), the autor also mentions that “when playing games, students use the new language more naturally and use a wider variety of cognitive, metacognitive, affective, compensation, and social strategies more in the games than in traditional classroom activities” (Deesri, 2002, p.2).

However, when thinking about games in the class it is tend to presume that it is a waste of time but, could it be considered so?, foreign language educators need to seek alternatives to traditional instruction. Mubaslat (2012) points out the effectiveness of using games for increasing students’ attention and for language acquisition. The author asserts that effective and interactive experiences in the class are needed to motivate and actively engage our students in their learning process.

2.6.1 Educational gamification five step model (See appendix 7)

In order to apply Gamification, regardless of the course, to the teaching and learning process as series of steps needs to be followed, these will guide the instructor to plan accordingly the gamification aspect. In order to gamify instruction, the educators follow a five-step model, the following description will mention the model of the work of Huang and Soman (2013):

- Understanding the target audience and the context: in order to deal with step one, the instructor needs to know who his or her students are. A combination of the target audience is necessary along with analysing the context to understand several key factors like group size, environment, skills sequence, and length. It is in this step that the “pain points” appear. Those pain points are several factors that prevent the learner advancement of the program. There are some common pain points in education: focus, motivation, skills, pride, learning environment and nature of the course, and physical, mental and emotional factors. By understanding these points the educator will be ready to determine the gamification elements to implement.

- Defining the learning objectives: step two is always necessary for a successful teaching and learning experience. These objectives need to have general instructional goals, specific learning goals, and behavioral goals. In order to have a successful learning experience through gamification, the instructor needs to have the ability of combining and implementing the learning objectives.

- Structuring the Experience: Step three on the five-step model looks to break down the program and identify the main points. In these stage the instructor prepares the sequence and quantify what the student needs to learn and achieve by the end of each stage. If students are staying behind, the instructor

needs to re-think and provide a push for motivation in order for the student to complete the stage. The educator needs to move the educational program from simple to complex by starting with easier stages so that the student stays engaged and motivated.

- Identifying resources: it is the step four of this model. At the moment the stages have been identified, the teacher will have to complete control of which stage can or can not be gamified. The instructor needs to reflect in regards to several aspects that need to be considered. These are: tracking mechanisms, currency, levels, rules, and feedback.
- Applying gamification elements: In this last step the educator decides which gamification elements should be applied. The elements are divided in self and social. Self-elements most of the time uses badges, levels and time restrictions. They focus on making students compete with themselves and recognize self-achievement. Meanwhile, interactive competitions along with cooperation are seen as social- elements. With this type of element that students' achievements are made public and the students become part of a community.

In conclusion, by following the previous steps, educators will have the opportunity for a strategic educational planning making use of creativity towards the teaching and learning process. There are plenty of activities that educators could implement through educational gamification. These activities could be transferred toward L2 instruction. Nowadays, one key essential need for the learners is to be motivated and that is the core that moves gamification. Through the use of game elements like avatars, badges, leaderboards, progress charts, among others, learners receive an extra input, to achieve another educational task or in this case, the learning of a second language, Figueroa (2015, p: 45)

2.6.2 Why games in the language classroom?

According to Brumfit, Moon, and Tongue (1991, p: 147), at the pedagogical level, "the approach of the game should unite what the teacher wants to teach". This

form is not as simple as it seems, focusing on the specific elements of language there may be a dimension of language learning, but learners also benefit from being placed in situations which they are very eager to communicate but have to deal with the language that they have. Participating in games in English is an opportunity for learners to use an L2.

According to Palmer and Rodgers (1983), there are six characteristics that can be seen to a more or less degree in communicative language teaching games:

- Players have to interact.
- Players have to deal with unforeseen information.
- Players have a clear purpose.
- The context of the activity is clear.
- Players have to be actively involved.
- Players are given a particular role to play.

2.6.3 Types of games

There are many different types of games to develop the different skills of a second language, there are endless possibilities and each of them can be focused on developing one part or another of the language. According to McLaren and Madrid (1996, p: 409), it is also possible to make a distinction regarding the different degree of attention and control over the language involved in the different games. On one hand, there are games whose purpose is to give students practice in the formal aspects of language (grammar, vocabulary, pronunciation, etc), on the other hand, there are also games that not only put into practice the formal aspect of the knowledge of the language, but also stimulate other aspects of communicative competence.

This 2 possibilities leads to a classification of games used for learning a language in two different types: language games and interactive games:

In language games, language itself is the subject of the activity; the activities can be related to accuracy and precision. On the other hand, interactive games are fluency games in which students are given the opportunity to use previously learned elements of language in a more free and useful way. In other words, what really makes interactive games interesting from the point of view of communicative language learning is the ability to create contexts in which the use of the language "comes out" naturally while playing, thus, in it exists 2 characteristics of each one described above:

- Competitive games: are those in which the players or teams compete to be the first to reach a goal.
- Cooperative games: are those in which the players or teams work together towards a common goal.

Hadfield (1987, cited in García and Juan, 2013) says that “although the practice of competitive games is very productive due to the interest that is created, a repeated use of them is not convenient because it can excessively alter the atmosphere of the class”. Even its repetition, although it may seem strange, it can produce disinterest. On the contrary, cooperative games promote a relaxed, uninhibited and mutually understanding environment. The same author mentioned above, gives the following list of games considering the functioning of each:

1. Information gap games: these games can be univocal (a student has the information that his/her partner must obtain) or reciprocal (student A has the information B needs and vice versa).
2. Finding games: they use the same principle as the previous one but distinguishing between guessing games in which only one member of the group has information that he must deliberately choose, and search and find games in which everyone is given a role active as each one of them has a part of the information.

3. Puzzle games: it is through the cooperation of the whole group that the task is concluded. The objective is the correct union of all the pieces.
4. Hierarchical games: students prepare a list of items on a specific focus of interest and must organize it in order of importance. Communication is based on a transfer of ideas, feelings, likes and opinions of students.
5. Matching games: Identical pairs of photos, illustrations or cards are distributed to the whole class. Players must find their match by describing the information given.
6. Selection games: each player has a list with different possibilities and only one of them is common to the entire group. They must decide through dialogue and discussion what that common denominator is.
7. Exchange games: they are based on the principle of barter. Players have certain items that they do not need and have to exchange them for others that they do need to complete a task.
8. Association games: the game is based on discovering which class members belong to the same group.
9. Role play: each student has the identity of a fictitious character and a series of indications about the individual task that they have to carry out according to their identity.
10. Simulations: an attempt is made to reproduce small samples of human interactions by emulating a real situation that must involve the entire class.

To conclude this part, there are many different types of games that can be grouped according to the type of language or learning focus they are pursuing as well as the types of classroom resources, management, and organization it is really needed.

2.6.4 Benefits of the games in the foreign language classroom

It is also important to know that the use of games has many benefits for the classroom. These benefits have been divided, by the researchers Martha Lengeling and Casey Malarcher (1997, cited in García and Juan, 2013 p: 175), into four general areas:

a) Affective benefits: games decrease the affective filter, promote a creative and spontaneous use of the language, promote communicative competence, motivate and are fun.

b) Cognitive benefits: games are used to reinforce, are useful for revising and expanding, and focus on grammar in a communicative way.

c) Dynamic benefits: the games focus on the students, the teacher acts as a facilitator, building cohesion in class, encouraging the participation of the whole class and promoting healthy competition.

d) Adaptability benefits: the games are easy to adjust for age, level and interests, they use all four skills and require minimal preparation by students.

Games add variation to a class and increase motivation, providing a compelling incentive to use the foreign language. For learners, foreign language instruction will not be the key motivating factor, thus games can offer them that stimulus. Through games, students can learn English in the same way that they learn their mother tongue, without being aware that they are studying and learning it (Juan and García, 2013, p: 175)

2.6.5 Difficulties with the games in the foreign language classroom

Rixon (1983) mentions that it is important to consider that at the moment to introduce games in the classes it can be found difficulties such as:

- The waste of time when explaining the rules of the activities/games that are going to be done, and most of the times learners are more aware of the mechanics of the game than of the production or understanding of the language used.
- The effort as teachers to provide a fun game or activity that is good for the development of the foreign language can be distorted by the learners, because most of the time they can create a "better game", following their own conditions, so that they guide by their own rules, which they consider more interesting.

2.6.6 Recommendations for the development of games in the foreign language classroom.

According to Brumfit, Moon and Tongue (1991, p.p: 34-35), three main objectives for learning a foreign language in the first stages must be highlighted:

- Language learning should assist the general objective of education to promote the conceptual development of the learner.
- Language learning should be part of the development of the learner's skills, concepts, culture and social capacity.
- Language learning should encourage the formation of a positive attitude towards language learning in general.

