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FACULTAD DE CIENCIAS SOCIALES

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SYSTEM OF RECREATIONAL ACTIVITIES TO THE DEVELOPMENT OF SIGNIFICANT LEARNING IN PRESCHOOL STUDENTS OF "24 DE JUNIO" HIGH SCHOOL

por Armijos Cisneros Maylee Karolina Vargas Ordoñez Mireya Del Cisne

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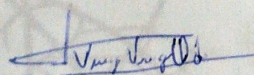
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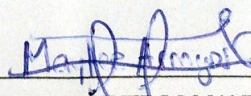
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DEDICATION

We dedicated our project to:

God, for give us life as a gift.

To our family, who has been our support and do not let us to give up.

To each person who has collaborate with this project.

And, why not? To dedicate this project to ourselves, for our effort and dedication. As thesis partners, we have supported each other and luckily, we can call each other friends.

ACKNOWLEDGEMENT

"Every effort has its compensation"

This is the phrase we have repeated ourselves during all this time, sometimes it seems that everything becomes more and more complicated, and we were about to quite in many occasions, but then we found relief in this phrase.

Today, we are close to achieve one of our goals, and we do not stop being grateful with all the people who has been our support, motivation and who have taught us values and knowledge that we have tried to take advantage to the maximum.

- To God

- To ours husbands, children, parents and other relatives, for being there and driving force in our lives.

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RESUMEN

El presente trabajo analiza la relación que existe entre la implementación de actividades lúdicas y el desarrollo del aprendizaje significativo del idioma inglés, con el uso de juegos y dinámicas acompañados de técnicas y estrategias, con el objetivo de la adquisición de vocabulario y mejora del aprendizaje de los estudiantes de pre escolar de la Escuela de educación básica "24 de Junio". Se utilizan métodos empíricos como la observación, entrevista semi-estructurada y pruebas pedagógicas pre test y post test. La investigación se desarrolla bajo un diseño experimental, paradigma cuantitativo de tipo pre-experimental, con una población y muestra de 20 estudiantes del nivel pre escolar.

El desarrollo del trabajo demuestra un valor significativo entre la implementación de un sistema de actividades lúdicas y el desarrollo de aprendizaje significativo en la enseñanza del idioma inglés. El análisis de datos se realiza mediante estadística descriptiva comparativa, y comprobación de hipótesis con la técnica del chi cuadrado. Finalmente, los resultados demuestran un incremento en el aprendizaje significativo del vocabulario por parte de los estudiantes gracias a la implementación de un sistema de actividades lúdicas y dinámicas.

Palabras claves: lúdica, dinámica, técnicas, estrategias, aprendizaje significativo.

ABSTRACT

The following research analyze the relationship between the implementation of ludic activities and the development of English significant learning through the use of games and dynamics applied with techniques and strategies with the objective of acquire vocabulary and improve the learning process in pre-school students at "24 de Junio" school. This project uses empiric methods such as observation, a semi-structured interview and pedagogical tests: pre-test and post-test. The study is based on a quantitative paradigm, in a pre-experimental research experiment design. This is applied field research, from a proactive nature with a population of 20 students from pre-school level.

The development of the research shows a significant value in the relationship between the system of ludic activities and the development of significant learning in English language teaching. The data analysis uses descriptive statistics and chi cuadrado method for the hypothesis testing. Finally, the results shows an increase in the development of meaningful learning about vocabulary in students as a result of the application of the system of ludic activities.

Keywords: ludic activities, games, dynamic, techniques, strategies, significant learning

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INTRODUCTION

Learning English is convenient in any part of the world because it facilitates employment, social, political, and economic opportunities between nations. This contributes to a globalized world by viable communication between people, which allows the development of English abilities.

At an individual/micro level, English proficiency has proven to bring better opportunities. For people in emerging economies such as China, Russia, Brazil, and Mexico, where English is not the official language, good English has proven to be a critical tool, which helps tap into new opportunities for business and academic development (Hernandez & Rojas, 2018, p.16).

For this reason, learning English is considered a training process and an important subject for people's professional, personal, and academic development.

Normally, students feel discouraged when they listen to people speaking in English, this is caused because the time they spend learning English is not enough, besides teachers who do not teach appropriately. In addition, there are other aspects such as the methods and students from rural areas that do not allow the suitable development of the English learning process. (Nishanthi, 2018)

As described above, even though the majority of people immersed in the professional world are fully aware of the importance of learning a second language, they do not feel encouraged to get involved in the English teaching-learning process. The author states that

in every level of education, non-conformities are presented in the learning process, and as a result, students demonstrate a lack of knowledge.

Consequently, English learning deficiencies appear in the first years of primary school because learners do not acquire the knowledge since they start studying English. so they do not assimilate previous knowledge. One of the reasons could be learners' learning gaps in previous grades, and the lack of trained teachers to teach the target language effectively.

As a result, language learners do not assimilate grammar concepts and vocabulary successfully. Communication abilities are naturally developed through social interaction. (Torres, M, 2017) Concerning young children, they should interact with the language from an early age to obtain more promising and meaningful learning outcomes.

In addition, teaching English to young children is not just overwhelming for them with concepts and grammatical rules, but teaching English is about encouraging them in the language by making use of their reality and context. That is to say, using their background knowledge, for example, using games, songs, and applications may help them become more familiar with the target language.

Hence, if children are immersed in an appropriate context, where they learn the second language through games, songs, and recreational activities. As result, they may repeat codes and signals that they experience in the classroom and unconsciously conduct the learning process."The development of language acquisition of all children occurs gradually through interaction with people and environment, and naturally, the young learners are keen,

enthusiastic, uninhibited and can be easily motivated through their interaction among the environment" (Cameron, 2001, as mentioned by Nufus, 2018, p.6).

Young learners acquire knowledge more easily at an early age than other learners do at a later time. Consequently, teaching English is significant at preschool to second language development.

There is great deal of responsibility on national governments as the education systems should provide their students with the opportunity not only to learn the language, but to learn through the language. In other words, education systems should provide students with quality English teaching that enables them to communicate both written and orally. Furthermore, the learning should be meaningful in such a way that students are not only able to communicate but to learn, think, analyse, and create knowledge using English (Hernandez & Rojas, 2018, p.18).

However, there are disadvantages in the Ecuadorian educational system, specifically, in the preschool grades of the "24 de Junio" Basic Education School. As a result, it is evident that:

- Teachers develop their classes only using the mother tongue (L1).

- Students do not retain the knowledge they have learned.

- The resources are not adapted to the needs of the students.

- Students do not relate the target language to their background knowledge.

Considering the observations made, the scientific problem suggested would be: How to develop significant learning of the English language for preschool students "24 de Junio" School?

The above question is determined by the following factors:

● Scarce use of playful and dynamic activities that motivate the student.

● The teacher does not use the foreign language (L2) during class.

● Lack of strategies, games, songs, dynamic activities in the English Foreign Language classrooms.

As a result, **the purpose of the research** is the teaching-learning process of the English language in kindergarten.

The **overall objective** is as follows: To develop a system of recreational activities to develop significant learning of the English language in preschool students of the "24 de Junio" high school.

The area of research is constituted by the Ludic as a teaching method.

The **specific objectives** are the following:

- To support theoretically the use of a system of recreational activities in the process of teaching and learning English with the development of significant learning.

- To diagnose the current state of the use of recreational activities in the process of teaching and learning English about the development of significant learning in preschool students.

- To elaborate a system of recreational activities to develop significant learning of the English language in preschool students at "24 de Junio" high school.

- To apply the system of recreational activities to develop significant learning of the English language in preschool students at "24 de Junio" high school.

- To evaluate the effectiveness of the system of recreational activities to develop significant learning of the English language in preschool students at "24 de Junio" high school.

Based on the importance of dynamic activities for kindergarten students, the hypothesis would be whether a system of recreational activities is implemented in the classroom, as a result, learners will be able to develop significant learning in the teaching-learning process of the English language.

The relationships between two variables are studied regarding this hypothesis:

The **independent variable is** the system of recreational activities.

The **dependent variable** is the development of significant learning.

The study is based on a quantitative paradigm, in a pre-experimental research experiment design. This is applied field research, from a proactive nature. The present research aims to modify an inherent difficulty in the process of English language teaching and learning at a kindergarten level by promoting prompt actions to achieve learning aims.

Both theoretical and empirical methods were used in the development of the research process. The theoretical methods used were: the historical-logical, the systemic, and the analytical-synthetic. The empirical methods used were observations, semi-structured interview, and a pedagogical test. The analysis and processing data were developed using descriptive and inferential statistics, with the chi-square test.

The research lies in the importance of the youngest children to become more aware of the foreign language so that they can assimilate and relate the English knowledge through recreational activities. These activities do not only allow them to learn but also to appropriate the knowledge and feel way more motivated.

The research contribution is a system of recreational activities to develop significant learning of the English language in preschool students. This contribution acquires relevance because it permits the inclusion of compelling classroom activities to facilitate student significant learning.

The thesis comprises an introduction, three chapters, conclusions, recommendations, bibliography, and annexes. The first chapter is the theoretical framework, which includes the historical evolution and theoretical foundation of the importance of significant learning in the teaching-learning process. Furthermore, the conceptualization and contextualization of the activities concerning the relation of English knowledge in the pre-school children at "24 de Junio" high school.

