



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**SISTEMA DE CLASES PARA EL MEJORAMIENTO DE LA
PRONUNCIACIÓN DEL IDIOMA INGLÉS**

**VILLAMAR SALAZAR MARGARETH ANTONELLA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**GARCIA LEON DAJANEY FATIMA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**MACHALA
2022**



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

**SISTEMA DE CLASES PARA EL MEJORAMIENTO DE LA
PRONUNCIACIÓN DEL IDIOMA INGLÉS**

**VILLAMAR SALAZAR MARGARETH ANTONELLA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**GARCIA LEON DAJANEY FATIMA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**MACHALA
2022**



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O
INTERVENCIÓN**

**SISTEMA DE CLASES PARA EL MEJORAMIENTO DE LA
PRONUNCIACIÓN DEL IDIOMA INGLÉS**

**VILLAMAR SALAZAR MARGARETH ANTONELLA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**GARCIA LEON DAJANEY FATIMA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

ROJAS GONZALEZ LIVINGTON JAVIER

**MACHALA
2022**

Tesis

por Garcia- Villamar-tesis

Fecha de entrega: 19-sep-2022 06:11p.m. (UTC-0500)

Identificador de la entrega: 1903986660

Nombre del archivo: Garc_a-Villamar.thesis.pdf (1.17M)

Total de palabras: 11490

Total de caracteres: 63180

Tesis

INFORME DE ORIGINALIDAD

5%

INDICE DE SIMILITUD

4%

FUENTES DE INTERNET

1%

PUBLICACIONES

2%

TRABAJOS DEL ESTUDIANTE

FUENTES PRIMARIAS

1	archive.org Fuente de Internet	1%
2	issuu.com Fuente de Internet	<1%
3	Submitted to Universidad de Málaga - Tii Trabajo del estudiante	<1%
4	Submitted to Universidad Técnica de Machala Trabajo del estudiante	<1%
5	repositorio.upse.edu.ec Fuente de Internet	<1%
6	repositorio.ug.edu.ec Fuente de Internet	<1%
7	repository.unab.edu.co Fuente de Internet	<1%
8	www.science.gov Fuente de Internet	<1%
9	www.slideshare.net Fuente de Internet	<1%

Excluir citas

Apagado

Excluir coincidencias < 40 words

Excluir bibliografía

Activo

CLÁUSULA DE CESIÓN DE DERECHO DE PUBLICACIÓN EN EL REPOSITORIO DIGITAL INSTITUCIONAL

Las que suscriben, VILLAMAR SALAZAR MARGARETH ANTONELLA y GARCIA LEON DAJANEY FATIMA, en calidad de autoras del siguiente trabajo escrito titulado SISTEMA DE CLASES PARA EL MEJORAMIENTO DE LA PRONUNCIACIÓN DEL IDIOMA INGLÉS, otorgan a la Universidad Técnica de Machala, de forma gratuita y no exclusiva, los derechos de reproducción, distribución y comunicación pública de la obra, que constituye un trabajo de autoría propia, sobre la cual tienen potestad para otorgar los derechos contenidos en esta licencia.

Las autoras declaran que el contenido que se publicará es de carácter académico y se enmarca en las disposiciones definidas por la Universidad Técnica de Machala.

Se autoriza a transformar la obra, únicamente cuando sea necesario, y a realizar las adaptaciones pertinentes para permitir su preservación, distribución y publicación en el Repositorio Digital Institucional de la Universidad Técnica de Machala.

Las autoras como garantes de la autoría de la obra y en relación a la misma, declaran que la universidad se encuentra libre de todo tipo de responsabilidad sobre el contenido de la obra y que asumen la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera exclusiva.

Aceptando esta licencia, se cede a la Universidad Técnica de Machala el derecho exclusivo de archivar, reproducir, convertir, comunicar y/o distribuir la obra mundialmente en formato electrónico y digital a través de su Repositorio Digital Institucional, siempre y cuando no se lo haga para obtener beneficio económico.