Also, it is important that as teachers there are some aspects when developing these kind of activities in the classroom:

- The teacher must supervise the development of activities.
- It is important to develop a clear understanding of the mechanics and effects of different types of activities, for example reflecting on the skills they develop.

- Any activity to be carried out in a class, must have been carefully thought out and designed to achieve the desired objectives.

- The aspects to consider in activities like games are: its approach, the necessary material, the language to be used and the type of game depending on its purpose.

- The material is essential to choose appropriately the teaching resources and materials before carrying out an activity. They are fundamental tools for the development of the teaching-learning process.

- The organization of learners in the classroom can vary depending on the activities, such organization should guarantee interaction among the learners as much as possible in order to achieve established objectives (Wright, A., Betteridge, D., and Buckby, M, 1979, p: 5):

- Individual activities: in the fact that each learner has to relate to the rest of the group, they are the protagonists and the teacher is only a support and mediator if necessary

- Pair work: it is easy and fast to organize, the activities carried out in pairs are better than those that organize the students in groups (if there are discipline problems)

- Group work: some activities require four to six students, in those cases, group work is essential.

The teacher must carry out the groups according to their abilities, many teachers consider that there must be a group leader, the role of the leader should be to make sure that the activity is well organized and to act as an intermediary between the students and the teacher.

- Once the class has been separated into groups, the teacher's role is to go from group to group listening, contributing and if necessary, correcting.

In terms of Rodney E. Tayson (1998) any game will not work in our language class, he recommends a series of tips on what a game with appropriate language should or should not be:

A successful language game should:

- ✓ Be fun.
- ✓ Engage friendly competition.
- ✓ Keep all students involved and interested.
- ✓ Require students to use language that is demanding, but not too difficult.
- ✓ Give students the opportunity to learn, practice or review specific language material.
- ✓ Encourage students to focus on using the language instead of their own.
- ✓

A language with successful language should not:

- Be used only to fill the time: each activity must have a specific learning purpose.
- Continue for a long time: finish the game while it is still fun.
- Be demeaning or discouraging for the "losers".
- Be too easy or too difficult for the student's age and level of proficiency.
- Allow only a few students to participate for a long time, while the rest only watch.
- Not being graduated in any way.

CHAPTER

III

PROPOSAL

AND

RESULTS

3.1 My proposal

Firstly, in order to know the work I carried out during my practicum at secondary school, I am going to describe the different activities I applied. It is relevant to mention that due to the international situation of health related to the COVID-19 illness, the following practicum terms to conclude the social service and the research of the present essay during the months of April, May and June were interrupted which made not to obtain the expected results of the chosen group which I worked along the last practicum terms (I mean to apply the different tools, tests, etc to measure the results in a successful way) thus, the results I could obtain will be shown partially of the worked in the practicum terms I attended.

As I was the person in charge of the classes during my stays at secondary school, I wanted to look for a different way for students to conceive the English classes, mainly because the students as young learners in this scholar stage have the compulsory contact with the English language as a subject, the learning process of such language would be easy mentioning that I chose a group of 2nd grade of the secondary school to work with because in this grade the students have already studied the language in their first scholar year, in that way I considered that students have knowledge related to the subject and it would ease my work.

Thus, my proposal was to consider a repertoire of ludic activities to implement in the classes of English, I was searching for improving the language of students in general considering to foster the development in each one of the skills (the productive: speaking and writing and the receptive: reading and listening) through the use of such ludic activities and at the same time to improve my teaching strategies to favor the learning of the foreign language and to convey the contents of the subject to the students related to the English language with the different activities applied and make students part of the construction of their own knowledge, thus, as I mentioned above I decided to work more related to the language than with specific skills, also to do that students are able to like the English classes their next and last scholar year after having studied in a different way the subject and in

certain way I consider it also helped to promote meaningful learning of the language in the students due to the working way of the teacher and these sort of activities offer in the language classes.

As a final part of this, as Delicado (2011) mentions that “when learning a foreign language the challenges most language learners face are the ones that have to do with the teacher, the nature of instruction, and the approach used in class”, considering this, it is important to mention that it was a bit difficult for me to choose the topic I talked about, first because I did not know which skill to choose and at the end I decided to include the 4 skills of the language, it was for me an opportunity to demonstrate how much I could contribute making use of different activities to work the skills with the students, in order to know the advance my students were able to obtain during the interventions in my different practicum terms, thus, I consider it facilitated the way I organized the contents to guide and plan the classes and more importantly, to engage students in the process.

3.2 Design of activities and materials

As I mentioned above, I considered a repertoire of activities to implement during my classes, it was a bit complicated because I had to consider some factors to adapt those kind of activities to the contents of the subject and mainly to my chosen group:

a) Contents:

As I mentioned, I was working with the National English Program of Basic Education (NEPBE) cycle 4 for the classes because it was the program that my tutor used too, most of the contents I worked with were useful for me to adapt the activities I considered in my lesson plans following the sequence of the program.

b) English level:

I consider that most of the students of my chosen group had a good English level, thus, I tried to plan activities to increase their level, they were not too difficult but I tried that students felt confidence during the classes to

solve the different tasks and activities and challenged to learn more in each class, that in order to get an advance of their language level.

c) Characteristics of the group:

I worked with a group of 2nd grade, for me as a teacher it was a challenge the design of my activities because I wanted to favor the learning of my students, also I had to consider their needs, their learning styles, likes, interests, etc, for that at the beginning of the course I applied a series of tools to get such information (learning styles and English language tests, group profile, etc), it helped me to know the students of my chosen group better and design the working way.

d) The use and design of materials:

I managed to include as many material as possible in my classes, as I mentioned all depended on the contents to work with because in some topics and classes I did not use materials because of the contents and activities of the subject but I tried to use didactic materials when it was necessary, also to look for material, create or even adapt it to the students was a task and a challenge for me but it did not affect my work.

Some of the materials I used were: flashcards, indexcards, posters, board games, big books, questionnaires, audios, colorsheets and pieces of paper, worksheets, handouts, dices, stories, tales, reading cards, puzzles, charts, templates, stickers, etc, some of them were made by me and some others were taken from web pages, also another sort of resources were: speakers, computer, projector, board, markers, etc

e) The working way

My chosen group was composed by 36 students in total, thus I organized the class and students as I considered necessary for the purposes, sometimes I planned activities in pairs or in small groups, I tried to help students who find difficult to understand the class or needed it to support them with outstanding students to make easier the class for them, and most of the times my students worked individually and I supported them when it was necessary, I always monitored the classes. Also I consider I made a

proper use of the time during the classes in my stays at secondary school, when there were unexpected situations as changes in the schedule, days off, meetings or another sort of activities I prioritized the activities that helped to achieve my main aims, objectives, or purposes of the classes to be carried out in order to get such accomplishments.

3.3 Repertoire of activities

Now, I am going to describe each one of the different activities I carried out during my teaching terms in secondary school with my chosen group, it is important to remind that the ludic activities I implemented in the English classes were thought to develop and improve the skills of the language and also I will describe how this process was:

1.- Parts of the tale (Reading skill).

During my first practicum term I worked the topic of fantasy tales, I have already worked that topic other semesters, thus, I did not find difficult to plan my lessons, first I introduced the topic to Students by doing a lead in to activate their previous knowledge, it was “hot potato” and students had to tell me a tale or movie they knew related to the topic. After that, I played some soundtracks of movies that were based on fantasy tales and I gave students some indexcards with the name of the movies, then, the students guessed what were the names of the movies according to the soundtrack they listened to, it was an activity of matching the names or titles with the correct sound. This part is related to the first stage of the Encounter, Engage and Exploit model (the EEE model) mentioned in the chapter 2, the stage that is called “Encounter” is supposed to model and scaffold what will be studied of the language, it could function as the input given to students related to the contents to work.

After having introduced students to the topic, I started applying another activities more related to the topic, I decided to do these activities with the whole class because it would engage all students and it would ease that they understand the topic, for that, I activated students’ previous knowledge in order to tell me if they knew the parts that composed a tale, Students told me their ideas and I wrote them down on the board, after that, I presented Students a

poster with parts of the tales and I asked Students to guess the meaning of each part, then, we did choral repetition of the vocabulary related to the parts of a tale.

To continue with the activity, for the class I had written some cards to describe the tale "Alice in Wonderland" in a general way, only to contextualize the examples of the parts of the tale also to know if students knew the tale, in this activity I presented the cards with information of the tale and with the whole class read together the information to understand the meaning, then, by participations students match the examples with the parts of the tale (See appendix 8).

Thus, I consider in this activity I made use of different tasks as the matching of definitions, examples, repetition of the vocabulary and as Haldfield (1987) mentions these types of games or tasks are distributed to the wholes class as I did it to find relation with the information given. Also in this activity there was a common goal which is considered as a cooperative task and I looked for an involvement of the learners actively with a clear purpose (Palmer and Rodgers, 1983).