The second chapter includes the methodology applied to the research with the paradigm, techniques, and strategies used in terms of the analysis of the variables raised. The third chapter includes a pedagogical proposal that describes the system of recreational activities based on theoretical foundations and the description of the content through the elaboration of the activities.

Finally, the data analysis, results, conclusions, and recommendations focus on the problem established. The bibliography is supported by the contributions of other authors and concludes with annexes that provide evidence during the implementation of this research.

CHAPTER I

LITERATURE REVIEW

The following chapter shows the use of recreational activities in the English teaching-learning process applied to preschool students for the development of significant learning, this from a theoretical perspective. Also, this chapter includes the historical description, theory, and contemporary diagnosis of the English teaching process at the preschool level at "24 de Junio" school.

1.1 Historical review

This section studies closely the occurrences about how the English teaching process has developed in preschool children and how recreational activities have been implemented in the teaching-learning process through historic evolution. This part mentions real events which have been exposed with arguments and bibliographic foundations over the years.

1.1.1 Historical background about English teaching in preschool education

Despite the fact, that does not exist the exact date of the advent of the English language, based on the words of (Durkin, 2017, as mentioned by Peña, 2019) *«el idioma actual fue forjado por distintas etapas: fue originado cuando tres tribus germánicas llegaron a las islas Británicas alrededor del año 500 a. C»* (p.21). The same author provides us with information about the origins of English, according to Peña, (2019) Alfredo "El Grande" and the Anglo Saxon king, in the VII century, cooperation for English language will be recognised, in the educational field primarily.

In its early years, the English language has become important worldwide, especially in Europe for the XVII century, where English is included in the curriculum for the first time. Peña, (2019) in her research states that learners were forced to study grammar and rhetoric by the use of textbooks. During this period, traditional methods were used for the teaching of foreign languages.

The next stage continues a few centuries later with the beginning of the modern age, target language extends from British islands throughout the world, and the English education evolved too. At the end of century XIX and the beginning of XX, English was recognized as a global language (Peña, 2019).

In this process, teaching methods were changing, according to Fernández, (2011) *«Durante siglo y medio los estudios de inglés se realizaron utilizando diferentes métodos que representan tendencias culturales y pedagógicas distintas»*

The last stage in historical evolution is developed with the settlement of the language in Latin American countries, after that, it is considered important to introduce English teaching at younger ages in order to take advantage of learning results in the students.

The first years of life are the best time to learn English, children are like sponges, they learn and assimilate everything around them; kids imitate sounds, they do not feel embarrassed, and are open to changes. Therefore, by just applying imitation, they are capable of appropriating the knowledge of a second language in an easy way. (Lightbown, 2004, as quoted by Álvarez, 2015)

The process of English teaching in preschool experienced difficulties related to educational policy issues; however, there are many countries that have given priority to include the English subject in the teaching process with younger learners.

According to a research conducted by Mourão, et al. (2017), España and Mexico were the first countries to develop programs to include English teaching in preschool. First, Spain implemented a pilot test in 1996 and then included the foreign language in its national program in 2006. On the other hand, Mexico expanded its curriculum design in 2009 with the purpose of applying the English language in public education for young learners.

The process of implementing English in the educational process evolved and also did the English teaching methodology and strategies with the creation of different educational methods that have been adapting to the necessities of the learning process.

At the beginning of English education, the translation method was the most used, in fact, it was believed that it was the most effective method. However, its methodology consisted of memorization of grammar. (Peña, 2019) The translation method was considered the most suitable one for a long time, because it relates to both languages at the moment of translating information, but in reality, it does not get meaningful learning.

Since ancient times, the idea of using *Ludic* strategies in classes had been analyzed, in order for students to put into practice what they had just learned. According to a research of Bernal, (2015) in those years (384 a.C. - 322 a.C.) Whenever the philosophers Platón and Aristóteles lived, it was already taken into account the fact of involving games as a strategy for children obtaining significant knowledge through the handling of objects.

Historically, *Ludic* activities have been considered as a useful strategy to introduce English knowledge and motivate students in the teaching process. The use of recreational activities reached prominence over the years, according to Soto (2013) since the seventh decade, language teaching started taking priority over communicative abilities, for then, recreational activities also became more important.

Currently, the use of recreational activities in the teaching process is controversial, according to Guevara, (2017) in the XXI century the implementation of *Ludic* in English language teaching for obtaining meaningful learning started to have difficulties due to teachers do not take interest in the process also they do not apply *Ludic* activities to the creation of suitable environments which are useful for the development of satisfactory emotions that encourage students learning more about the language.

1.2 Conceptual and referential background

Taking into account the English language background in the process of teaching, it can be summarized that the methodologies any teacher uses are traditional, as a result, this research has the main objective to apply a different methodology aimed at young learners with the use of a system of recreational activities. Moreover, this section describes the purpose of this research in the English teaching-learning process with preschoolers, in conjunction with the *Ludic* activities as the area of research.

1.2.1 Conceptual background of recreational activities in the English teaching-learning process at preschool.

Normally, the meaning of *Ludic* is the necessity of human beings to express pleasant emotions which are related to fun and entertainment. This allows them to enjoy their daily actions while they express themselves, have fun and relate with the environment around them. (Omeñaca y Ruiz, 2005, quoted by Paredes, 2020)

In addition, the concept of *Ludic* is associated with games. These are natural activities among human beings. Similarly, the concept of *Ludic* and games are connected when they get involved in people's understanding of concepts at the same time allowing the improvement of abilities.

A research conducted by Dominguez (2015) states that in the formation and maturing process of human beings, games are considered indispensable for the full development of basic functions such as communication, relationship, and cognition**.** This brings out emotions to improve and generate the motivation for people to reach their highest potential.

Within the educational context, *Ludic* activities are implemented as a teaching method that produces dynamism and a suitable environment in the classroom, in the same way, *Ludic* activities allow the teacher to generate motivation in the students and obtain more significant learning results. In statements by Arévalo, (2006) meaningful learning consists in implicating the previous knowledge with the new one, in this way new knowledge structures are created inside the person; this process is useful for learners appropriate new content and they do not easily forget.

Furthermore, significant learning focuses on ending the memorization of information, as well as encouraging students to appropriate and connect the knowledge in order to be useful in the future. Also, *Ludic* activities generate teaching methods and didactic strategies that contribute to the students' motivation. A research by Torres, L. (2019) expresses playful activities are more significant in the teaching process when they are connected with *Ludic,* this contributes as an objective to strengthen human growth in different fields either mental or physical so it is successful more active participation.

At the time recreational activities work as a teaching method, they reach broader objectives than the development of games and fun; they fulfill aspects like motivation, confidence, acquisition of knowledge, and better results in school performance due to activities disguised with games.

According to Pomare & Steele (2018) recreational activities offer many advantages for students, besides attracting and encouraging them to learn, also allow them to develop their highest potential, not just mental but also physical. Learners are capable of knowing themselves in an internal or external way, domain their balance, and controlling different partial and global aspects

1.2.2. Pedagogical characterization of the use of recreational activities in the process of the teaching and learning of the English language in preschool.

In English pedagogy, it is important to take into account the principles and regulations with the use of *Ludic* activities in the teaching process. *Ludic* activities are not just games or dynamics that can be applied randomly, they require a pedagogical application, in order to develop significant student learning.

When *ludic* activities are implemented in the classroom, they are used as a strategic tool for the teacher. Due to the learning environment, learners experience and develop abilities that motivate them to learn more and improve social relationships in all kinds of aspects. (Pomare &Steele, 2018)

According to (Céspedes, 2009 quoted by Castellar et al., 2015) the types of *Ludic* activities applied in preschoolers are:

- Exploratory games: to facilitate the discovery of knowledge through experience.
- Vigorous games: these activities ease the corporal movements of the kid to balance the physical energy.
- Ability games: to enable the development of abilities through the senses of touch and sight.
- Social games: to help the social interaction of the children.
- Imagination games: to get involved in the creativity, and enable kids to imagine, create, and invent things.
- Ingenuity game: these are activities that promote the search for solutions.

According to Céspedes, 2009, as mentioned by Castellar et al., (2015), *Ludic* activities as strategies allow the interrelationship between teachers and students in the educational process, moreover, they are associated with regulations, values, and comprehension that develop student's functional cognitive abilities in the motor and social field. In addition, recreational activities favor the empathy between instructor and learners by preparing the pedagogical knowledge based on the abilities and characteristics of young learners.

Based on (Piaget, 1973, quoted by Díaz, 2016) the importance of *Ludic* activities is discovered through the developmental stages in children, as far as they are in preschool, where kids recognize reality by gaining experience and working with different objects, textures and activities that contribute the kids learning from the environment.

In English teaching, the process has to be dynamic and generate motivation in the students to develop meaningful and practical knowledge, so that they are able to put it into their daily practice. According to Kazarián (2017), within the application of recreational activities, it is generated by the production of skills of the foreign language, moreover, it promotes the interaction in the teaching-learning process.

The application of *Ludic* activities in the English teaching process to preschoolers is based on the use of games that allow the implication of new knowledge with prior knowledge. The classes should start with dynamic activities, which engage students in learning by playing, singing and other activities that allow them to get used to the language, as well as adding new words to their own vocabulary in order to develop meaningful learning.

1.3.1 Contextual characteristics of the English teaching and learning in preschool education in Latin America and Ecuador.