VILLAMAR SALAZAR MARGARETH ANTONELLA

0705680353



GARCIA LEON DAJANEY FATIMA

0706271426

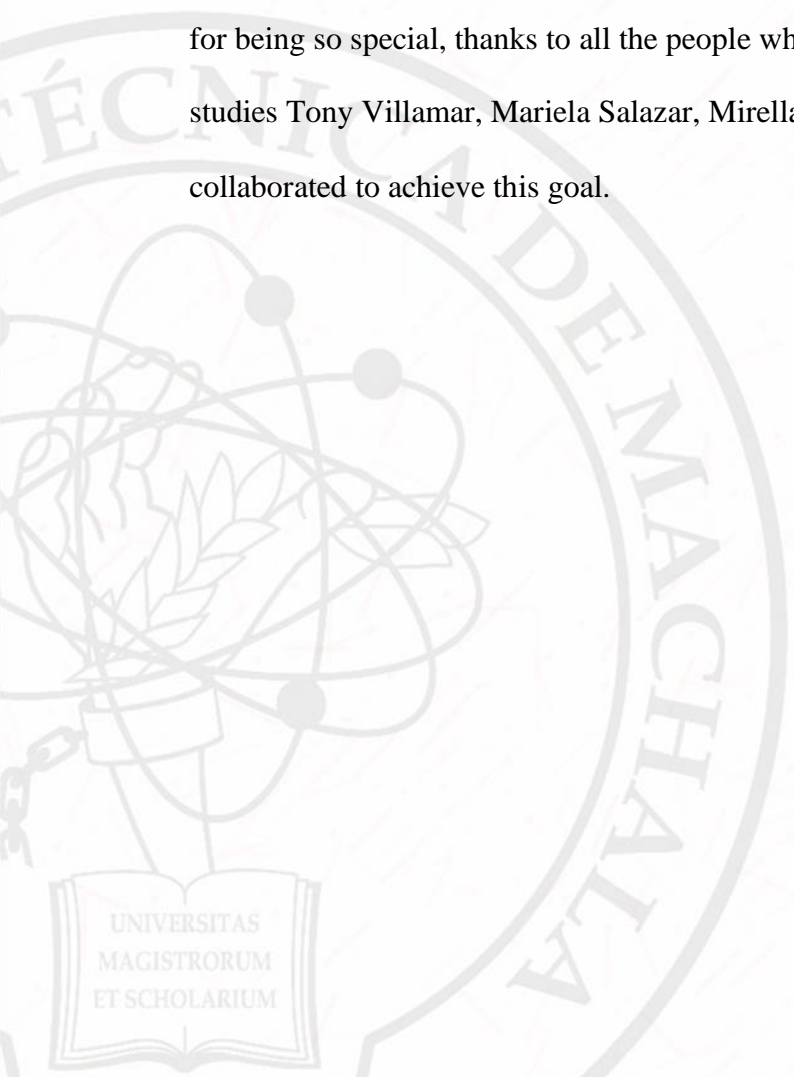
DEDICATION

I dedicate this work to my family who have been a fundamental part of my life and have supported me throughout the course of my studies, who always believed in me and my abilities to achieve this achievement; especially to my best friend Norma Caez, who unknowingly cheered up the days when I felt frustrated about the thesis; finally to my kitty Cookie who gave me her company at all times while I was writing my thesis.

Dajaney Fátima García León

Satisfied and proud to finish my thesis, I dedicate this research to God for being my spiritual strength, to my parents Franklin Villamar and Margarita Salazar who are the pillar of my life and unconditional support, to my godmother Shirley Ordóñez who is my great advisor, to my friend Rashel Chávez Fernández for helping me in every sense of my life and for being so special, thanks to all the people who have generously helped me in my university studies Tony Villamar, Mariela Salazar, Mirella Román and Doménica Ordóñez you have collaborated to achieve this goal.

Margareth Antonella Villamar Salazar



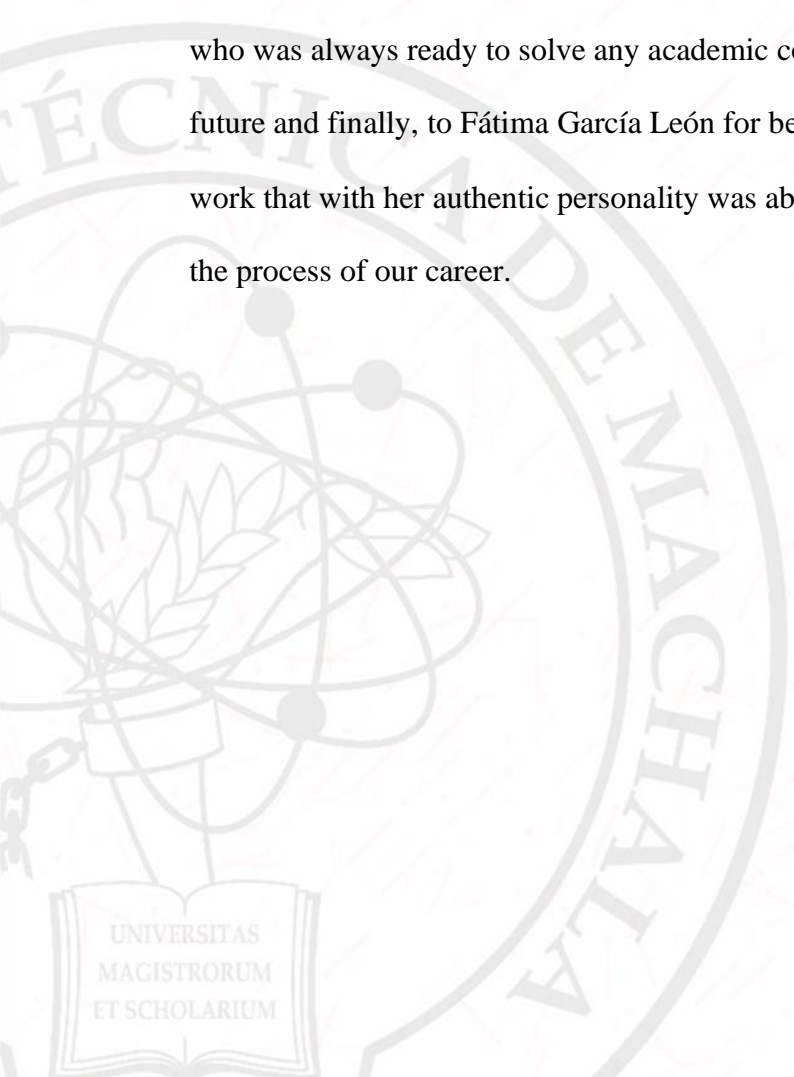
ACKNOWLEDGEMENT

I would like to thank Dr Odalia Llerena Compagnioni, who with her great knowledge and patience knew how to guide us for this work in the best possible way; to Dr Xiomara Durán Olivares who knew how to give us her help in difficult moments; to our thesis tutor Mgs. Livingston Rojas, who was able to guide us throughout the writing process; finally, to our friend Rashed Chávez, who gave us her support in the most frustrating moments and encouraged us to keep going.