2.- Classification of information related to the fantasy tales (Reading, writing and speaking skills).

As a part of the same topic, I carried out this activity that consisted mainly in giving students information related to the fantasy tales checked at the beggining of the practicum term mentioned above, such information as: the authors of the tales, year of creation, place, description of the tale and so on, these reading cards I created for the class were distributed to the students, then, I read the different reading cards and Students who had the ones that I read I asked them to tell me what they believed the reading card was about, when I finished to clarify the meaning of the reading cards I asked Students to re read the card to classify the information, we had done a previous activity and I thought students could use it for the activity (it was a drawing which students drew their palms of the hands on a piece of paper to work coordination, it was as a gym brain activity but I used it as a warmer for the class), thus, I wrote on the board

the titles they had to search in the reading cards using the one they had to write the information in the first palm, then I did a review of the activity to know if students had done it correctly, after that, I asked students to ask another classmate about their reading card to re write in the other drawing of the palm the information they obtained making use of the titles I had written on the board (in this part I made use of the speaking skill to keep students having an oral exchange related to the activity) and to finish the activity with the whole class reviewed the information classified of the fantasy tales (See appendix 9).

In this activity, I could observe that I fostered 3 skills, although the last one was a bit complicated because students find difficult to use the language to speak because they have ideas that they are not able to pronounce the words correctly, they are afraid to speak and get wrong etc, for that in this part students only re write the information by asking the classmate they worked with to show his/her card, but with the other skills mentioned students had a modeling by the teacher, the second step of the EEE model (Engage) can be related to this activity because at using the modeling to show students how to carry out the activity students practiced what I wanted to achieve (through the controlled practice) also students interacted among them and the context of the activity was clear although it was supposed to stimulate the communicative competence when applying the speaking activity, it was done in a partial way (McLaren and Madrid, 1996, p: 409).

3.- Jigsaw activity: Peter Pan tale (Listening skill)

In this activity, I used the tale “Peter Pan” that is also commonly known. For that, it is important to mention I made use of a jig saw activity, this sort of activity has many variations and is more considered in activities of reading (Dixon, 2016) but as the listening skill is grouped in the same skill as reading (receptive skills) thus, I adapted the activity.

For the development of the activity, I organized students in small groups to carry out the listening activity, first I presented students the listening of the tale and I asked students if they could understand what the audio was about,

some of them caught an idea and told it to me, then, I gave students the scrambled script of the audio (the tale) and a piece of paper, thus, I explained students they would listen to the audio one more time and they had to organize the scrambled tale in order on the piece of paper according to the audio, as they worked in small groups, they finished before of the expected and I played the audio again stopping it to ask the teams to tell me the part of the audio they had ordered pasting it on the piece of paper to review the activity and finally I asked the teams to identify the parts of the tale using different colors to point them out (See appendix 10).

Thus, in this activity I searched to develop the listening skill, I thought in small groups the activity would be easy for students but it made only some students worked and paid attention and other students did not (Tayson, 1998), for next classes I considered this to plan the activities of my classes in order to avoid these kind of situations. Also I made use of finding and exchanging games to carry out the activity because students had to complete a task with the part of information that other students had, and although it did not work as I had thought I consider it was a good beginning to work with those kind of activities because they were not too difficult if they are well worked, and it gave students the opportunity to learn, practice or review the specific language.

4.- Order the sequence: Alice in wonderland tale (Reading skill)

For this activity I continued with the topic of fantasy tales, I used the tale of “Alice in Wonderland” in a more specific way because in the first activity described above I mentioned that I used the same tale to exemplify the parts that a tale have but in a general way, in this activity I would show students the tale more completely, for that I presented students a serie of images related to the tale and I asked students to guess what the class would be about, then, I showed students the script of the tale because that I had written it on pieces of cardboard, each piece of the script was related to the images I had shown to students, first I showed students all the script and I asked them to guess what was the meaning, some of them caught the idea but they were few students,

thus, I showed the pieces of the script again and I asked students to guess to which image the part of the script described, thus, students understood better in that way and the students raised their hand to participate matching the part of the script with the image, it was until we completed the whole tale and then students copied the tale on their notebooks making some drawings for each part of the script (See appendix 11).

In this activity I worked the understanding of the language (Robinson, Mourão & Kang, 2015, p. 14) because the topic was related to it and also the kind of tasks I made use of was of matching due to students match the images with the script of the tale, it was a different task because it was not as the traditional which I could have given students a reading/handout and they had to translate the text, instead of that we worked the activity in group to engage all the students and at the end students made use of their creativity to draw the sequence of the tale, there was also an important use of the material because as I mentioned I used a images/flashcards but it was like a poster having a sequence for the tale (the images and the script). It was a kind of cooperative game because there was a common goal in getting the idea of the whole tale thus, students worked together (McLaren and Madrid, 1996, p: 409)

5.- Grammar puzzle activity: descriptions of characters: Alice in Wonderland tale (Writing skill)

As a final part of this topic, I had to work with descriptions of characters of the different tales checked, thus this activity was thought for that, I started this activity by introducing vocabulary related to adjectives with indexcards (about the different characters of the tale) I explained students the meaning of each adjective, then to pronounce it correctly I modeled the pronunciation, after that, I showed students flashcards related to the characters and their names and after reviewing the vocabulary of the adjectives, I asked students to match the correct adjective according to the character they thought it belonged to, then I told them that to write a sentence to describe the characters it missed something into the sentence, thus I showed students indexcards with 2 conjugations of the verb to

be (is and are) because they were the only that I would use for the activity, and I asked them if they knew the use of each one, few students knew it but most of them did not, thus I explained them that “is” we would use it to describe one character (singular) and “are” with 2 or more characters (plurals), after explaining that, I modeled how to write the sentences to describe the characters making use of the indexcards and flashcards instead of writing sentences on the board, then I asked students to continue writing their sentences with the examples I gave them and at the end we checked the activity (See appendix 12).

As McLaren and Madrid, 1996, p: 409 mention there are games whose purpose is to give students practice in the formal aspects of language (as it is noticeable in this activity), this activity helped students and me to work on grammar aspects of the language (in this case to write sentences for descriptions of characters), thus, it was a good activity due to it was seen as a game to form sentences, also I promoted the individual worked with students giving them a modeling to help them with the activity at the beginning and at the end they worked by themselves with the aspects reviewed.

6.- Puzzle making: film genres matching (Reading skill)

During my second practicum term I worked the topic of silent short films, I had not taught this topic in my other teaching terms, it was a bit difficult for me to think in activities for the contents, it is important to mention that in this practicum term I could only work the half of the practicum term because I had to work another activities with my chosen group (my tutor asked me to work in a performance for the Christmas event in secondary school). I introduced the topic by presenting students some flashcards with information related to some kind of films, I pasted them on the board and I asked students to guess what was the information about, some of them caught the idea, then I organized students into teams to work the following activity, by teams I gave parts of a puzzle to each team, it was an example of each kind of film described in the flashcards pasted on the board, then I asked students to get the pieces together to form a puzzle,

when each team had got their puzzle I asked one student of each team to guess to which description the puzzle belonged to, then they went to the board to match the puzzle with its description, when all students did the activity, with the whole class checked the correct matching and if it was necessary we corrected the activity (See appendix 13).

In this activity, I could make use of students' previous knowledge to introduce them to the topic because they already knew something related to it, I only complemented what they knew with the information I gave them related to the kind of films through the activity developed by them, also because of the kind of material I used for the activity it was related to the topic.

7.- Find someone who activity: film genres (Speaking and writing skills)

For this activity I decided to apply the activity "Find someone who", according to the British Council (2007), "This is a very versatile activity, A 'find someone who' activity is a speaking activity which involves learners trying to find someone in the group who matches a description" which can be adapted to almost any language aim.

Thus, my activity consisted in completing a chart which I had already taught vocabulary related to the kind of films, also I taught vocabulary related to moods in order to express how students felt when they watched certain kind of films. After having taught all the vocabulary of the topic, I drew a chart to be completed on the board and students copied it on their notebooks, then I explained students they would ask as many classmates as possible, in the development of the activity it was easy for students due to they had all of the vocabulary on their notebooks although some of them were afraid to use the language for speaking, thus I had to change a little bit the activity to take advantage of it because students only copied what they had written on their notebooks to complete the chart, I told students that they could go to their place and I would explain the following activity, I asked students to write sentences with the information from the chart, I explained students how to write the sentences exemplifying with my information and making use of different colors

to be clear with the activity, then students wrote the sentences with their own information too and with the information of their classmates, when they finished writing the sentences I asked them to tell me the sentences they had written and most of them participated because making use of the different colors into the sentences was easy for them and in that way I made use the speaking activity easier for students (See appendix 14).