According to what is known about the level of English, it is located in low positions on a global scale, this is because the majority of students should finish their studies with a B2 level, but they only obtain A1 or A2.

Based on a research by Peña, (2019), changes started to be noticed in Latin America thanks to the Dakar convention in 2000, with the implementation of education for all the people, moreover, it was about the inclusion of English as a foreign language in educational

curricula. With the continual advances, students must domain a good English level, due to its current importance, and at the same time, they have to develop their skills, interact, and be competent in a globalized world.

As it was known, a few years ago, the English language as a school subject was not included in the curriculum, besides the shortfall of teachers and resources, among other factors that have delayed the English teaching-learning process, and consequently, students' learning results are currently not convenient enough.

In the same research by Peña, (2019), Ecuador, as a member interested in Dakar's convention, proposes the idea of building a system that searches for the improvement of English language teaching as a foreign language. The system provides a principal characteristic, inclusion. All students have the same opportunities to learn and take advantage of English learning.

Nowadays, English teaching has been incorporated into the Ecuadorian curriculum as a foreign language, as it is not the mother tongue of the country, but its knowledge is considered useful and important for the development of students.

Despite the adjustment in the Ecuadorian system, the foreign language subject is not implemented for young learners, that is to say, children from 3 to 5 years old. According to the Ministry of Education, since 2016 English subject matter is mandatory from second grade to third baccalaureate in every public and private school.

In contrast to preschool education, where English teaching is not required by the Ministry of Education, it is not included in the curriculum. Based on a research by Mourão,

et al. (2017) it is stated that most public institutions do not achieve with more than one hour at a week, however, private schools duplicate their English schedule at the week, In addition, there is the difference of ages between the public and private sector, where private schools include students aged from 3 to 5, and even younger.

In Ecuador, preschoolers, who study in public schools, do not receive foreign language education until second grade. This situation generates an imbalance in the educational system and does not allow for balanced improvements.

In addition, recreational activities are not only used for motivation, but also for significant learning into the English language learning; in spite of the fact that *Ludic* activities are the most accurate way for preschoolers to gain knowledge ownership.

Nevertheless, even though there are various educational tools, resources, and strategies, most English teachers in Ecuador do not use them and they keep applying traditional methods. In effect, it is not advisable to overwhelm students with grammar rules, but students get involved in the correct learning environments where they are able to assimilate knowledge through the use of recreational activities.

The problematic situation is located in preschool students aged three to five from "24 de Junio" School. It is located in Jambelí, Machala, and provides education from pre-school to the seventh course. There are 15 teachers, two people in the administrative area, and 350 students.

The problem is developed by the difficulties in the English level of students and the lack of recreational activities in classes, consequently, students do not develop meaningful learning that will be useful not only in class but in personal and professional fields.

Therefore, this investigation focuses on the improvement of significant learning through the implementation of recreational activities for preschool students from the "24 de Junio" high school, who represent the population of this research.

1.3.2 Diagnosis of the current state of English significant knowledge of preschool students from "24 de Junio" School.

This section presents the results of the initial diagnosis about the development of English significant knowledge of preschool students from "24 de Junio" school. The researchers use three instruments for the data collection, there was an observation guide (ANNEX 1), pedagogical tests (ANNEX 2 and 6), and a semi-structured interview applied to the teacher (ANNEX 3).

Analysis results

Collection plan and process of results

Observation guide

We made the class observations as the first instrument applied in the classroom. Therefore, the problem features are identified as follows:

- Lack of knowledge of English vocabulary in students.
- The methodology applied for the teacher is game-work.

- Scarce use of recreational activities adapted to the English language.

- Lack of activities that allow students to apply the content in different situations

- Students display favorable emotional reactions when they study English.

Analysis of initial pedagogical test

The pedagogical test aimed to assess twenty students' English proficiency level at "24 de Junio" elementary school.

The dimension indicators enabled us to elaborate the data analysis. Then we obtained their averages. Finally, the overall test analysis showed us the implementation results.

Dimension 1: conceptual significance: establish the relationship between new English vocabulary and Spanish vocabulary in the mother tongue.

Indicator 1: Recognition of new vocabulary (2 points)

Good (2 mark)	Acceptable (1 mark)	Unsatisfactory (none)	TOTAL
6	5	9	20

According to the results, 9 out of 20 students (45%) show an unsatisfactory level of recognition of new vocabulary.

Indicator 2: Compare the new with previous vocabulary knowledge (2 points).

Good (2 marks)	Acceptable (1 mark)	Unsatisfactory (none)	TOTAL

4	3	13	20

The results show that 13 students (65%) present an unsatisfactory level between the new and previous knowledge.

Indicator 3: Use of the new vocabulary (2 points)

Good (2 marks)	Acceptable (1 mark)	Unsatisfactory (none)	TOTAL
5	4	11	20

According to the results, 55%, 11 students qualify with an unsatisfactory level related to the application of new vocabulary.

Dimension 2: experiential significance: application of vocabulary in different contexts.

Indicator 1: Connect the new vocabulary with pictures, sounds, and objects from the environment (2 points)

Good (2 marks)	Acceptable (1 mark)	Unsatisfactory (none)	TOTAL
6	4	10	20

In accordance with the data, 10 students (50%) show an unsatisfactory level to link the new vocabulary with objects, pictures, and sounds that surround them.

Indicator 2: Apply the new vocabulary words in different contexts (1 point)

Good (1 mark)	Acceptable (0,5	Unsatisfactory	TOTAL

	marks)	(none)	
3	6	11	**20**

The results show that 55% of 11 students qualify for an unsatisfactory level of applying the new vocabulary in daily situations.

Dimension 3: emotional significance: Relationship between new contents and emotional-motivational and attitudinal aspects.

Indicator 1: Express with a gesture or glances the assimilation of new English content (1 point)

Good (1 mark)	Acceptable (0,5 marks)	Unsatisfactory (none)	TOTAL
6	9	5	**20**

According to the above results, nine students (45%) have an acceptable level of expressing with gestures or looks to the assimilation of new English content.

Results of average of dimensions

Dimension 1: conceptual significance. (6 marks)

Indicator 1: 2+2+2+2+2+2+1+1+1+1+1+0+0+0+0+0+0+0+0+0 = 17 /20 = **0.85**

Indicator 2: 2+2+2+2+1+1+1+0+0+0+0+0+0+0+0+0+0+0+0+0 = 11 /20 = **0.55**

Indicator 3: 2+2+2+2+2+1+1+1+1+0+0+0+0+0+0+0+0+0+0+0 = 14 / 20 = **0.70**

Average of indicators: 0.85 + 0.55 + 0.70 = **2,10**

DIMENSION 1	Good (6-5)	Acceptable (4-3)	Unsatisfactory (< 3)

			2,10

Following the results, the general average of students present an unsatisfactory level in the first dimension. Similarly, they show difficulties when recognizing, applying and relating the new English vocabulary with their previous knowledge.

Dimension 2: experiential significance (3 points)

Indicator 1: 2+2+2+2+2+2+1+1+1+1+0+0+0+0+0+0+0+0+0+0 = 16 /20 = **0.80**

Indicator 2: 1+1+1+0.5+0.5+0.5+0.5+0.5+0.5+0+0+0+0+0+0+0+0+0+0 = **0.30**

Indicator averages: 0.80+0.30 = **1,10**

DIMENSION 2	**Good (3)**	**Acceptable (2)**	**Unsatisfactory (1 o < 1)**
		1,10	

 Aligned with results, preschool students have an acceptable level in the second dimension, which means that they will eventually apply the vocabulary in different contexts.

Dimension 3: emotional significance

Indicator 1: 1+1+1+1+1+1+0.5+0.5+0.5+0,5+0,5+0,5+0,5+0,5+0,5+0+0+0+0+0 = 10 /20 = **1**

Average: **1**

DIMENSION 3	Good (1)	Acceptable (0.5)	Unsatisfactory (0)
		0.55	

In accordance with the results, students show an acceptable level in the third dimension, consequently they react in a favorable manner to the new English content.

DIMENSION 1	Good (6-5)	Acceptable (4-3)	Unsatisfactory (<3)	
Conceptual significance			2,10	
DIMENSION 2	Good (3)	Acceptable (2)	Unsatisfactory (1)	
Experiential significance			1.10	
DIMENSION 3	Good (1)	Acceptable (0.5)	Unsatisfactory (0)	
Emotional significance		0.55		
INDICATORS	Very good (10-9)	Good (8-7)	Acceptable (6-5)	Unsatisfactory(< 4)
PRE TEST RESULTS				3.75

Tabla 1 Pre-test results

After the pedagogical test, we analyzed data in the above table, the results display that preschool students at"24 de Junio" school present an unsatisfactory level with a score of 3.75 over 10 regarding to the development of significant English knowledge.

Analysis of the semi-structured interview

The last instrument applied was the semi-structured interview with the teacher of the preschool level. The interview objective was to recognize the school educators' insights into the teaching-learning process. Thereafter, we elaborate the following analysis.

In the first unit of analysis: conceptual significance, the teacher states that due to online education, students have had difficulties adapting to the school routines. Nowadays, with the return of students, the teacher has been applying the appropriate strategies to equalize their knowledge.