Dajaney Fátima García León

I thank Dr Odalia Llerena Compagnioni who with her knowledge and experience was able to guide us in the preparation of our thesis and form us as professionals with the example of her ethical and moral principles; I am especially grateful to Dr Xiomara Durán Olivares who was always ready to solve any academic concern and advised us like a mother for our future and finally, to Fátima García León for being my perfect complement to carry out this work that with her authentic personality was able to fill me with great moments of empathy in the process of our career.

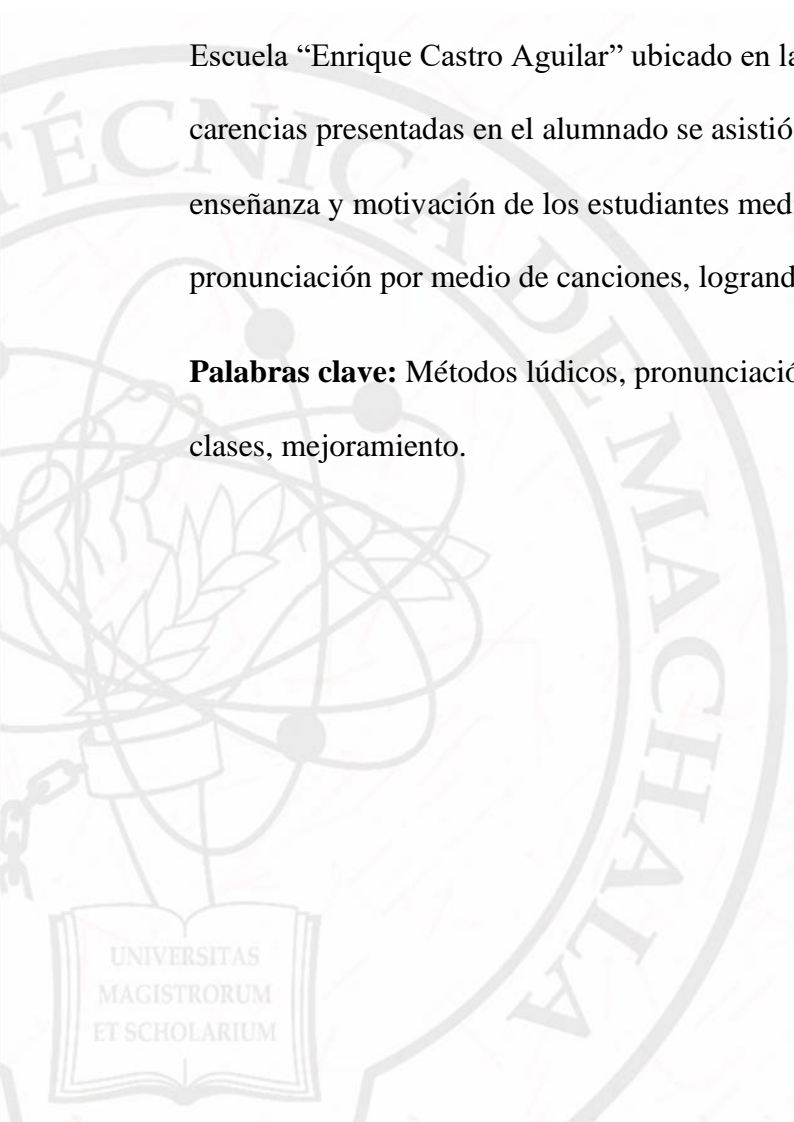
Margareth Antonella Villamar Salazar



RESUMEN

La investigación tiene como fin aplicar un sistema de clases basadas en el empleo de métodos lúdicos de enseñanza, específicamente juegos y canciones, los cuales contribuyan al mejoramiento de la pronunciación, enfocándose en los derivados de la misma, tales como entonación, ritmo y acentuación. La hipótesis que las investigadoras plantean es que la aplicación de las clases sea con juegos y canciones mejorará la pronunciación del idioma inglés. Esta investigación se realiza desde un paradigma cuantitativo con un diseño preexperimental, con métodos teóricos como histórico-lógico, analítico-sintético, hipotético-deductivo y; métodos empíricos como observación no participante, experimento y pruebas estandarizadas, bajo las técnicas de pre-test y post-test. Se estudia a una población total de 27 estudiantes pertenecientes al 4to año de Educación General Básica del paralelo “A” de la Escuela “Enrique Castro Aguilar” ubicado en la parroquia El Cambio. Una vez visto las carencias presentadas en el alumnado se asistió con métodos lúdicos, que beneficia la enseñanza y motivación de los estudiantes mediante la utilización de juegos, más la correcta pronunciación por medio de canciones, logrando así un resultado favorable a la hipótesis.

Palabras clave: Métodos lúdicos, pronunciación, entonación, acentuación, ritmo, sistema de clases, mejoramiento.