As it is noticeable, in this activity I worked the interaction among students and the development of the communicative competence and the use of the L2 (in this case English) as much as possible.

8.- Pair work: elements of a film activity (Speaking skill)

Continuing with the same topic, I also taught students the elements of a film, for this, I made a poster with a wordsearch, and students participated searching the hidden words, we did choral repetition of the vocabulary to pronounce it correctly, then I showed students the definition of each element in some cardboards and I pasted them on the board, then I asked students to match the words in the wordsearch with their own definition, after that, I gave students a piece of paper (as a headband) with the name of an element of the films, then I asked students to paste it on their forehead, when they had pasted the piece of paper I asked students to look for a classmate and they had to describe the word they had in their forehead and his/her classmate had to guess which one it was, for that I left the definitions on the board and students could read them, they exchanged of classmates to guess as much definitions as possible (See appendix 15).

In this activity I could observe that students were more confident to use the language because maybe it was a controlled practice and it was not difficult to speak due to they had the model of what they should say for the development and purpose of the activity and also because they started working with a classmate, first I let them to work with the one they wanted and then they exchanged among them to have more interaction, to exemplify the activity I showed students first how the activity would be developed modeling the

interaction they had to have when saying the definitions and guessing which elements of the film they were describing, for that I thought that it helped to the development of the speaking skill in a controlled way for students.

9.- Mini white board activity: London, USA and Mexico countries (Reading skill)

In my third practicum term I worked the topic of cultural differences among English speaking and non speaking countries, for that I decided to check 3 main countries which were interesting to know: USA, Mexico and London, during the practicum term I worked activities as jigsaw to complete the handouts, at the end when I finished to check the 3 countries I decided to check the information that students understood about the topic, thus, I applied this activity that consisted mainly in checking reading comprehension, for that I organized the class in small groups, the groups were by rows to avoid that students could not keep in a team or it took more time than the necessary to organize Students, I gave students a mini board that I made and a marker in order to be able to write, then I explained students that the last student of each row would write the answer of a question that I would write on the board and when he/she finished to write the answer he/she would pass the mini board to the first student and the first row of students who showed me the answer written in the mini board and if the answer was correct all the row was the winner and they would get participations, then to continue with the game, students exchanged of place in order to all students were able to participate (I mean the first student of the row was the last and so students moved of place).

In this activity I could notice that students liked it, because it was a competition for them and what they wanted it was to be the winners, also I consider that it was an easier form to work the reading skill instead of solving a questionnaire in an individual way, also because the rules of the game were clear since the beginning and for students was clear the purpose of the activity in order to continue it each time they answer the questions I wrote on the board and I kept all students participating (See appendix 16).

10.- Fishing game competition activity: use of machines (Writing skill)

In my last practicum term I worked the topic “use of machines” my tutor had already checked a little bit of the contents, thus, it was easy for me and students to contextualize the topic because they knew something of it, for that I decided to apply a game which students were able to develop their writing skill, thus I taught vocabulary related to machines and verbs to know the functioning, my tutor had already taught the use of the modal verbs can/can't in order to know students what the machines could/could not do.

I organized students in 2 teams, there was one row that missed because the division I made of the group into the 2 teams had the same number of students but the students of the missed row helped with another activity of the same game, I explained students that we would fish some fishes of paper I had made and in those fishes were written verbs related to the functioning of some machines checked last classes, the students of the missed row were passing with a fishing rod to catch a fish with a verb, then in each team there would be a student who went to the board to write a sentence related to the verb fished, thus, they would have to choose who participated. The student fished the fish and I showed all the students the verb fished, they had to think to which machine the verb belonged to and write the sentence, as it was a competition game students wanted to win, also for that I divided the board in 2 parts, each part for each team to write their sentences, the first team who finished their sentence I checked it and if it was correct they were the winners but if it was wrong the other team could win if the sentence was written correctly, that made interesting the game (See appendix 17).

Also in this activity I worked competition but with bigger teams, this in order to engage as much as possible to students, in that way also students were motivated to participate because we worked this activity at least 2 classes and students wanted to overcome among them when being in teams, also it helped to develop the writing skill in sentences that were related to the topic, also it was noticeable the competition among students, there was also cooperative

environment in the teams due to students helped their classmates to write the sentences, thus there was good attitude for teamwork.

3.4 Overall English diagnostic test

As a part of the chapter 1 of this research, I applied a diagnostic test to the students of my chosen group at the beginning of the course to know their English language level. The test applied was the Cambridge English Qualifications Pre A1 starters (See appendix 5) which included listening, reading, writing and speaking sections, as I have been mentioning I implemented different activities in order to foster improvement in each one of these considering that the focus of the research is on the language rather than in the skills.

After having applied the test to my chosen group I obtained the results which I am going to describe: The test showed that the highest skill of my chosen group was writing, the following highest skill was listening, then the lowest skill according to the results of the test was reading (See appendix 6).

3.4.1 Achievement English test

In order to continue with the research, at the end of the last practicum term of this semester I was supposed to apply an English test which I would include all the skills considered at the beginning in the diagnostic test in order to know how much it was the advance of my students in their language skills to show the improvement they had along the course with the support of the different activities applied.

As a part of a series of tests of Cambridge English Qualifications, I would consider a similar test as the sample of the diagnostic test with a higher level of the language to be applied to my chosen group due to these tests include all the skills and they are for beginner learners considering my students of secondary school as young learners of the language. At the end of having obtained the results of the test I was supposed to make a comparison with both tests applied: the diagnostic and the achievement tests in order to show what was the performance in each one of the skills worked and at the same time to know how the activities implemented

fostered the improvement of them and to mention if the activities functioned or not and what I could change in order to obtain better results of them.

Considering the aforementioned, in the following subtitles and paragraphs, I am going to mention what were some of my results I could obtain with the activities I applied in the different practicum terms, my reflections and what I learned from students, my stays at secondary school, of my tutor and her working way, etc in order to be able to improve my professional development and give my conclusions of the essay.

3.5 Challenges and difficulties with the ludic activities in the English language class

After having mentioned some of the results I obtained of applying the diagnostic test at the beginning of the course with the chosen group which I carried out the research I am going to mention the working way with the chosen topic during my stays at secondary school (some issues, findings, challenges, difficulties, etc I faced in my practicum terms).

In the first place, the use of ludic activities that is the topic I chose to develop my research was a good choice due to it allowed me to work with all the skills of the language in a general way, as Robles 2018 mentions that the ludic is an effective instrument to develop the communication skills of the language (oral and written expression, reading and listening comprehension)", thus, it was my objective through the different activities which I made use of in the different practicum terms.

Talking about students, I could notice that in my chosen group most of them were interested in the subject, thus at the moment I applied the different activities I tried to assure that students maintained interaction and at the same time that they could support among them to understand how to perform the different activities, this eased that the understanding about the English subject was incrementing in each practicum term (as it is mentioned by Alcedo & Chacon, 2011, p. 72). Related to the motivation, I made use of different strategies to keep students participating in the classes (as giving stickers, select students randomly, give some extra grades to

participate, etc), what I tried was to have students active in the English class and involve all of them in order to favor and facilitate their learning process.

I tried to consider that all the tasks and activities were interesting for the students, in that way I could contribute that students were an active part in their learning process of the language and related to the meaningful learning theory it would be facilitated through the different activities and tasks due to it took part in the teaching process (the use of strategies, techniques, etc to convey the contents) in order to do that students were able to carry out and understand the functionality of what they learned (Ausubel et al. 1976 cited in Vásquez, 2017). To know the usefulness of what the activities and tasks considered I applied assessment techniques to know the performance and understanding of the students after having applied and developed them, it allowed me to know what functioned in a successful way, and what did not to reflect what I could have done different or even to change to obtain better results.

As a part of the questions to be answered considered at the beginning of the essay, I am going to answer some of them in the coming next paragraphs, one of them which I considered to answer is if the ludic activities facilitate or difficult the learning of an L2 (in this case the English language), as the ludic term is associated to the game term I could observe that during the classes students were able to express ideas, question and learnings without any barriers or inhibitions due to I tried to combine theoretical and practical activities and tasks to convey the contents of the subject, I explained and repeated the instructions to carry out the activities the necessary times to order to students were able to understand and have a success performance in the classes. For example, in the activity of grammar puzzle I introduced students the topic of verb to be to make descriptions of characters of a tale, I explained through the different materials the correct use of the verb, then we practiced in a competition to write sentences for descriptions and at the end I assessed students individually applying tests, questionnaires and those sort of evaluation tools. Thus, through different exercises, students were able to

demonstrate their understanding of different topics, contents, and another part is that the explanation and repetition took a fundamental part because as the students in secondary school and their development stage it makes that they have a short span of attention adding that they have other interests. (Soberon and Villaroel, 1994, p.73).