Therefore, she mentioned that English vocabulary in students is not as representative as it is expected for delayed adaptation of students, English language has been taught recently in the second quimester. Moreover, English teaching is considered as an induction but not mandatory in this school level. Miss Lorena taught English vocabulary voluntarily because she considered that is important for students to relate with the target language at an early age.

Regarding the second unit of analysis: experiential significance, school educator claimed that the teaching strategies applied are contextualized with the environment, but the first goal still is to help level students to obtain good progress.

Similarly, from teacher's experience, she mentioned that teaching English at an early age is the most effective way for children to have a better understanding of new vocabulary and learn both languages simultaneously consequently, they are able to acquire the knowledge more accurately.

Lastly, with respect to the emotional significance, the teacher has noticed that students are effectively encouraged and enjoy the process of learning English vocabulary through games, oral expositions, or repetitions.

After the analysis data, the results showed that students are struggling with the development of significant knowledge, essentially, when it comes to linking the new contents with the background knowledge. Also, children's problem is a lack of vocabulary development.

The methodology used by the teacher is the most appropriate for preschoolers. Also, the encouragement and favorable reactions in front of the English teaching are evident, however, there is   the necessity of applying more recreational activities but adapted to the target language students will be able to relate and apply the new content. Additionally, they can use it in different contexts of their daily lives. All of the mentioned above justifies the present investigation.

CHAPTER II

METHODOLOGICAL FRAMEWORK

This chapter contains the methodology applied in this research, with the quantitative paradigm, techniques, and strategies used to align with the objectives established to obtain the solution to the problem of this research.

2.1 Paradigm and type of research

The study is carried out from the quantitative research to seek a study to overcome the difficulties shown in the English teaching-learning process at the preschool level. Consequently, it will guide us to follow up on the required steps to upgrade the project goals.

According to Alan and Cortez (2017) *«la investigación cuantitativa es una forma estructurada de recopilar y analizar datos obtenidos de distintas fuentes, lo que implica el uso de herramientas informáticas, estadísticas, y matemáticas para obtener resultados»* (p.69). Therefore, the purpose of quantitative research is to quantify the problem through the use of instruments and obtained data. Consequently, this permits us to know the extent of the problem and obtain more convincing results.

2.2 Research design

This research uses a pre-experimental design, implementing a pedagogical test. Based in Condo and Pazmiño, (2015*) «el diseño de un experimento es entonces la secuencia completa de pasos previstos de antemano para asegurar la obtención de datos apropiados que permitan un análisis objetivo que conduzca a deducciones válidas con respecto al*

problema en estudio» (p.32). This means that the researcher has to convey an overall knowledge of the problem and goals that the project deals with.

2.3 Population

The population comprises 20 students at "24 de Junio" school.

2.4 Research methods

We chose the theoretical and empirical methods in this project. They are considered as the most appropriate methods for conducting a rigorous and logical research process. In addition, they will help us correctly interpret the results obtained from this research.

2.4.2 Theoretical methods

These methods allow us to systematize the scientific data logically based on the research process.

The theoretical methods selected are the historical-logical, systemic and the analytical-synthetic methods.

- **Historical-logical method**

Historical means the study of the object during its trajectory over the years, with its social, economic, and political conditions in different periods of time. The logical part interprets the historical part of the phenomenon and infers its conclusions. *«La combinación de lo histórico con lo lógico no es una repetición de la historia en todos sus detalles, sino que reproduce solo su esencia »* (Rodriguez y Perez, 2017, p.185).

With the application of this method, it is possible to obtain an accurate analysis of the context and history around the problem. Moreover, this research analyzes the variables' progress over the years. Finally, the study and verification of these variables through the research process.

- **Systemic method**

The systemic method is applied for the analysis of behaviour of variables. «*La aplicación del método sistémico se genera con la finalidad de desarrollar una construcción de conocimientos en base al conjunto de procesos y sistemas que se desencadenan durante su aplicación*» (García, Soler y Latorre, 2018). The use of this method permits an integrating vision, due to the observation of variables as a whole systematically.

- **Analytic-synthetic method**

This method aims to process, analyze and separate the information to relate it later to the object of study. Similarly, it synthesizes the information to find the solution to the scientific problem.

The analytic-synthetic method enable researchers to conduct a cognitive process to separate the reality and improve its comprehension and accuracy. Equally, this method allows us to gather the principal elements to analyze the dynamics and features of the observed phenomenon. That is to say, the analysis is disintegration and the synthesis is integration.

2.4.2 Empirical methods

The following methods enable us to collect information directly and test the hypothesis already stated. These methods are: observation, semi-structured interview, and a pre-test and post-test.

- **Observation**

With the application of this method, it is possible to collect information directly by the researchers. Also, observe and make notes for then analyze them. Bernal (2010) as mentioned by Cerón, Perea y Figueroa, (2020) «*La observación permite conocer, de forma efectiva, el objeto de estudio para luego describir y analizar situaciones sobre la realidad estudiada*» (p.10).

- **Semi-structured interview**

The interview is helpful in directly knowing the stated problem's essential aspects. We administered this semi-structured interview to the teacher. Indeed, it has a degree of flexibility to be adapted to the interviewer.

- **Pedagogical test**

This test diagnoses the state of knowledge of the population. The obtained results enable us to organize the data precisely and find solutions to this research problem.

2.5 Techniques for data processing

The next step is data collection which regards the application of content analysis.

2.5.1 Content analysis

The application of this technique collects the results and interprets them. Content analysis is considered as indirect because it consists of analyzing the social reality through observation and the documents that had been created thereafter. This is a technique that combines observation and documentary analysis.

After analyzing, the next step is the explanation of the results of the data collection used in this research.

2.6 Working with the units of analysis of the research.

The unit analysis process is highly important to this research work as the fact its units are used to elaborate the instruments that contribute to the data collection. According to Picón y Melian (2014) *«las unidades de análisis de investigación se definen como una estructura categórica a partir de la cual podemos responder a las preguntas formuladas a un problema práctico así como a las preguntas de investigación»*. In this way, the empirical and theoretical parts are joined together and associated with the problem in order to draw inferences.

2.7 Working with the units of analysis: significant knowledge.

Units of analysis	Categories	Indicators
Significant knowledge of the English language	To express feelings and emotions using the English language. To associate the language with objects that can be categorized by color, weight, and size.	● Comprehension of simple English words and expressions ● Linking the English content with pictures, sounds, games, and movements that are around the student.

				● Settle the English language with the mother tongue's previous knowledge.
	To develop vocabulary in different real-life contexts.			

Tabla 2 Units of analysis

Source: Own elaboration

2.8 Representation of categories in the instruments.

Categories	Observation	Semi-structured interview	Pedagogical test	Analysis
To express feelings and emotions using the English language.	Categorie 1/Unyt of analysis 1			**VERY GOOD:** students are able to easily express their feelings using the English language. **ACCEPTABLE:** students are able to express their feelings using the English language. **UNSATISFACTORY:** students are not able to express their feelings using the English language. .
To associate the language with objects that can be categorized by color, weight, and size..	Categorie 2/Unit of analysis 2			**VERY GOOD:** students are able to easily connect the English vocabulary in their environment. **ACCEPTABLE:** students are able to connect the English vocabulary in their environment. **UNSATISFACTORY:** students are not able to connect the English vocabulary in their environment.

To develop vocabulary in different real-life contexts.	Categorie 3/Unit of analysis 3	**VERY GOOD:** students are able to easily put into practice the English vocabulary in daily-life situations. **ACCEPTABLE:** students are able to put into practice the English vocabulary in daily-life situations. **UNSATISFACTORY:** students are not able to put into practice the English vocabulary in daily-life situations

Tabla 3 Representation of the categories

Source: own elaboration

To conclude, this chapter ends with the aspects of methodology such as methods, techniques, and selection of data process. After that, instruments are applied for the recollection and data analysis; those processes help the researchers to elaborate the pedagogical proposal where it is included the system of recreational activities which is adapted to the level of knowledge of the population.

CHAPTER III

INTERVENTION PROPOSAL

The next chapter describes the proposal that the researchers provide to the educational community, which is based on a system of recreational activities for the development of significant English knowledge in preschoolers.

3.1 Theoretical foundation of the recreational activities for the development of significant learning.

The following research aims to develop a system of recreational activities for the development of English significant learning in preschool students. Significant learning is developed when students link the knowledge in their cognitive structure, that is to say, new content with the already existing. This content is appropriated not only for the class but their application in different contexts and situations.

Before starting, it is important to define what a system of activities is. According to Valle (2012), it is «*un conjunto de componentes lógicamente interrelacionados que tiene una estructura y cumple ciertas funciones con el fin de alcanzar determinados objetivos*» (p.101). A system of activities is supported in the improvement of an established problem, moreover, it is developed by teachers in order to guarantee the educational quality process.

Based on López, García and González, a system of activities has the following characteristics:

- Surge a partir de una necesidad de la práctica educativa y se sustenta en determinada teoría.

- No representa a un objeto ya existente en la realidad; propone la creación de uno nuevo.

- Tiene una organización sistémica y esta organización sistémica existe cuando sus componentes reúnen las características que han sido seleccionadas. (2017)

As mentioned before, the *Ludic* implies game and fun; when applied in the educational area, it permits the development of satisfactory results. Following Nascimento (2017), "the *Ludic* element adds feelings of joy, satisfaction, and enthusiasm, enabling at the same time knowledge and understanding of the world" (p.2). Therefore, a *Ludic* system activity involves games and activities together to allow the building of knowledge freely and spontaneously.