ABSTRACT

The purpose of this research is to apply a system of classes based on the use of ludic teaching methods, more specifically games and songs, that contribute to the improvement of pronunciation, focusing on its derivatives, such as intonation, rhythm and accentuation. The hypothesis that the researchers put forward is that the application of the lessons with games and songs will improve the pronunciation of the English language. This research is carried out from a quantitative paradigm with a pre-experimental design, with theoretical methods such as historical-logical, analytical-synthetic, hypothetical-deductive and empirical methods such as non-participant observation, experiment and standardized tests, under the pre-test and post-test techniques. The population studied was a total of 27 students from the 4th year of General Basic Education "A" of the "Enrique Castro Aguilar" School in the parish of El Cambio. Once the student's shortcomings had been identified, ludic methods were applied to overcome them, which benefit the teaching and motivation of students through the use of games, plus the correct pronunciation through songs, thus achieving the expected result as proposed in the hypothesis.

Keywords: ludic methods, pronunciation, intonation, accentuation, rhythm, class system, improvement.

GENERAL INDEX

DEDICATION	0
ACKNOWLEDGEMENT	2
RESUMEN	3
ABSTRACT	4
GENERAL INDEX	5
INTRODUCTION	7
CHAPTER 1.THE USE OF RECREATIONAL TEACHING METHODS TO IMPROVE PRONUNCIATION AT THE BASIC EDUCATION LEVEL.	13
1.1. Historical background to the development of recreational teaching methods for the improvement of English pronunciation at the General Basic Education level.	13
1.2. Conceptual foundations of the use of recreational methods in teaching for the improvement of English pronunciation in General Basic Education.	16
1.2.1 Types of ludic methods	17
1.3. Application of recreational teaching methods for the improvement of English pronunciation in Ecuadorian classrooms.	22
1.3.1 Diagnosis of the status of English pronunciation in students in the 4th year “A” of General Basic Education of the "Enrique Castro Aguilar" School.	24
CHAPTER 2. METHODOLOGICAL FRAMEWORK	26
2.1 Research Paradigm and Type of Research	26
2.2 Research Design	26
2.3 Population and Sample	27
2.4 Research Methods	27

2.4.1 Theoretical Methods	27
2.4.2 Empirical Methods	28
2.5 Data processing techniques	29
2.5.1 Documental Analysis	29
2.6 Discussion of variables	29
2.7 Working with the unit of variables: Pronunciation of the English language.	30
CHAPTER 3. ANALYSIS AND PRESENTATION OF RESULTS	34
3.1 Intervention Proposal	34
3.2 Foundation of the system of classes for the improvement of English pronunciation in the students of 4th grade EGB "A" of the Enrique Augusto Castro Aguilar School.	34
3.3 Planning the system of lessons based on the implementation of playful methods for the improvement of English pronunciation.	38
CHAPTER 4.	40
4.1 Description of pre-experiment application.	40
4.2 Hypothesis Testing	43
4.2.1 Scale of students' values in the Pre-test and Post-test (Table 1).	43
4.2.2 Observed and Expected Frequencies (Table 2)	43
4.2.3 Chi-square results (Table 3)	44
CONCLUSIONS	45
REFERENCES	47
ANNEXES	54

INTRODUCTION

In the early days of English as a subject in the education system, it was classified as the most complicated in the curriculum, therefore, education professionals must have a good command of the language along with a series of techniques and methods that contribute to meaningful learning in students which is reflected through participation in classes with the optimal management of productive and receptive skills.

As quoted in Terán Lalama & Villón Orrala's (2018) degree work, Piaget & Inhelder (1983) state that "El lenguaje oral es una de las formas de la función simbólica de la persona la cual cumple un papel fundamental en su desarrollo al contener un conjunto de unidades comunicativas y representativas de nuestro entorno, así como, el de sus funciones" (p. 1).

Throughout the teaching of English as a second language, it has been observed that the pronunciation of a correct form is complex, due to the difference between the intonation of the mother tongue and the foreign language, moreover, while teaching the language, the emphasis is on grammar and vocabulary study rather than on the sub-skills of speaking. Pronunciation is central to the teaching and learning process of English as a second language, as speaking the language correctly plays a crucial role in communication, as well as listening and producing sounds accurately, so speaking becomes a primary requirement for communication.

When talking about the term "teaching", it's paramount to recognize that every teaching process has a set of pedagogical and didactic methods characterised by different functions that teachers apply in their classes to enhance students' language acquisition. One of them is Luddism, a teaching technique widely used with primary school students, since children think about playing, singing, and dancing; turning into the perfect combination of a kinaesthetic learning style with recreational activities that are a fun complement for them.

According to Sanz González (1998), one of the most appealing aspects of language teaching today is the use of games and songs as powerful tools to make the process of learning a foreign language more enjoyable and effective. Experienced teachers have also claimed that these activities increase the possibilities of learning a new language by making the tasks more dynamic and engaging the learners' interests (p.311).

Through the application of the aforementioned ludic techniques, students' willingness towards learning the English language will be enhanced, those different activities will be aligned with the context of the problem and provide fun at the time of teaching and also destroy the old stereotype that "*English is very difficult and that they cannot do it*".

Uberman (1998), states that "las prácticas lúdicas aumentan la motivación, dan entretenimiento y enseñan a los estudiantes a explorar los valores de la belleza del idioma como medio de comunicación" (p.20).

In the Ecuadorian education context, English teachers usually implement behavioural learning strategy techniques, which can be demotivating for learners; thus, the majority of these educational institutions need to innovate their strategies in teaching methodology because this lack of didactics hinders students' motivation to learn correctly the language skills related to this acquisition process.