Talking about the attitudes that students showed when carrying out the different activities and as the ludic approach also considers that can be applied games I was able to adapt some of them to obtain better results in the language learning, related to it, I could observe that students were interested in participating in those games, the only condition was that they had to use the language as much as possible to consider the works, participations, activities, etc made by them. Also, it was important to be clear at the moment to explain how to carry out a game or activity to avoid situations that could affect the relation among the students and the teacher, the interaction is another part that I worked in different ways with the students having clear purposes related to the different activities in order to promote a communicative process, also it made that I could catch the students' attention because most of them were curious of what I was going to do when I applied some games, at the end, students participated with good attitudes although there were times which it was necessary to change the activities because of students' behaviour (they did not pay attention of what they have to do, they did not want to participate, they showed apathetic attitudes to the activities, they want to do other things, etc) I tried that those situations did not occur constantly and if it was necessary I asked for the support of my tutor, but when they happened as I mentioned I changed the activities and I explained in my journal what had happened to take those decisions.

3.6 Conclusions

As a result of all the mentioned along the essay, I am going to mention my findings, points of view, results, etc as conclusions I could observe of considering theory and practice during the practicum terms in my stays at secondary school related to my chosen topic. The first way, I would like to mention that the work developed with

my chosen group at secondary school allowed me to attend most of the students and their different learning styles due to I decided that through of the different activities applied I could attend the 4 skills of the language (listening, writing, reading and speaking) thus, I enabled the alternation of the different learning styles for the development of visual, kinesthetic and auditory strategies, in that way it facilitated for me and for students the sequence to the contents during the classes.

At this time, considering how helpful were the sort of activities planned in order to enhance the students' learning of an L2 (the English language) I am able to say that the activities considered in the classes had a specific function that gave possibility to foster communication with the purpose of developing language making use of it as much as allowed, also as I mentioned I made use of combining theoretical and practical activities to work the different contents during the different practicum terms, it also allowed that students made use of their creativity to obtain different products and evidences requested, also the working environment benefited due to the students showed good attitudes to learn in the classes and when it was necessary to support to solve different situations faced (questions, if they did not understand any instructions, the working way, organization in the classroom, doubts, etc) thus, it facilitated as the learning process of the students as my teaching process to convey the different contents of the English subject.

Additionally, answering the question how to know if the ludic approach is good for language teaching, it is mentioned by Huang and Soman (2013) a series of steps that need to be followed, considering that, I am going to mention those steps and how I could observe they were carried out in the English class. It is mentioned that is important to know the audience and context, in this case the group I chose to work with, since the beginning of the course I applied some tools to obtain information of the group, the class, environment, etc, it allowed me to plan the practicum terms following the objectives I pretended to achieve, although there are always different unexpected situations that make things change and it makes the need to adapt what is carried out.

One of the most important aspects to consider is to know the goals and objectives to accomplish, as teachers it is the main part of the teaching and learning process due to teachers are mediators to convey contents through of the use of different techniques, strategies, methods, approaches, etc and generate learning in students, in my lesson plans I always attend objectives which sometimes were achieved completely and another were partially because of different circumstances, also to adapt in order to attend the needs required (it can include to cover the educational program by making changes, if students are staying behind, to provide a push for motivation, etc) to complete the different stages, in my practicum terms it happened because sometimes it was necessary to explain and repeat to students different topics, change the sequence of the lesson plans, retake activities for another classes, or prioritize activities because sometimes there were another tasks and activities that needed to be done (to attend to the civic ceremonies, to support another teachers, to carry out another activities, etc). Considering the resources, materials, etc which is allowed to make use of them is another aspect because depending on that it would facilitate or difficult all the aspects that involve the process, I always tried to make use of different kind of materials to carry out what I planned and when it was necessary I asked for the support of the resources of the school. At last, considering all the elements aforementioned the teacher are able to decide which elements will be applied and which way it will be recognized to know the achievement (of what was done and accomplished), in that way it exists a better control to carry out different sort of tasks, activities and be aware of what function or not to change it in benefit of having better processes.

At the same time, this research helped me to know the kind of teacher I want to become in a future and make me be aware of the different that can the educational process due to through the practice is obtained the experience which is helpful for the profesional development, in my case I was able to discover my strenghts, weaknessess and opportunity areas of my teaching style, most of them I have been improving them along my formation as a practitioner in the different schools I was the last years and this year as a pre service teacher in charge of different groups of secondary school in a more completely way.

To conclude, this research made me reflect about the importance of being a dynamic teacher, it is not exclusively of a language teacher, it must be a part that all teachers have to consider all the time. Now mentioning my reflection, for we as teachers it is important to offer wide possibilities to the learners into the classroom to favor their learning due to it is important not to limitate the activities, techniques, strategies, methods, etc that can be applied for the reason of wrong beliefs, habits and the different situations which are faced along the teaching practicums, in that way learners can be engaged to make them part of their own learning in an active way.

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c3%89s+en+el+grado+primero.pdf](https://edudistancia2001.wikispaces.com/file/view/25.+la+l%c3%9adica+como+r+ecurso+para+la+ense%c3%91anza+del+ingl%c3%89s+en+el+grado+primero.pdf)

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APPENDIX

Appendix 1. Table. Group profile: interests and attitudes towards English. This chart shows the results obtained of the tests and a class profile template applied to students of 2nd "B" (the number of students, language level, likes/dislikes about the English class, students' interests, age, etc).

Number of students:	36	F: 26	M: 10
Age: from 12 to 13		Average: 12	
Learners' Interests:			
Favorite music:	<ul style="list-style-type: none"> • Pop • Electronic • Rock • Reggaeton • Banda 	Hobbies:	<ul style="list-style-type: none"> ➤ Watch TV ➤ Videogames ➤ Play sports ➤ Play for fun ➤ Singing ➤ Dancing ➤ Go to the movies ➤ Meet friends ➤ Rollers skate
Reason why they like English:		Reasons why they don't like English:	
<ul style="list-style-type: none"> ✓ Useful for the future ✓ To be able to talk other language ✓ Pleasure of learning it ✓ It is interesting ✓ I have to learn it ✓ They can have a job ✓ They can communicate with family abroad 		<ul style="list-style-type: none"> ○ They do not understand it ○ They cannot speak it ○ Not interested ○ It is difficult to pronounce ○ Words confuse me ○ It's not for me (complicated) 	
English level: Pre A1 Starters		Multiple Intelligences:	
A0 – 16 students	A1 – 20 students	Verbal-linguistic - 12 sts	Bodily-kinesthetic – 7 sts
		Intrapersonal – 12 sts	Visual/Spatial – 5 sts

Appendix 2. Class profile sample template applied to the 2nd "B" of N° 0239
"Fernando Montes de Oca" secondary school.

C l a s s p r o f i l e

Pre-Service Teacher: Karen Aidé Sánchez Galicia

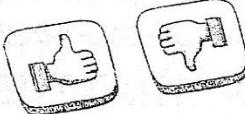
My name is:

I AM
YEARS
OLD

I am from
I live with

How would you like to learn in the English class?
(Mention the activities you would like to do: games,
songs, etc.)

Do you
like
English
class?



THIS YEAR I WANT TO LEARN

Which activities
do you prefer?
(Circle it)

Listening Speaking
Writing Reading

Appendix 3. Learning styles test applied to the students of 2nd “B” at “Fernando Montes de Oca” secondary school.

TEST ESTILO DE APRENDIZAJE

INSTRUCCIONES: Elige una opción con la que más te identifiques de cada una de las preguntas y márcala con una X

1. ¿Cuál de las siguientes actividades disfrutas más?

- a) Escuchar música
- b) Ver películas
- c) Bailar con buena música

2. ¿Qué programa de televisión prefieres?

- a) Reportajes de descubrimientos y lugares
- b) Cómic y de entretenimiento
- c) Noticias del mundo

3. Cuando conversas con otra persona, tú:

- a) La escuchas atentamente
- b) La observas
- c) Tiendes a tocarla

4. Si pudieras adquirir uno de los siguientes artículos, ¿cuál elegirías?

- a) Un jacuzzi
- b) Un estéreo
- c) Un televisor

5. ¿Qué prefieres hacer un sábado por la tarde?

- a) Quedarte en casa
- b) Ir a un concierto
- c) Ir al cine

6. ¿Qué tipo de exámenes se te facilitan más?

- a) Examen oral
- b) Examen escrito
- c) Examen de opción múltiple

7. ¿Cómo te orientas más fácilmente?

- a) Mediante el uso de un mapa
- b) Pidiendo indicaciones
- c) A través de la intuición

8. ¿En qué prefieres ocupar tu tiempo en un lugar de descanso?

- a) Pensar
- b) Caminar por los alrededores
- c) Descansar

9. ¿Qué te halaga más?