During the elaboration of the mentioned system, pedagogical, educational, sociological, and psychological foundations have been taken into account with the investigative objective of the project. In addition, the general theory of systems is the basis of all mentioned above.

From a pedagogical perspective, the *Ludic* provides innovative tools for the teacher, based on communication and learning, «*en otras palabras la ludica en éste sentido es una herramienta que ayuda al desarrollo integral del estudiante*» (Echeverri y Gómez, 2009. p.7). Hence, recreational activities offer advantages to students and teachers by facilitating the relationship and interaction of knowledge and strengthening learning.

From a didactic perspective, the system of recreational activities has a composition of creative resources that motivate the student. Moreover, it helps to create new experiences while they are playing increasing their trust and curiosity. Based on the words by Caballero (2021) the use of a system of activities allows students to learn in a innovative way leaving aside the traditional, and applying as a technique to reinforce motivation.

From a sociological perspective, *Ludic* activities allow children to manage and explore the environment around them and learn how to express themselves. After that, children continue to understand other people in the socio-cultural environment. Moreover, preschoolers have a socio-emotional development, they know values and evolve physical, and motor abilities and those aspects are important at these ages. Through all this, students explore and comprehend their environment, release stress, express themselves and learn how to live in society. (Gallardo, 2018). The system of activities allows examining the development of students not only in an academic context but in a social context that understands the interrelationship between the human race.

From a psychological perspective, the system of recreational activities and the game admit the training of the infant character, and transform his or her personality inside a positive context. This occurs to stimulate and connect the child with abilities to recognize mistakes, and change negative emotions into passive for the discovery of new learning experiences. "*A través del juego, el niño afirma y perfila su personalidad se desenvuelve emocionalmente, y enriquece sus relaciones y expresiones sociales, estudiar y observar el juego de los niños permite conocer su psicología y su comportamiento*" (García y Alarcón, 2015)

3.2 Description of the system of ludic activities for the development of significant learning in pre-school students at "24 de Junio" school.

The system of *Ludic* activities has a systemic approach composed of pedagogical, dynamic, and motivational principles that allow the development of meaningful learning in students. To develop the system of activities, we consider the observations and results from the pedagogical tests as a guide to knowing the English level, potential, and limits of students either individually or in groups.

The main objective is to develop significant English learning in pre-school students by integrating *Ludic*, methodology, contents, resources, purpose, and assimilation. Those are planned for the teacher to achieve the goals. Teachers choose the materials according to their student's proficiency and educational needs.

The recreational activities system must guarantee the teacher's role as a guide in the teaching process from a methodological perspective and the development of significant English learning through the relation of vocabulary to the different daily life contexts. Moreover, the appropriation of English contents, the dynamic role of the actors in the educational system, motivation, and self-regulation. Implementing the plan of *Ludic* activities allowed us to meet the research objectives during the English sessions.

Through the evaluation, students can link the new contents with the previous knowledge, then apply them and emotionally react to recognize their progress in the English learning-teaching process.

The rationale behind this system is how students learn when teachers provide more natural, practical, and enjoyable learning. Additionally, vocabulary acquisition, relation, and application developed meaningful learning.

The design of the system of *Ludic* activities focuses on a game-work methodology that allows students to learn through games and experiences. Contents and activities adapt to the English level adequate for pre-school students; in this case, the class is Pre-A1 Starters.

From the didactic point of view, the system of recreational activities has the specific objectives:
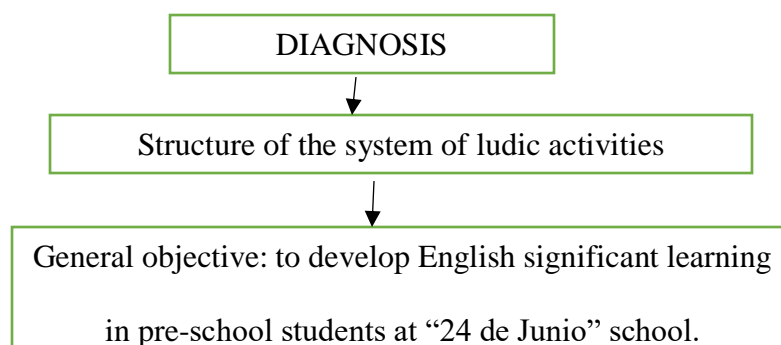
- To relate the new English vocabulary with the background knowledge in their mother tongue.

- To associate the English language with pictures, sounds, games, and movements that children can find around them.

- To apply the new content correctly in different situations and activities.

- To express with gestures emotional reactions to the English language teaching.

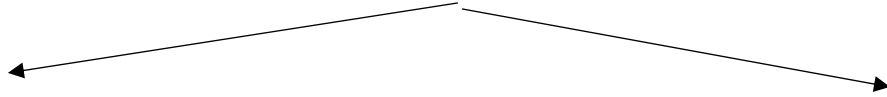- To appropriate the content and strategies used to develop significant English learning.

As mentioned above, the selected contents agree with the characteristics and needs of the students for teaching basic vocabulary. The classes last 40 minutes each, and they have dynamic activities focused on managing the assimilation of English knowledge. English content is related to Spanish content students have been learning with their teacher.

We apply the motivation to tackle the topic at the beginning of each class. The teacher is a guide who presents the new content during the class. Also, they encourage students to inquire about it and apply it in the activities. At the end of the course, the instructor gives feedback through questions, elicitation, or other techniques.

The resources are visual and auditory. Moreover, teachers implement the Realia technique to show students different objects, either inside or outside the classroom. The dynamics adapt the kinesthetic style to students can use their bodies to learn.

Representation of the system of ludic activities for the development of significant learning.

DIAGNOSIS

Structure of the system of ludic activities

General objective: to develop English significant learning

in pre-school students at "24 de Junio" school.

3.3 System of ludic activities for developing significant learning in pre-school students.

In the next item, we explain in detail, the planning of the activities that will be included in the system applied to pre-school students at "24 de Junio" school. The planning has three classes designed with contents of basic vocabulary adapted to the age and English level of students.

CLASS #1:

Topic: Red circle

Objective: At the end of the class, students will be able to link the color red and the circle in different situations and activities.

Resources:

Flashcards, fomix, wool, glue, speaker

Activities and timing:

Motivation (5 minutes)

- Hello song

- Weather song

    Introduction (10 minutes)

    - Show flashcards. Ask questions.

    - Introduce the color and the shape (Cindy Circle)

    - Identify objects in the classroom.

    - Miming (draw a circle in the air)

    Development (15 minutes)

- Dynamic (make a cricle)

- Game: pass the ball

- Activity: string the wool through each of the little holes around the red circle.

    Conclusion (5 minutes)

- Recognition questions.

    CLASS #2

    Topic: Yellow triangle

Objective: At the end of the class students will be able to link the yellow color and the triangle in different situations and activities.

Resources: Laptop, speaker, fomix, flashcards, sticks. paper.

Activities and timing:

Motivation (5 minutes)

-Hello song

-Weather song

Introduction (10 minutes)

- Five little ducks (musical video)

-Ask questions about the video. What did you see in the video?

-Introduce color yellow.

-Miming (let's imitate ducks)

-Triangles under the sea (musical video)

-Ask questions about the video.

-Introduce the triangle.

Development (15 minutes)

-Show students a yellow triangle (Tommy Triangle) let them pass it one by one while they say what shape it is.

-Echo game

-Give three yellow sticks to each student. Form a triangle with the sticks.

-Paste the triangle in the paper.

Conclusion (5 minutes)

-Review of the activities. (Encourage students by giving them happy faces in their worksheets)

-Recognizing questions.

CLASS #3

Topic: Blue square

Objective: at the end of the class, students will be able to link the color blue and square in different situations and activities.

Resources: laptop, speaker, flashcards, fomix, blue adhesive tape, punch, board, worksheet.

Activities and timing:

Motivation (5 minutes)

Introduction (10 minutes)

-Show flashcards with blue objects. Introduce blue color.

-Squares are everywhere (musical video)

-Ask students what they saw in the video. Introduce the square.

-Identify objects in the classroom.

Development (15 minutes)

-Ask students to stand on the lines of the square formed in the floor.

-Present them a friend: Sammy Square (fomix square)

-Game: Pass and stop

-Activity: punch the square.

Conclusion (5 minutes)

-Review of activities.

-Recognizing questions.

We elaborated the proposal of a system with ludic activities to resolve the lack of significant learning in the English language in pre-school students.

The system of activities is dynamic, integrating, and instructive, adapted to the needs and characteristics of students to manage to appropriate English content and can relate to and apply it, not only inside the classroom but also outside and in different daily life situations. In addition, this system develops motivations for students to learn the target language.

CHAPTER IV

DISCUSSION OF RESULTS

The following chapter concentrates on the final data analysis after the comparison of the results of pedagogical tests. Then, we test the hypothesis using the chi-square coefficient. Finally, the results substantiate the data analysis and enable other authors to address problem determined in a research project.

4.1 Analysis of results of pre-test and post-test

Once we established the marks of both tests, we proceed with the comparison of results.