According to the EF Blog Ecuador (2019), "Ecuador se colocó en el puesto número 81 de un total de 100 países evaluados, considerado como un nivel de inglés "Muy Bajo", obtiene una calificación de 46.57 que equivale a un nivel A1 según el Marco Común Europeo".

One of the most underperforming skills that characterise the results of the Education First blog in terms of its English language proficiency study is oral proficiency, since, as Sinphasith Chantapanyo (2016) states "The ability to speak English embodies the correctness

of pronunciation and intonation and directly affects the appropriate communication in conversation” (p. 6).

In the parish of “El Cambio”, in El Oro province, specifically in the "Enrique Castro Aguilar” School, there are certain deficiencies in oral production among English language learners, those drawbacks were considered in this research, and possible solutions to tackle these problems which deal with the negative influence that pupils experience in this process.

Those factors are

- Difficulty in pronouncing vocabulary words.
- Incorrect use of phonetics.
- Lack of motivation in the language acquisition process and participation as well.

After identifying the issues above, the following **scientific problem** is proposed: How to improve the pronunciation of 4th-grade students of the "A" course of the "Enrique Castro Aguilar" School through recreational methods?

The aforementioned scientific problem is delimited in the following **object of study**, the teaching-learning process in basic general education, which is based on the potential causes of the problem are

- The prevalence of traditional educational models in terms of the organisation of the teaching-learning process.
- Inadequacies in teaching methods that do not enhance learners' willingness towards the acquisition of the language.
- Lack of use of teaching aids to support pronunciation in the language.

In the **field of study**, ludic strategies were proposed.

To solve the problem, the following **general objective** is set out: To implement a system of classes based on the use of recreational teaching methods that contribute to the improvement of pronunciation in the students of 4th-grade students of the "A" course of the "Enrique Castro Aguilar" School

The **investigation hypothesised** that students would improve their level of pronunciation of the English language through songs and games that will be applied in a system of classes in the students of 4th-grade students of the "A" course of the School of General Basic Education "Enrique Castro Aguilar" in the parish El Cambio of the canton Machala of the school period 2021-2022.

The **specific objectives** are also presented:

- Identify students' level of English pronunciation through diagnostic tests based on speaking skill rubrics.
- To analyse the reasons that prevent learners from developing a good pronunciation in English as a second language.
- To foster the implementation of ludics techniques in English pronunciation.
- Itemise the ludics methods that can be used with the subject.

This research is grounded on the quantitative paradigm, with a pre-experimental design. The population consists of 30 students of the 4th-grade students of the "A" course of the General Basic Education at the "Enrique Castro Aguilar" School.

The methods used in the research are empirical level methods such as non-participant observation, the experiment through the stimulus that will be caused by the experience of the demonstration class and the standardised tests under the pre-test and post-test techniques; and

theoretical level methods are historical-logical, analytical-synthetic and hypothetical-deductive that allows the result of the information needed for this research.

The **importance** of this investigation deals with the application of Luddism as a method, which is a pedagogical innovation where the teacher enhances the teaching-learning process, and through different interactive activities, students learn, improve and put into practice the topics of the subject, and at the same time demonstrate their acquisition of the English language.

The present study provides a **practical contribution** to a classroom system based on the use of ludic teaching methods that contribute to the improvement of English pronunciation of students of 4th EGB course "A" of the "Enrique Castro Aguilar" School, which optimises the development of classes.

Therefore, the research work to be executed in the present investigation is distributed in chapters, as follows:

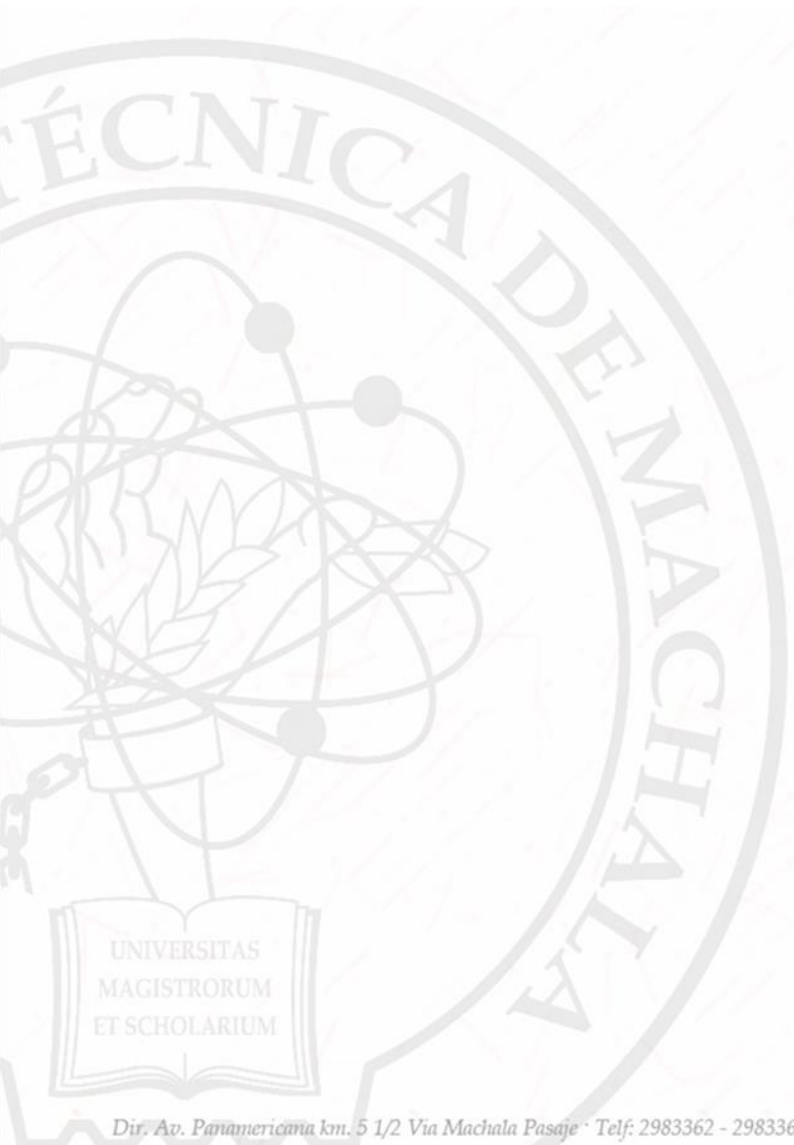
First chapter: Each aspect related to the theoretical framework such as the problem, general objective, specific objectives, and the historical, contextual and conceptual background.