- a) Que te digan que tienes buen aspecto
- b) Que te digan que tienes un trato muy agradable
- c) Que te digan que tienes una conversación interesante

10. ¿Cuál de estos ambientes te atrae más?

- a) Uno en el que se sienta un clima agradable
- b) Uno en el que se escuchen las olas del mar
- c) Uno con una hermosa vista al océano

11. ¿De qué manera se te facilita aprender algo?

- a) Repitiendo en voz alta
- b) Escribiéndolo varias veces
- c) Relacionándolo con algo divertido

12. ¿A qué evento preferirías asistir?

- a) A una reunión social
- b) A una exposición de arte
- c) A una conferencia

13. ¿De qué manera te formas una opinión de otras personas?

- a) Por la sinceridad en su voz
- b) Por la forma de estrecharte la mano
- c) Por su aspecto

14. ¿Cómo te consideras?

- a) Atlético
- b) Intelectual
- c) Sociable

15. ¿Qué tipo de películas te gustan más?

- a) Clásicas
- b) De acción
- c) De amor

16. ¿Cómo prefieres mantenerte en contacto con otra persona?

- a) por correo electrónico
- b) Tomando un café juntos
- c) Por teléfono

17. ¿Cuál de las siguientes frases se identifican más contigo?

- a) Me gusta que mi coche se sienta bien al conducirlo
- b) Percibo hasta el más ligero ruido que hace mi coche
- c) Es importante que mi coche esté limpio por fuera y por dentro

18. ¿Cómo prefieres pasar el tiempo con tu novia o novio?

- a) Conversando
- b) Acariciándose
- c) Mirando algo juntos

19. Si no encuentras las llaves en una bolsa

- a) La buscas mirando
- b) Sacudes la bolsa para oír el ruido
- c) Buscas al tacto

20. Cuando tratas de recordar algo, ¿cómo lo haces?

- a) A través de imágenes
- b) A través de emociones
- c) A través de sonidos

TEST ESTILO DE APRENDIZAJE

21. Si tuvieras dinero, ¿qué harías?

- a) Comprar una casa
- b) Viajar y conocer el mundo
- c) Adquirir un estudio de grabación

22. ¿Con qué frase te identificas más?

- a) Reconozco a las personas por su voz
- b) No recuerdo el aspecto de la gente
- c) Recuerdo el aspecto de alguien, pero no su nombre

23. Si tuvieras que quedarte en una isla desierta, ¿qué preferirías llevar contigo?

- a) Algunos buenos libros
- b) Un radio portátil de alta frecuencia
- c) Golosinas y comida enlatada

24. ¿Cuál de los siguientes entretenimientos prefieres?

- a) Tocar un instrumento musical
- b) Sacar fotografías
- c) Actividades manuales

25. ¿Cómo es tu forma de vestir?

- a) Impecable
- b) Informal
- c) Muy informal

26. ¿Qué es lo que más te gusta de una fogata nocturna?

- a) El calor del fuego y los bombones asados
- b) El sonido del fuego quemando la leña
- c) Mirar el fuego y las estrellas

27. ¿Cómo se te facilita entender algo?

- a) Cuando te lo explican verbalmente
- b) Cuando utilizan medios visuales
- c) Cuando se realiza a través de alguna actividad

28. ¿Por qué te distingues?

- a) Por tener una gran intuición
- b) Por ser un buen conversador
- c) Por ser un buen observador

29. ¿Qué es lo que más disfrutas de un amanecer?

- a) La emoción de vivir un nuevo día
- b) Las tonalidades del cielo
- c) El canto de las aves

30. Si pudieras elegir ¿qué preferirías ser?

- a) Un gran médico
- b) Un gran músico
- c) Un gran pintor

31. Cuando eliges tu ropa, ¿qué es lo más importante para ti?

- a) Que sea adecuada
- b) Que luzca bien
- c) Que sea cómoda

32. ¿Qué es lo que más disfrutas de una habitación?

- a) Que sea silenciosa
 - b) Que sea confortable
 - c) Que esté limpia y ordenada
33. ¿Qué es más sexy para ti?
- a) Una iluminación tenue
 - b) El perfume
 - c) Cierta tipo de música

34. ¿A qué tipo de espectáculo preferirías asistir?

- a) A un concierto de música
- b) A un espectáculo de magia
- c) A una muestra gastronómica

35. ¿Qué te atrae más de una persona?

- a) Su trato y forma de ser
- b) Su aspecto físico
- c) Su conversación

36. Cuando vas de compras, ¿en dónde pasas mucho tiempo?

- a) En una librería
- b) En una perfumería
- c) En una tienda de discos

37. ¿Cuáles tu idea de una noche romántica?

- a) A la luz de las velas
- b) Con música romántica
- c) Bailando tranquilamente

38. ¿Qué es lo que más disfrutas de viajar?

- a) Conocer personas y hacer nuevos amigos
- b) Conocer lugares nuevos
- c) Aprender sobre otras costumbres

39. Cuando estás en la ciudad, ¿qué es lo que más hechas de menos del campo?

- a) El aire limpio y refrescante
- b) Los paisajes
- c) La tranquilidad

40. Si te ofrecieran uno de los siguientes empleos, ¿cuál elegirías?

- a) Director de una estación de radio
- b) Director de un club deportivo
- c) Director de una revista

Referencia: De la Parra Paz, Eric, Herencia de vida para tus hijos. Crecimiento integral con técnicas PNL, Ed. Grijalbo, México, 2004, págs. 88-95 1 00 DGB/DCA/12-2004

NOMBRE DEL ALUMNO _____

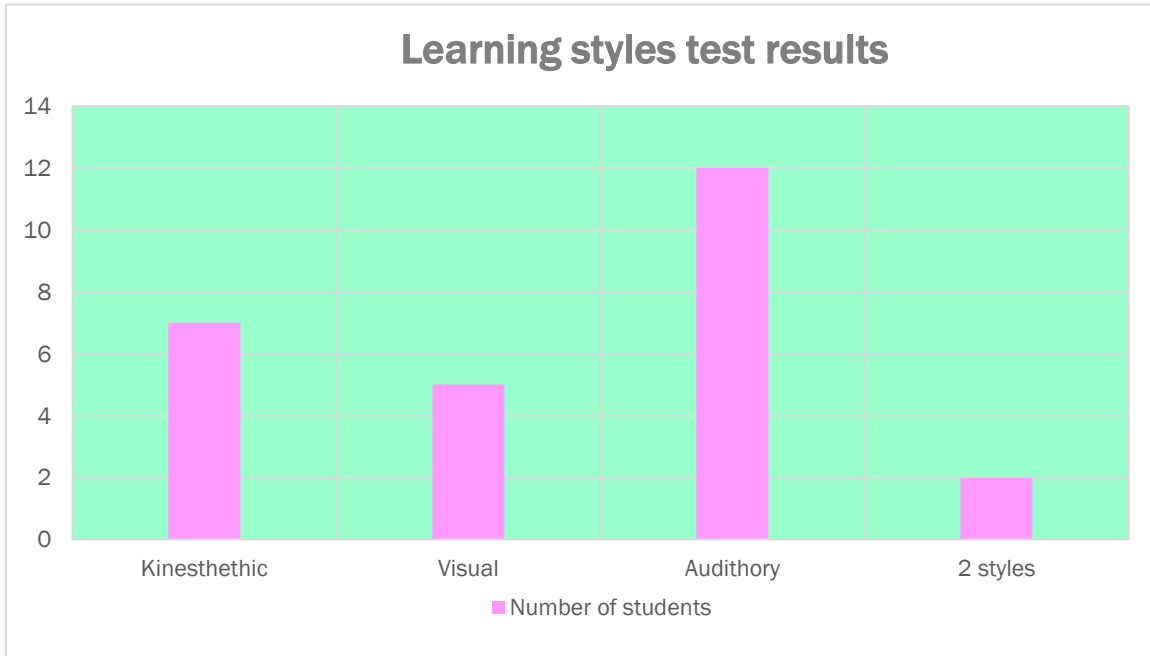
EVALUACIÓN DE RESULTADOS

Marca la respuesta que elegiste para cada una de las preguntas y al final suma verticalmente la cantidad de marcas por columna.