4.1

DIMENSIONS	PRE TEST	POST TEST
Conceptual significance	**2.10**	**4.10**
Experiential significance	**1.10**	**2.10**
Emotional significance	**0.55**	**0.85**
TOTAL	**3.75**	**7**

Analysis of results of pre-test and post-test

Table 4 Comparations of results of pre-test and post test

Ilustration 2 General results of pre test and post test
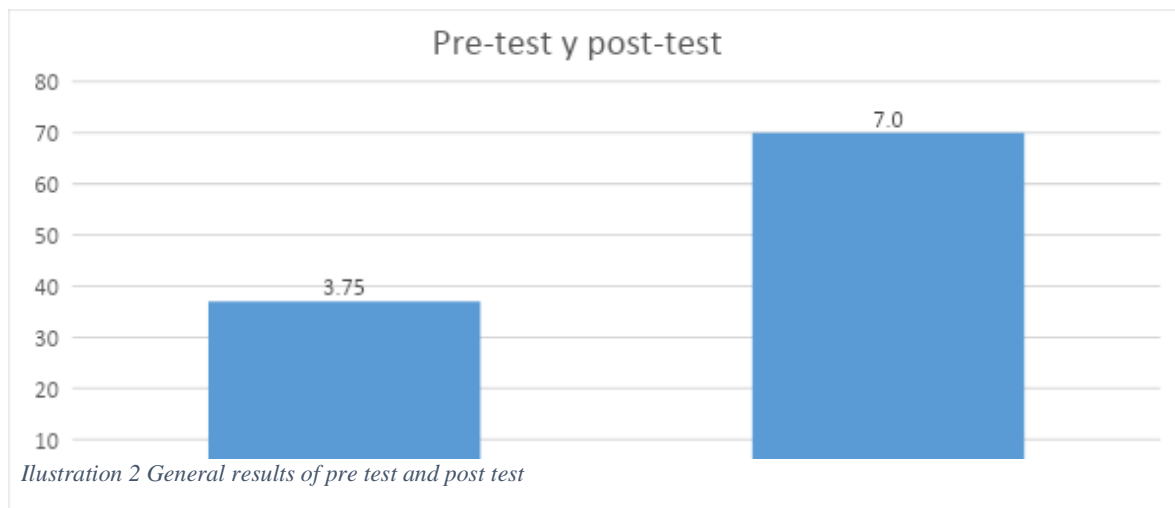
According to the presented table, it exists an increase in the marks of the tests based on the dimensions of significant English learning. As we can observe, the pre-test results based on the measurements were 3.75 as opposed to the post-test, which scored 7 points. These marks express an increase after applying the system of ludic activities to pre-school students.

4.2 Hypothesis testing

The hypothesis testing was completed by using the chi-square test. We tested the hypothesis using the chi-square test. So, the scientific hypothesis confirms that implementing a system of recreational activities in the classroom will allow learners to develop significant learning in the English teaching-learning process.

To start with the analysis, we gathered data in the table based on the number of students and marks related to the indicators. Therefore, at a significance level under 0.05, we conclude that the association between the variables is statistically significant.

	UNSATISFACTORY	ACCEPTABLE	GOOD	VERY GOOD	TOTAL
PRE-TEST	14	4	2	0	20
POST-TEST	2	3	9	6	20
TOTAL	16	7	11	6	40

Table 5 Chi cuadrado comprobation

Ho: if a system of recreational activities is implemented in the classroom, learners will not be able to develop significant learning in the English teaching-learning process

Hi: if a system of recreational activities is implemented in the classroom, learners will be able to develop significant learning in the English teaching-learning process

Theoretical frequency	UNSATISFACTORY	ACCEPTABLE	GOOD	VERY GOOD
Pre test	8	3.5	5.5	3
Post test	8	3.5	5.5	3

Table 6 theorethical frequency

Liberty scale	Chi cuadrado x^2 (calculated)	Chi cuadrado x^2 (table)	RESULT OF CHI CUADRADO $x^2 c > x^2 t$
3	20.84	7.81	20.84 > 7.8147

Table 7 results of chi cuadrado method

DISTRIBUCION DE χ^2

Grados de libertad	Probabilidad										
	0,95	0,90	0,80	0,70	0,50	0,30	0,20	0,10	0,05	0,01	0,001
1	0,004	0,02	0,06	0,15	0,46	1,07	1,64	2,71	3,84	6,64	10,83
2	0,10	0,21	0,45	0,71	1,39	2,41	3,22	4,60	5,99	9,21	13,82
3	0,35	0,58	1,01	1,42	2,37	3,66	4,64	6,25	7,82	11,34	16,27
4	0,71	1,06	1,65	2,20	3,36	4,88	5,99	7,78	9,49	13,28	18,47
5	1,14	1,61	2,34	3,00	4,35	6,06	7,29	9,24	11,07	15,09	20,52
6	1,63	2,20	3,07	3,83	5,35	7,23	8,56	10,64	12,59	16,81	22,46
7	2,17	2,83	3,82	4,67	6,35	8,38	9,80	12,02	14,07	18,48	24,32
8	2,73	3,49	4,59	5.53	7,34	9,52	11,03	13,36	15,51	20,09	26,12
9	3,32	4,17	5,38	6,39	8,34	10,66	12,24	14,68	16,92	21,67	27,88
10	3,94	4,86	6,18	7,27	9,34	11,78	13,44	15,99	18,31	23,21	29,59
	No significativo								Significativo		

Table 8 ma

Figure 1 chi-cuadrado distribution

Following the application of the chi-square-test, the hypothesis testing had favorable results regarding the application of the system of ludic activities for the development of English significant learning in pre-school students.

4.3 Results and discurssion

The development of English meaningful learning in young students is an important objective that must be fully successful to obtain favorable results to the educational process

mentioned in this research. Teachers and students obtain beneficial results after the application of the system of *ludic* activities in the educational context to contribute to the development of the English language and significant learning.

The results obtained from the present study demonstrate the development of meaningful learning after the application of the system of recreational activities. The data analysis shows an increase of 3.5 marks related to the dimensions and also an increase in the number of students that obtain good results according to the indicators of the pedagogical tests.

Hypothesis testing reveals 20.84 due to the chi-square test (x2), which means the refusal of the null hypothesis and the acceptance of the alternative hypothesis. As a result, the application of a system of *ludic* activities effectively contributes to the development of significant learning in pre-school students at "24 de Junio" school.

When the teacher incorporates games in an English class, the use of a foreign language becomes an initiative to develop the learning process in an enjoyable way. As a result, the student does not feel frustration or fear, on the contrary, the class gaming is a great opportunity to learn (Rubio y García, 2013).

Effectively, significant learning is beneficial not only to apply in classes but also to construct their knowledge and apply it in different situations of their daily lives, generating motivation for learning the target language.

Theoretical and practical contributions obtained from the elaboration of the system of *Ludic* activities reside in the use of dynamics, games, and activities applied with

techniques and strategies that fully achieve the dimensions of significant learning, according to the pedagogical, psychological, dynamic, and sociological aspects.

This project concluded with the effectiveness of the application of a system of recreational activities to contribute to the development of significant English learning in preschool students based on the obtained results.

CONCLUSIONS

- With the collection of bibliographic information, we theoretically substantiate the historical, contextual, and pedagogical manifestations regarding the teaching and learning system and the use of *ludic* activities.

- The diagnosis reveals a good use of the methodology game-work applied for the teacher but the unsatisfactory acquisition of English vocabulary in students, just as the lack of significant learning.

- Through the bibliographic revision, we agree on the importance of applying the *ludic* as a learning tool because it helps the application of English vocabulary in preschool students at "24 de Junio" school.

- Finally, the system of *ludic* activities effectively contributed to the development of significant learning with students of the preschool level at "24 de Junio" school.

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ANNEXES

ANNEX 1

Observation guide

Value table

Levels	Values
Good	Always
Acceptable	Sometimes
Unsatisfactor y	Never

Unit of analysis: English significant learning	
Category 1: conceptual significance: relationship between new English vocabulary and **Spanish vocabulary in the mother tongue**	
The student easily link the new vocabulary with the previous one.	
The student hardly link the new vocabulary with the previous one.	
The student does not link the new vocabulary with the previous one.	
Category 2: experiential significance: application of vocabulary in different real life contexts.	
The student easily link English vocabulary with objects of his or her environment and daily life situations.	
The student hardly link English vocabulary with objects of his or her environment and daily life situations.	
The student does not link English vocabulary with objects of his or her environment and daily life situations.	
Category 3: emotional significance: relationship of the new contents with emotional-motivational and attitudinal aspects.	
The student easily express with gestures the assimilation of new English contents.	
The student hardly express with gestures the assimilation of new English contents.	
The student does not express with gestures the assimilation of new English contents.	