Second chapter: the development of the methodological framework, specifying the paradigm, type of design and research that will be used in this degree project; as well as the population and sample, the operationalisation of the variables and the instruments used.

Third chapter: focuses on the pedagogical proposal applied in this pedagogical research study.

Forth chapter is dedicated to the reports of the results obtained after having applied the system of classes based on the use of Ludic Teaching Methods.

Lastly, the conclusions of this research are presented. To finalize this research, the bibliographical references, annexes and instruments used throughout the thesis are added in the last points.



CHAPTER 1.THE USE OF RECREATIONAL TEACHING METHODS TO IMPROVE PRONUNCIATION AT THE BASIC EDUCATION LEVEL.

This chapter is focused on the theoretical support of the application of ludic methods to improve students' pronunciation, which provides a setting to conceptualise the terms in the educational field, and how they have evolved.

One of the aforementioned deficiencies deals with students' unwillingness to participate in class, and in this regard, ludic methods bring a solution to the students' discouragement shown in this level of education, as explained in the statement of the problem.

1.1. Historical background to the development of recreational teaching methods for the improvement of English pronunciation at the General Basic Education level.

Teaching English as a second language has been around for centuries to expand the knowledge of the English language becoming a bridge of communication at a global level. Nowadays, learning this language is necessary to progress in the professional and personal fields. The acquisition of this language can be feasible for everyone through technology such as the internet, electronic devices, and LMS platforms, among others.

Therefore, the process of learning this language is a priority for students to acquire it from the beginning of their school years until the end of their academic life, which concludes at the higher education stage when learners are supposed to develop proficiency in communication skills throughout their studies.

“El Inglés ha sido considerado como el idioma de mayor uso en el mundo, por lo que muchas instituciones educativas lo integran en el currículo” (Beltrán, 2017, p.1). In short, it is part of compulsory curricular designs from primary education, because some studies have shown that teaching a language from the time pupils are children has great advantages for

society since their minds are more flexible to acquire new knowledge and their communicative skills will be clearer.

“El propósito de la educación bilingüe es para enseñar un segundo idioma a los estudiantes mientras practican su lenguaje nativo (...) es una conexión con otras culturas mundanas; y una comprensión más profunda de la vida al experimentar” (Potter, 2018, p.3). In brief, learning a new language allows people to change their perspective of the world because it opens their minds through interaction with new experiences.

Generally, Spanish speakers are not considered good at learning English, particularly in productive skills such as speaking, as well as receptive skills such as listening. Consequently, foreign languages are taught from a very early age to exploit the cognitive potential of children, and yet the low performance is a concern for education authorities.

(Curtain & Dahlberg, 2009, p.2) state in their research that children who are taught at early stages in their lives will speak fluent English faster, as their early practice and experience will provide them with learning opportunities. (Piaget, 1994) confirmed in one of his research projects that this phase of development is pivotal in children's lives because it strengthens their cognitive and social skills with those around them.

In the course of the last few years, the teaching of English as a second foreign language has been undergoing constant changes to become a priority subject and no longer an optional one. Therefore, this situation has prompted the education system to innovate its teaching methodology through training programmes for English teachers to strengthen their communication skills and professional strategies.

Nonetheless, teachers' need to modify their curricula to add pedagogical and dynamic resources in their teaching practises, which can be hard to do considering that Ecuadorian classrooms have an average of 40 students, and they have to deal with students' different

learning styles, cultural backgrounds and economic status because these factors have an influence on the teaching-learning process; thus educators have to be flexible when applying their teaching method to enhance students' acquisition of English language.

Ministerio de Educación del Ecuador (2011) states in the document Actualización y fortalecimiento curricular en educación general básica del año 2010 that students' output profile allows them to be able to "interpret and apply a basic level of a foreign language in common communication situations" (p.14). The Government in 2014 changed this significantly when it proposed better language learning-teaching practices, especially in English, through ministerial agreements (Peña, 2019, p.26).

In Ecuador, despite reforming the curriculum and increasing the number of hours of the English subject in public education, students do not achieve the required and desired level, because they do not show a total interest in learning, understanding and practising the content they are taught. These results are reflected in the evaluations that the Ministry of Education carries out annually in the last years of Basic Education and Baccalaureate.