N° DE PREGUNTA	VISUAL	AUDITIVO	CINESTÉSICO
1.	B	A	C
2.	A	C	B
3.	B	A	C
4.	C	B	A
5.	C	B	A
6.	B	A	C
7.	A	B	C
8.	B	A	C
9.	A	C	B
10.	C	B	A
11.	B	A	C
12.	B	C	A
13.	C	A	B
14.	A	B	C
15.	B	A	C
16.	A	C	B
17.	C	B	A
18.	C	A	B
19.	A	B	C
20.	A	C	B
21.	B	C	A
22.	C	A	B
23.	A	B	C
24.	B	A	C
25.	A	B	C
26.	C	B	A
27.	B	A	C
28.	C	B	A
29.	B	C	A
30.	C	B	A
31.	B	A	C
32.	C	A	B
33.	A	C	B
34.	B	A	C
35.	B	C	A
36.	A	C	B
37.	A	B	C
38.	B	C	A
39.	B	C	A
40.	C	A	B
TOTAL			

El total te permite identificar qué canal perceptual es predominante, según el número de respuestas que elegiste en el cuestionario.

Appendix 4. Learning styles test results



Appendix 5. The sample test Cambridge Assessment Pre A1 starters was applied to the students of 2nd B at “Fernando Montes de Oca” secondary school as a diagnostic test of the English language

load the audio files for the sample paper here: bridgeenglish.org/starters-audio-sample-v1

Cambridge Assessment English

Centre Number: Candidate Number:

Pre A1 Starters Listening

There are 20 questions.
 You have 20 minutes.
 You will need a pen or pencil.

My name is:

Copyright © UCLES 2018

Pre A1 Starters Listening

Part 1

– 5 questions –

Listen and draw lines. There is one example.

Sue	Ann	Lucy	Nick
-----	-----	------	------

Pat	Jill	Dan
-----	------	-----

Part 2

- 5 questions -

Read the question. Listen and write a name or a number.

There are two examples.



Examples

What is the new girl's name? Kim

How old is the new girl? 8

Pre A1 Starters

5

6

Cambridge Assessment English

Pre A1 Starters - Listening

Pre A1 Starters - Listening

Questions

1 What is Kim's family name?

2 Where does Kim live? in Street

3 What number is Kim's house?

4 What is the name of Kim's horse?

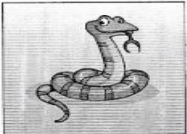
5 How old is Kim's horse?

Part 3

- 5 questions -

Listen and tick (✓) the box. There is one example.

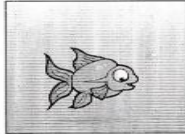
What animal has Alex got in his bedroom?



A



B



C

1 Which picture are May and Sam looking at?



A



B



C

2 What are Mrs Good's class doing this afternoon?



A



B



C

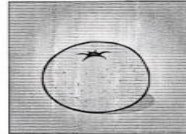
Pre A1 Starters

7

Pre A1 Starters - Listening

Pre A1 Starters - Listening

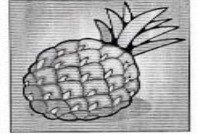
3 What is Mum's favourite fruit?



A



B



C

4 Which dog is Anna's?



A



B



C

5 What is Lucy wearing?



A



B



C

8

Cambridge Assessment English

Part 4
- 5 questions -

Listen and colour. There is one example.



Pre A1 Starters

Pre A1 Starters Listening

Cambridge Assessment
English

Centre Number

Candidate Number

Pre A1 Starters
Reading and Writing

There are 25 questions.
You have 20 minutes.
You will need a pen or pencil.

My name is:

Copyright © UCLES 2018

Pre A1 Starters

15

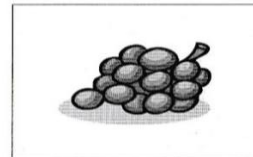
Pre A1 Starters Reading and Writing

Pre A1 Starters Reading and Writing

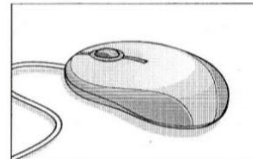
Part 1
- 5 questions -

Look and read. Put a tick (✓) or a cross (X) in the box.
There are two examples.

Examples



These are grapes.

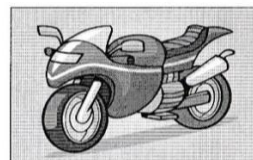


This is a house.



Questions

1

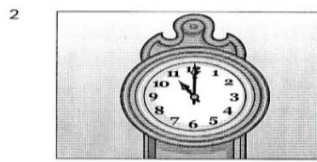


This is a helicopter.

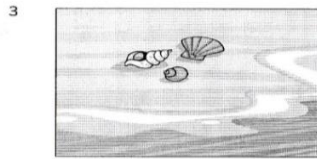


16

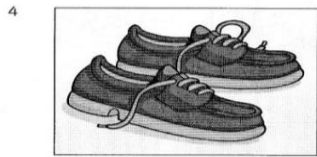
Cambridge Assessment English



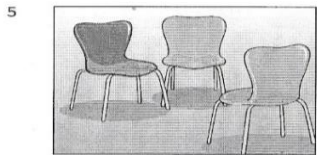
This is a clock.



These are shells.



This is a sock.



These are chairs.

Part 2
- 5 questions -

Look and read. Write **yes** or **no**.



Examples

There are two armchairs in the living room. **yes**
The big window is open. **no**

Questions

- 1 The man has got black hair and glasses.
- 2 There is a lamp on the bookcase.
- 3 Some of the children are singing.
- 4 The woman is holding some drinks.
- 5 The cat is sleeping under an armchair.

Part 3
- 5 questions -

Look at the pictures. Look at the letters. Write the words.

Example



s n a k e



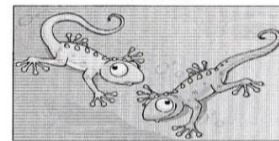
Questions



Part 4
- 5 questions -

Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

Lizards

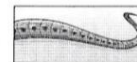


Lots of lizards are very small **animals** but some are really big.
Many lizards are green, grey or yellow. Some like eating (1) and some like eating fruit.
A lizard can run on its four (2) and it has a long (3) at the end of its body.
Many lizards live in (4) but, at the beach, you can find some lizards on the (5) Lizards love sleeping in the sun!

Example



animals



tail



balloon



trees



legs



spiders



teacher



sand

Part 5
- 5 questions -

Look at the pictures and read the questions. Write one-word answers.



Examples

Where are the people? in the Kitchen

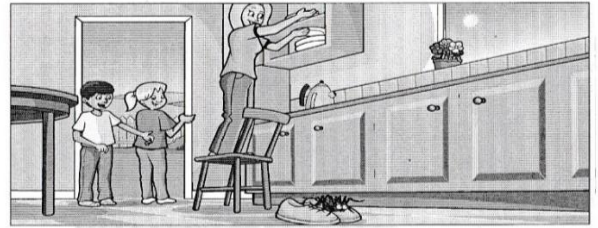
How many children are there? two

Questions

1 What are the children playing with? some toy spider

Pre A1 Starters Reading and Writing

Pre A1 Starters Reading and Writing



2 What is Mum standing on? a chair

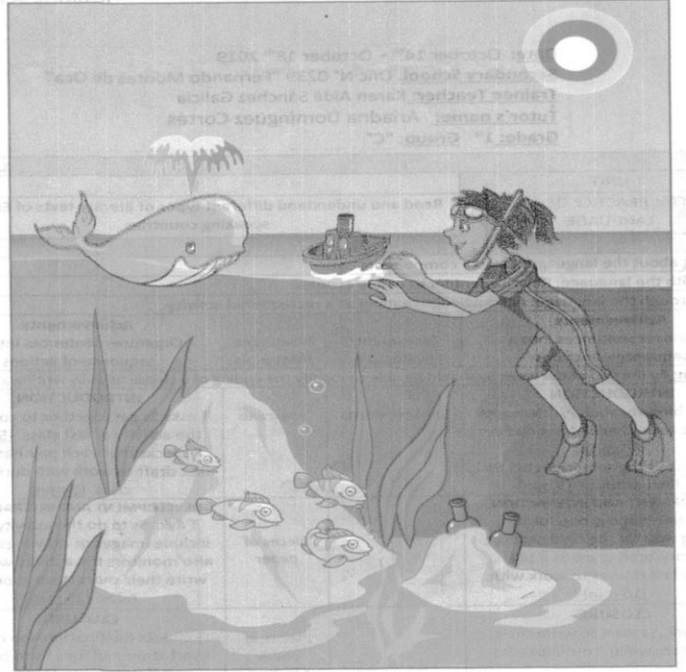
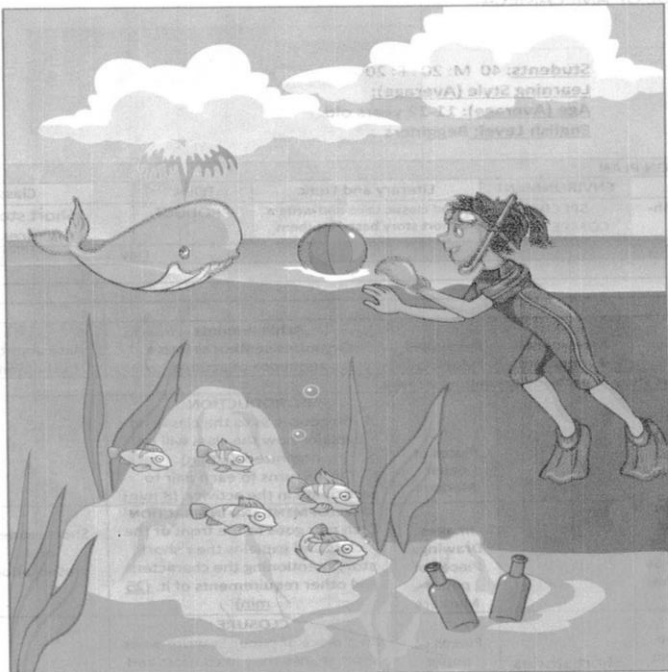
3 Where is the spider? on Mum's hand