ANNEX 2

Pre-test

UNIVERSIDAD TÉCNICA DE MACHALA
Calidad, pertinencia y calidez
FACULTAD DE CIENCIAS SOCIALES
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
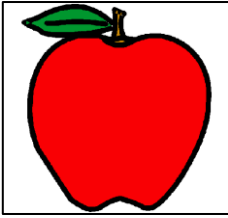**NACIONALES Y EXTRANJEROS**

Prueba pedagógica
Pre-A1 starters
Adapted from Cambridge

Listen and color. (3 marks)

- Color balloon in boy's hand – yellow.
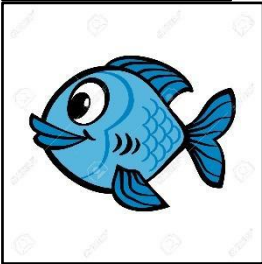- Color balloon between boxes – red
- Color balloon on the table – blue

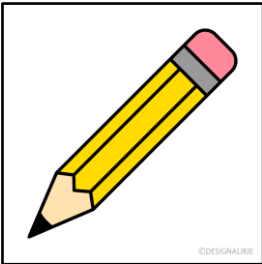Read and put a tick (✔) or a cross (✗) in the box. There are two examples. (4ptos)

This is an apple ✔

This is a house ✗

This is a cat ☐

This is a pencil ☐

This is a table ☐

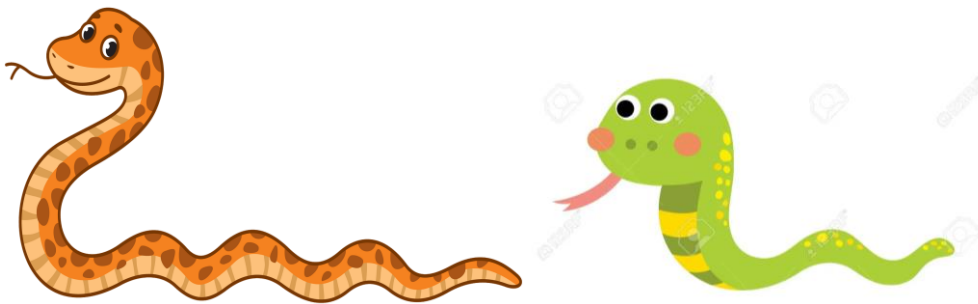This is a boy ☐

Read and circle (3 marks)

Circle the bigger animal

Circle the full jar.

Circle the long snake.

ANNEX 3

Semi-structure interview applied to the teacher

UNIVERSIDAD TÉCNICA DE MACHALA
D.I NO. 64-04 DE 14 DE ABRIL DE 1969
Calidad, pertinencia y calidez
FACULTAD DE CIENCIAS SOCIALES

SECCION / CARRERA:
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Entrevista semi estructurada dirigida al docente:

Objetivo: Conocer cómo se desarrolla el aprendizaje significativo del idioma inglés dentro del aula de clases.

Unidad de análisis 1: Relación de conocimientos nuevos del idioma inglés con los que ya conocen en su lengua materna. (Significatividad conceptual)

1. ¿Los estudiantes comprenden las instrucciones que se les da en inglés?
2. ¿Los estudiantes demuestran conocimiento de vocabulario básico del idioma inglés?
3. ¿Los estudiantes se comunican o expresan haciendo uso del idioma inglés?

Unidad de análisis 2: Vinculación de la teoría con la práctica. Aplicación de vocabulario en diferentes contextos de la vida real. (Significatividad experiencial)
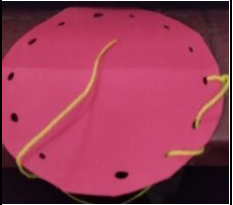
4. ¿Los estudiantes asocian el idioma inglés con imágenes y objetos del aula de clase?
5. ¿Los estudiantes aplican los contenidos impartidos en inglés con diversas situaciones de su entorno?

Unidad de análisis 3: Relación de los nuevos contenidos con el aspecto afectivo-motivacional y actitudinal (significatividad afectiva)

6. ¿Cuál considera usted que es la mejor forma de enseñar inglés a niños pequeños?
7. ¿Cuáles son las mejores estrategias para lograr que los estudiantes desarrollen un aprendizaje significativo del idioma inglés?
8. ¿Considera usted que el juego es una buena estrategia para que los niños aprendan y desarrollen aprendizaje significativo?

....
Lcda: Lorena Tenesaca

Dir. Av. Panamericana km. 5 1/2 Via Machale Pasaje · Telf: 2983362 - 2983365 - 2983363 - 2983364
www.utmachala.edu

ANNEX 4
Class plans

<table>
<tr>
<td colspan="7">
<div align="center">
UNIVERSIDAD TÉCNICA DE MACHALA
<i>"Calidad, Pertinencia y Calidez"</i>
D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
CARRERA DE PEDAGÓGIA DE IDIOMAS NACIONALES Y EXTRANJEROS
Lesson plan N° 1
</div>
</td>
</tr>
</table>

School: 24 de Junio	Subject: English	Grade: Preschool	Academic period: 2022-2023
Teaching method: PPP	**Topic:** Red circle	**Time:** 40 minutes.	**Date:** 29/07/2022

Teachers: Maylee Armijos & Mireya Vargas

Class objective: At the end of the class, students will be able to link the color red and the circle in different situations and activities.

Contents	Phases and timing	Activities	Techniques and strategies	Resources	Evaluation indicators
KNOWLEDGE: Color red - Shape: circle ABILITIES: Vocabulary Values: Respect and responsibility	MOTIVATION 5 min. INTRODUCTION 10 min DEVELOPMENT 15 min. CONCLUSION 5 min.	- Hello and weather songs. - Show flashcards and ask what they know about it. - Introduce the topic. - To identify objects in the classroom. - To draw a circle in the air. - Dynamic: play the round. - Game: pass the ball. - Sting the wool. - Ask recognition questions.	• Use visual aids • Elicitation • Miming • Drilling • Realia • Question and answers	• Flashcards • Speaker • Fomix • Wool • Glue 	Students are able to recognize red color and the circle and linking in different activities.

UNIVERSIDAD TÉCNICA DE MACHALA
"Calidad, Pertinencia y Calidez"
D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS

Lesson plan N° 2

School: 24 de Junio	Subject: English	Grade: Preschool	Academic period: 2022-2023
Teaching method: PPP	**Topic:** Yellow triangle	**Time:** 40 minutes.	**Date:** 03/08/2022

Teachers: Maylee Armijos & Mireya Vargas

Class objective: At the end of the class students will be able to link the yellow color and the triangle in different situations and activities.

Contents	Phases and timing	Activities	Techniques and strategies	Resources	Evaluation indicators
KNOWLEDGE: Color yellow - Shape: triangle ABILITIES: Vocabulary Values: Respect and responsibility	MOTIVATION 5 min. INTRODUCTION 10 min DEVELOPMENT 15 min. CONCLUSION 5 min.	- Hello and weather songs. - Video: five little ducks. - Ask what they saw in the video? - Introduce color yellow. - Imagine we are ducks (miming) - Video: triangles under the sea. - Ask what they saw in the video? - Show flashcard. - Introduce the triangle. Show flashcards. - Show a fomix triangle	• Use visual aids • Elicitation • Miming • Choral drilling • Realia • Question and answers	• Flashcards • Laptop • Speaker • Sticks • Paper • Glue	Students are able to recognize yellow color and the triangle and linking in different activities.

		(Tommy Triangle) - Let them pass it one by one. - Echo game. - Form a triangle with sticks. Paste them in the paper. - Review of the activity. - Ask recognition questions. 			

UNIVERSIDAD TÉCNICA DE MACHALA
"Calidad, Pertinencia y Calidez"
D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
CARRERA DE PEDAGÓGIA DE IDIOMAS NACIONALES Y EXTRANJEROS

Lesson plan N° 3

School: 24 de Junio	Subject: English	Grade: Preschool	Academic period: 2022-2023
Teaching method: PPP	**Topic:** Blue square	**Time:** 40 minutes.	**Date:** 08/08/2022

Teachers: Maylee Armijos & Mireya Vargas

Class objective: At the end of the class, students will be able to link the color blue and square in different situations and activities.

Contents	Phases and timing	Activities	Techniques and strategies	Resources	Evaluation indicators
KNOWLEDGE: Color blue - Shape: square ABILITIES: Vocabulary Values: Respect and responsibility	MOTIVATION 5 min. INTRODUCTION 10 min DEVELOPMENT 15 min. CONCLUSION 5 min.	- Hello and weather songs. - Show flashcards and ask what they know about it. - Introduce the color. - Video: squares are everywhere. - Ask what they saw in the video. - Show flahscards - To identify objects in the classroom. - Stand on the lines of the square formed in the floor. - Show a fomix square (Sammy square)	• Use visual aids • Elicitation • Miming • Individual drilling • Realia • Question and answers	• Flashcards • Speaker • Laptop • Blue adhesive tape • Punch • Board • Worksheet	Students are able to recognize blue color and the square and linking in different activities.

		- Game: Pass and stop. - Worksheet: punch the square. - Ask recognition questions. 			