There are therefore innovative and motivational strategies to encourage students to learn English, such as recreational activities, that are based on combining cognitive and emotional aspects of the pupils to strengthen their learning through didactic resources such as games, songs and dance.

Recreational activities in education complement the learning development of people inherently, etymologically the term is derived from the Latin *ludus* which means "game" and the suffix *-ico* which was formed by the analogy that is used in many words. It comes from the Latin *ludicrum* which means *game itself*.

Jiménez Vélez (2005), stated the following: "Los juegos que espontáneamente practicamos de niños, nuestra vida intelectual, emocional, afectiva e incluso nuestras prácticas

sexuales cotidianas están de alguna manera, relacionadas con los ambientes intrauterinos”. In short, Luddism has been a part of human beings since they are born and continues to be present throughout their growth, complementing their development in an integral way both in their school environment and in society (p.35).

Recreational classes have become a solution to the need for recreation in the educational environment, according to the systematic formation of the human being since playfulness is an alliance that connects teachers with their students because thinking and acting through stimulation in a fun way creates a good connection.

As Starico de Accomo (2006) states: “A partir del lenguaje espontáneo y lúdico el niño construye otro lenguaje más organizado, expresivo, que le permite transmitir su creatividad y fantasía. Asimismo, los recursos didácticos, atienden a su socialización, comunicación, diversión es decir a su vida” (p. 10). From the earliest years, teachers stimulate learners through interactive activities that allow them to develop their fullest potential with their imagination.

1.2. Conceptual foundations of the use of recreational methods in teaching for the improvement of English pronunciation in General Basic Education.

The word ludic has its origin in the Latin "ludus", whose exact meaning is game, activity which humans generally do to have fun individually or in a group with their trusted environment (Montañés, 2013, p.27). The Latin derivation of the word shows that *iocus*, means joke, and *ludus*, *ludicrum*, *ludicrus*, or *ludicer* entertainment, thus the combination of those expressions means “to learn through games or fun activities” Leyva Garzón (2011, as quoted in Moreno, 2002, p.4).

On the other hand, Moreno (2003), concerning how humans express themselves, that scholar claims that human beings orientate their emotions towards entertainment and fun

throughout the process of their personal growth, since it is an innate part of human nature (p.2). Moreno argues that Ludism is an important part of human development in areas such as: cognitive, emotional, sexual, communicative and moral.

To sum up, recreational activities implemented in education provide meaningful learning, given that, when used as a teaching tool, they generate joy and an optimal integral development reflected in the active participation of students, thus helping them to be more active, create, build, ask questions and provide constructive criticism of their environment (Posada, 2014, p.14).

Children's education has generally been based on traditional, rigorous styles and methods that discourage students from learning. Therefore, the desire for teaching meaningfully has led teachers to use other didactic strategies, which has allowed them to use recreational methods that produce positive changes (Posada, 2014, p. 15).

1.2.1 Types of ludic methods

Recreational methods are conceptualised as teaching strategies to enhance the cognitive development of students, thus using this type of activities as a mediator to prepare decision making, daily life activities, and cultural experiences in the case of English language teaching motivate the learning of English in a relaxed and enjoyable way.

The ludic activities considered in the learning-teaching process have to provide satisfaction to teachers when they achieve their proposed accomplishments after applying didactic strategies to the children and when they fulfil the objectives that educators proposed in their planning.

“Las estrategias de enseñanza y aprendizaje deben favorecer la participación activa de los alumnos” (Bautista-Vallejo & López, 2002, p.6). Therefore, the game-based interactive

activity will significantly attract the student's attention and make the teacher fully interested in investigating independently and using more creativity.

Recreational games are one of the most important recreational activities in education and the main characteristic of Luddism, and the etymology concept of the word is certainly shown in teaching practices.

Recreational Games

As stated by Bautista-Vallejo & López, (2002), playing is a form of self-expression, that allows children to demonstrate how they develop their integral personality in their exploration of the outside world and themselves, as well as their process of discovery with the external reality, which helps them to progressively structure their concepts about the world.

(p. 4)

Using games as a teaching method is an idea that would help teachers enhance students' motivation in developing activities and language performance, thus providing a safe way for them to express their opinions and entertainingly build their knowledge.

Focusing on the development of games as a ludic activity, Bautista-Vallejo & López (2002) indicate that: “El valor didáctico del juego está dado por el hecho de que en el mismo se combinan aspectos propios de la organización eficiente de la enseñanza: participación, dinamismo, entrenamiento, interpretación de papeles, colectividad, modelación, retroalimentación, carácter problémico, obtención de resultados completos, iniciativa, carácter sistémico y competencia” (p.4).

In other words, by using games, pupils combine different aspects, which helps them obtain a more effective learning experience. As (Crespillo, 2010, p. 1) mentions in his work “El Juego como Actividad de Enseñanza Aprendizaje”, through games, infants establish contact with the world, obtain countless pleasant experiences, and also state that Play is a way

of creating, discovering and investigating while having fun, given that these are the semblants that a child needs to develop and become an adult.