4 Who is pointing? the children

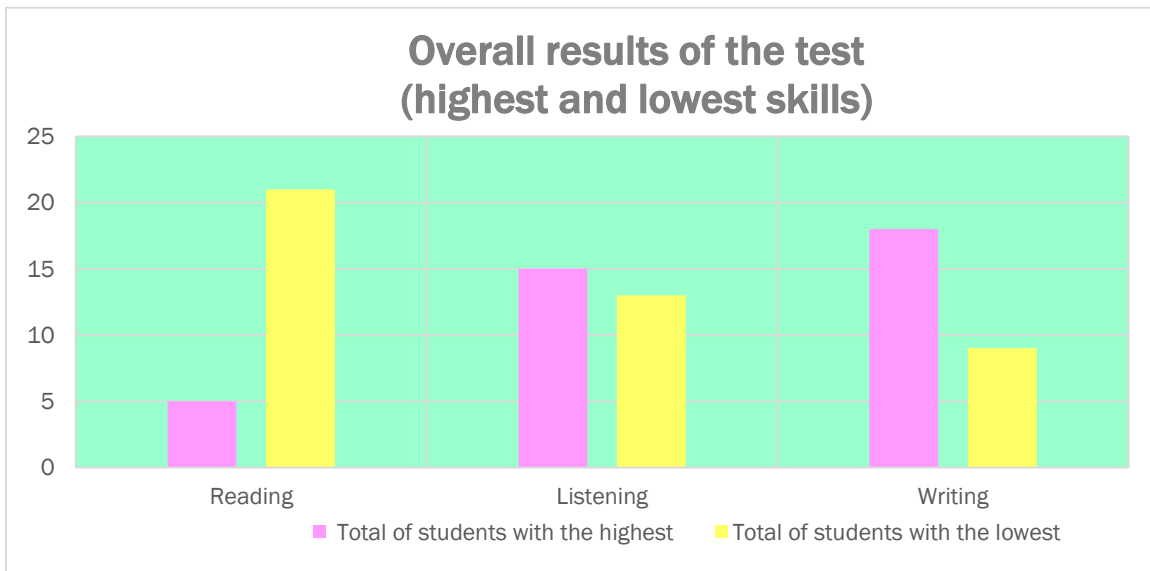
5 Where are the children? in the kitchen

Speaking sample section test

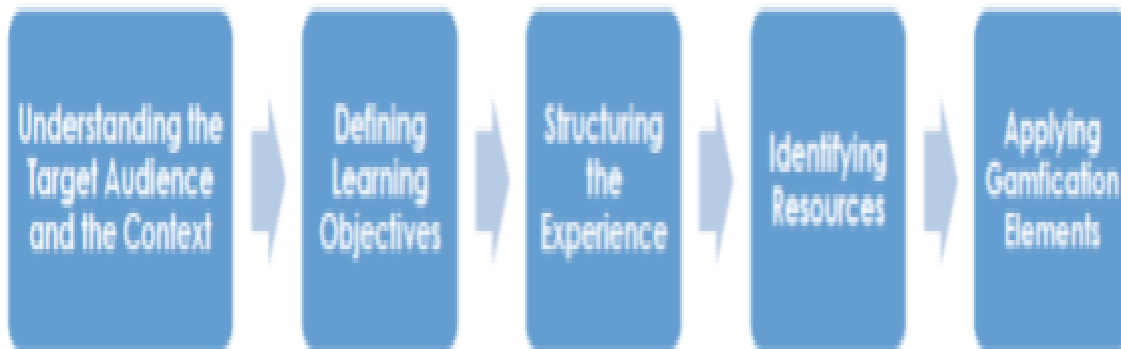


A1 MOVERS SPEAKING. Find the Differences

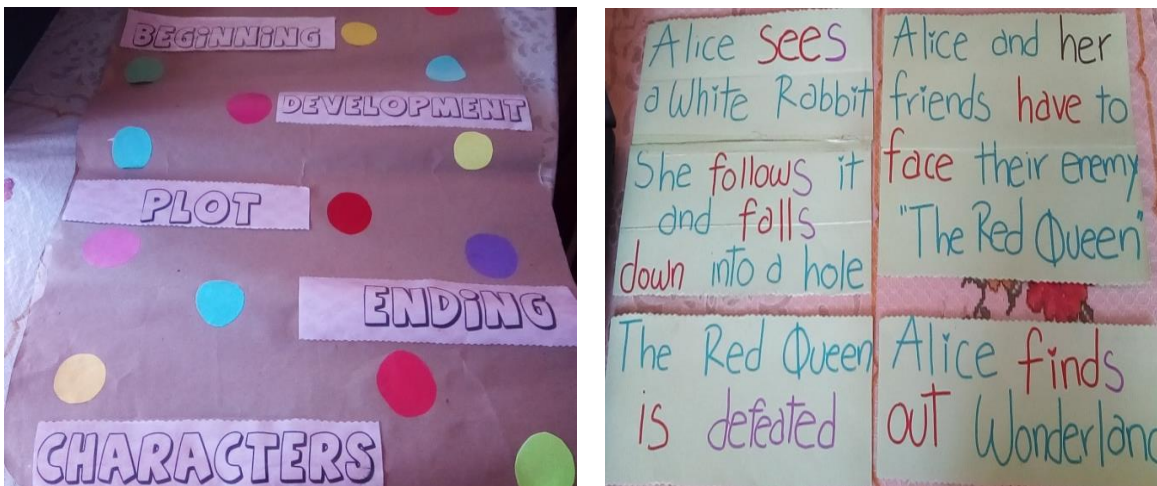
Appendix 6. Overall diagnostic English test results. Highest and lowest skills in 2nd “B” at “Fernando Montes de Oca” secondary school



Appendix 7. Educational gamification five step model, Huang and Soman (2013)



Appendix 8. Parts of the tale



Appendix 12. Grammar puzzle activity



Appendix 13. Puzzle making: Film genres



Appendix 14. Find someone who activity

Find Someone who			
Name	Feeling	Kind of film	Why
Manuel	Angry	Romantic comedy	Because is at love
Utlali	Happy	Musical	she likes music
Aylin	Sad	Romantic comedy	monoke cry
Dilan	Happy	Action movies	he likes action
Esmerald	In love	Romantic comedy	she likes love

1- Manuel feels angry when he watches a romantic comedy because it is at love
 2- Utlali feels happy when she watches a musical film because she likes music
 3- Aylin feels sad when she watches a romantic comedy because monoke cry
 4- Dilan feels happy when he watches action movies because he likes action
 5- Esmerald feels in love when she watches a romantic comedy because she likes love

OBSERVACIONES:

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MTRA. OLIVA MARIBEL PONCE MILLA



"2020. Año de Laura Méndez de Cuenca. Emblema de la Mujer Mexiquense".

ESCUELA NORMAL DE AMECAMECA

Asunto: Se autoriza el trabajo de Titulación para el Examen Profesional.

Amecameca, Méx., a 29 de Junio del 2020.

C. KAREN AIDÉ SÁNCHEZ GALICIA
PRESENTE

La Dirección de la Escuela Normal de Amecameca, a través del Área de Atención y Obtención de Grado, se permite comunicar a usted que ha sido autorizado el trabajo de titulación, con la opción **ENSAYO ANALITICO Y EXPLICATIVO** que presentó con el TEMA **"IMPLEMENTING DIFFERENT LUDIC ACTIVITIES TO ENHANCE FOREIGN LANGUAGE LEARNING"**, por lo que puede proceder a la realización de los trámites correspondientes a la sustentación de su Examen Profesional.

Lo que comunica para su conocimiento y fines consiguientes.

ÁREA DE ATENCIÓN Y OBTENCIÓN DE GRADO

MTRA. OLIVA MARIBEL PONCE MILLA

ATENTAMENTE



DIRECCIÓN ESCOLAR

MRO. ALEJANDRO RODRÍGUEZ CÁRDENAS

c.c.p. Expediente del pasante