ANNEX 5

Application of the pedagogical proposal

Class #1

Class #2

**Class #3**

ANNEX 6

Post test

UNIVERSIDAD TÉCNICA DE MACHALA
Calidad, pertinencia y calidez
FACULTAD DE CIENCIAS SOCIALES
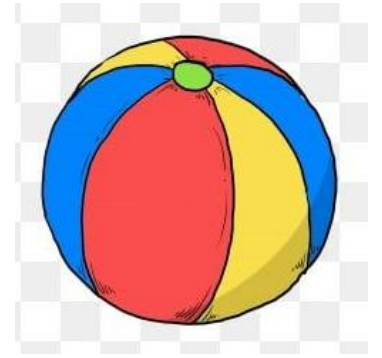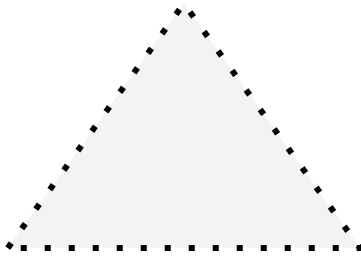**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS**
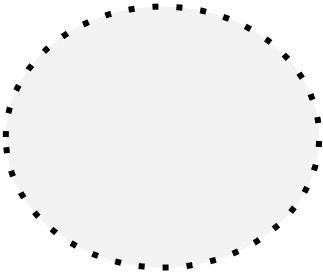**NACIONALES Y EXTRANJEROS**

Prueba pedagógica
Pre-A1 starters
Adapted from Cambridge

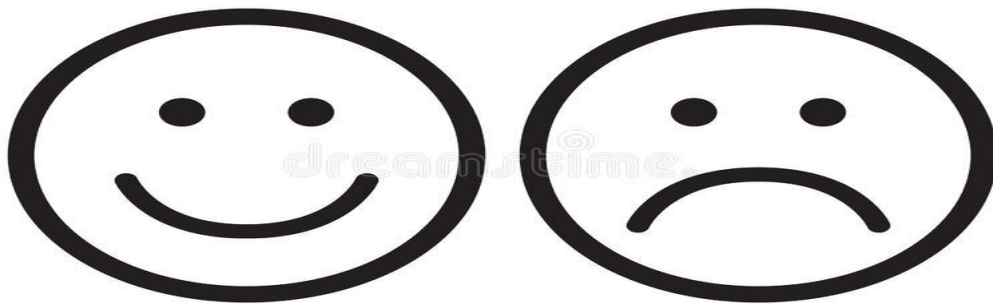**Look and find the shapes in the picture.**

- **Find the circles and color them red.**
- **Find the triangles and color them yellow.**
- **Find the squares and color them blue.**
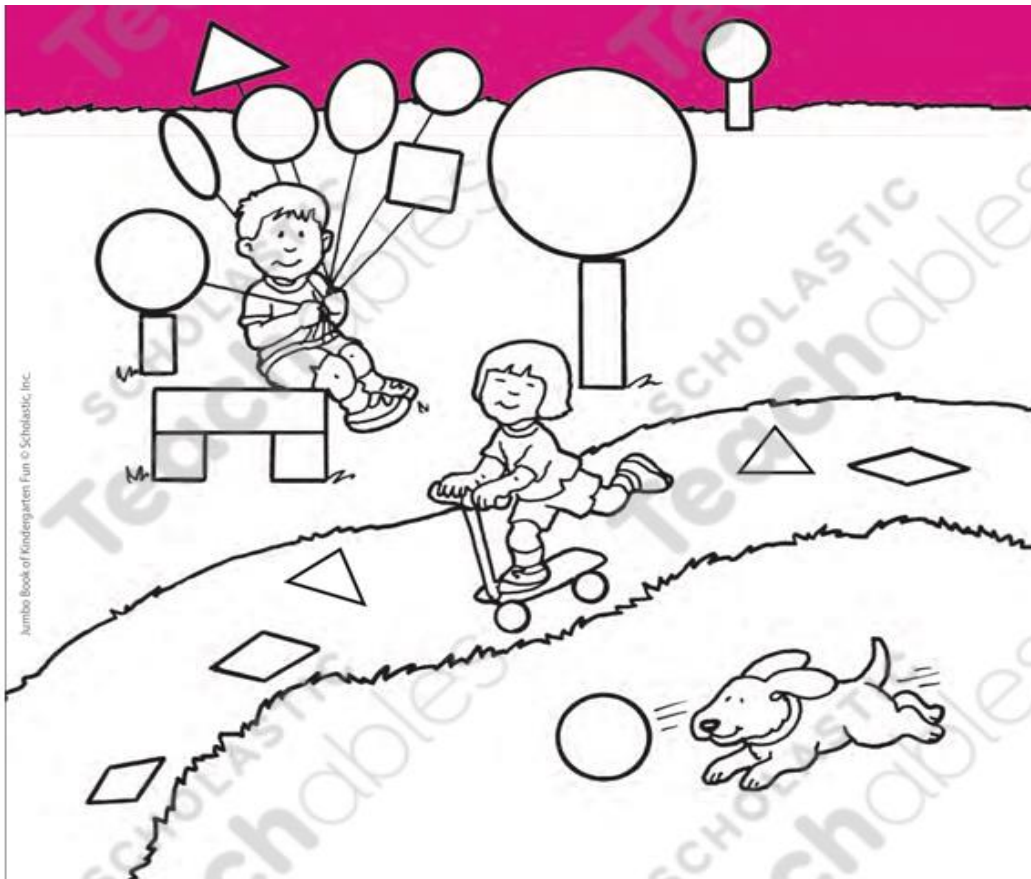
Trace and match the shapes.

How do you feel doing these activities? Color the emotion you felt.

ANNEX 7

Results of the final diagnosis

Dimension 1: conceptual significance: establish the relationship between new English vocabulary and Spanish vocabulary in the mother tongue.

Indicator 1: Recognition of new vocabulary. 2 marks.

Good (2 mark)	Acceptable (1 mark)	Unsatisfactory (none)	TOTAL
12	5	3	20

According to the results, 12 out of 20 students (60%) show a good level of recognition of new vocabulary.

Indicator 2: Compare the new with previous vocabulary knowledge (2 marks).

Good (2 marks)	Acceptable (1 mark)	Unsatisfactory (none)	TOTAL
10	7	3	20

The results show that 10 students (50%) present a good level between the new and previous knowledge.

Indicator 3: Use of the new vocabulary. 2 marks.

Good (2 marks)	Acceptable (1 mark)	Unsatisfactory (none)	TOTAL
8	9	3	20

According to the results, 35%, 7 students qualify with a good level related to the application of new vocabulary.

Dimension 2: experiential significance: application of vocabulary in different contexts.

Indicator 1: Connect the new vocabulary with pictures, sounds, and objects from the environment. 2 marks.

Good (2 marks)	Acceptable (1 mark)	Unsatisfactory (none)	TOTAL
13	4	3	20

In accordance with the data, 13 students (65%) show a good level to link the new vocabulary with objects, pictures, and sounds that surround them.

Indicator 2: Apply the new vocabulary words in different contexts. 1 mark.

Good (1 mark)	Acceptable (0,5 marks)	Unsatisfactory (none)	TOTAL
8	9	3	20

The results show that 50% of 10 students qualify for an acceptable level of applying the new vocabulary in daily situations.

Dimension 3: emotional significance: Relationship between new contents and emotional-motivational and attitudinal aspects.

Indicator 1: Express with a gesture or glances the assimilation of new English content. 1 mark.

Good (1 mark)	Acceptable (0,5 marks)	Unsatisfactory (none)	TOTAL

15	3	2	20

According to the above results, 15 students (75%) have a good level of expressing with gestures or looks to the assimilation of new English content.

Results of average of dimensions

Dimension 1: conceptual significance. 6 marks.

Indicator 1: 2+2+2+2+2+2+2+2+2+2+2+2+1+1+1+1+0+0+0 = 30 /20 = **1.5**

Indicator 2: 2+2+2+2+2+2+2+2+2+2+1+1+1+1+1+1+1+0+0+0 = 27 /20 = **1.35**

Indicator 3: 2+2+2+2+2+2+2+2+1+1+1+1+1+1+1+1+0+0+0 = 25 / 20 = **1.25**

Average of indicators: 1.5 + 1.35 + 1.25 = **4,10**

DIMENSION 1	Good (6-5)	Acceptable (4-3)	Unsatisfactory (< 3)
		4.10	2,10

Following the results, the general average of students present a good level in the first dimension. Similarly, they show difficulties when recognizing, applying and relating the new English vocabulary with their previous knowledge.

Dimension 2: experiential significance. 3 marks

Indicator 1: 2+2+2+2+2+2+2+2+2+2+2+2+1+1+1+1+1+0+0+0 = 29 /20 = **1.45**

Indicator 2: 1+1+1+1+1+1+1+1+0.5+0.5+0.5+0.5+0.5+0.5+0.5+0.5+0.5+0+0+0 = 13 / 20 = **0.65**

Indicator averages: 1.45+0.65 = **2.10**

DIMENSION 2	Good (3)	Acceptable (2)	Unsatisfactory (1 o < 1)
	2.10	1,10	

Aligned with results, preschool students have a good level in the second dimension, which means that they will eventually apply the vocabulary in different contexts.

Dimension 3: emotional significance

Indicator 1: 1+1+1+1+1+1+1+1+1+1+1+1+1+1+1+0.5+0,5+0+0 = 17 /20 = **0.85**

Average: **0.85**

DIMENSION 3	Good (1)	Acceptable (0.5)	Unsatisfactory (0)
	0.85	0.55	

In accordance with the results, students show a good level in the third dimension, consequently they react in a favorable manner to the new English content.

DIMENSION 1	Good (6-5)	Acceptable (4-3)	Unsatisfactory (<3)
Conceptual significance		4.10	2,10
DIMENSION 2	Good (3)	Acceptable (2)	Unsatisfactory (1)
Experiential significance	2.10		1.10
DIMENSION 3	Good (1)	Acceptable (0.5)	Unsatisfactory (0)

Emotional significance	0.85	0.55		
INDICATORS	**Very good (10-9)**	**Good (8-7)**	**Acceptable (6-5)**	**Unsatisfactory(< 4)**
POST TEST RESULTS		7		**3.75**

Tabla 9 Post test results