When talking about learning games, it is vital to focus on those that help in the academic development and learning of the learners and at the same time keep them motivated; and the purpose of those games deals with the students' development of new motor skills and the acquisition of new knowledge through recreational tasks. There are different types of games that help to stimulate the necessary aspects for the development of children, and because of this and the different interests of the pupils, the following games were selected and will be defined below:

- ❖ **Scrabble:** different letters are placed in a bowl, later pupils pick them up to form new words, the winner is the one who makes more words with the letters.
- ❖ **Pictionary:** consists of creating a drawing of whatever the child wants, and another learner has to guess what the first pupil drew, this game enhances their mental agility.
- ❖ **Continue the story:** this activity helps students improve their oral expression. To play this game each child takes turns completing the tale said by their teacher until it is complete. This activity stimulates their imagination.
- ❖ **Do you know your body?** This game helps students learn and identify the body parts in English; teachers use a picture that shows a part of the human body and cards with the name of each of them, and then students have to match the pictures and the cards accordingly.
- ❖ **Hot Potato:** The game consists of passing an object among all the players while one counts to 10. When the counting ends, the last person who was given the object has to start counting and passing the object again, through this game, pupils would learn the numbers in English.

The application of games in the teaching of a new language helps to maintain the motivation of students, thus it creates a pleasant atmosphere in class, as Castrillón Díaz (2017) emphasises in his research project “los juegos pueden tener una influencia positiva en la adquisición de un segundo idioma (...) y gracias a la implementación de los juegos en el aula, los profesores tienen una herramienta de motivación que permite a sus estudiantes expresar sus sentimientos de una manera lúdica.” (pp.86-93)

Songs

Songs as a teaching strategy tool has yielded positive results in children's assimilation of knowledge, as the sensation of music in learning motivates them to retain information and enjoy themselves simultaneously. According to Phillips (1993, as quoted in Rubio & García, 2016), a researcher at Oxford University, points out that “los niños realmente disfrutaban aprendiendo y cantando canciones y realizando actividades divertidas mientras se recitan rimas o se cantan canciones” (p.4).

Children from their mother's womb listen to songs that influence their language when they are developing, and thus also learn their mother tongue, likewise, English foreign language learners acquire the language in a fun way through listening to songs that motivate them to learn it. A Bulgarian pedagogical educator Lozanov (1978, as quoted in Rubio & García, 2016) applied a teaching method that involves music called suggestopedia, whereby in a calm and comfortable atmosphere, music encourages the acquisition of languages (p.4).

Murphy (1992, as quoted in Rubio & García, 2016), PhD from Kanda University (Japan), also found that many English teachers have used songs as a teaching methodology to motivate their students in a didactic way. The scholar claimed “parece que las canciones se pegan en nuestra memoria colectiva, así que son una forma relativamente fácil de recordar una parte bastante importante del lenguaje” (pp.4-5).

Different types of songs can be used in English language teaching, as classified by Reilly & Ward (1993, quoted in Rubio & García, 2016) of the London Centre in Seville and Sheila Ward of the British Council in Lisbon (Portugal), which are mainly for use at the primary level:

- Songs about characters allow them to develop a sense of rhythm.
- Songs about events give them confidence and will define gestures and non-verbal expressions.
- Riddles will keep their brain and ear active to participate.
- Songs that use names of colours, days of the week, months of the year, weather, and time are suitable to deepen their pronunciation of those terms and develop their auditory memory (pp.17-18).

It is worth recognising that the use of songs is relevant to language acquisition, so Feierabend (2002) has classified the different processes that complement rhythmic memorisation into seven categories with their respective function (pp. 18-19):

1. **Singing stories** is about simple stories with a narrative and at least one character that motivates children to listen to them.
2. **Lullabies:** these songs are specifically for babies or children to put them to sleep.
3. **Call and response:** these songs consist of two people engaging in an exchange of ideas as they were having a conversation.
4. **Movement and stimulation:** these songs allow all children to move according to the rhythm of the song, thus they stimulate their motor skills.
5. **Touch and clap:** these songs let the singer touch or clap different parts of the body according to the rhythm of the music and the lyrics as well.

6. **Simple songs:** short melodies with a limited range of lyrics, chanted by the students.
7. **Rebound:** songs that make students jump or dance, while the teachers sing them.

Every type of music has specific functions for lessons or subject matter. Nevertheless, it is important to highlight that not all songs are suitable for children since they should be used depending on the objective the teacher needs to achieve, and the didactic intentionality they want to fulfil.

1.3. Application of recreational teaching methods for the improvement of English pronunciation in Ecuadorian classrooms.

Since 1972 English language teaching has been included in the Ecuadorian curriculum in public and private educational institutions as part of an agreement between the Ministry of Education and the British Council, that is a UK organisation whose aim is to promote the learning of this language and seek the best linguistic practises for students from an early age (UTPL, 2020).

English as a foreign language has become one of the highlights of Ecuadorian education, it has allowed students to develop communicative language skills and understand that being proficient in this language will provide them many opportunities to succeed in their personal and professional lives locally and even around the world (Merchan et al., 2016, p. 14).

The fact that the English language is taught in schools as a foreign language does not mean that students will acquire it easily; and the acquisition of it as a second language will be an easy aim to accomplish (Peña, 2019, p. 24).

However, students' knowledge of a foreign language is not an asset, as there are significant gaps that need to be addressed, and The Ministry of Education is concerned and has realised that traditional methodologies are still being used because of the lack of new pedagogical resources, and pupils are not interested in learning it.

Through observation of teaching practices, the shortcomings mentioned at the beginning of the research were detected, which have led teachers to innovate their teaching strategies and implement ludic methods to deal with this urgent pedagogical need related to the development and improvement of English pronunciation.

This research work takes place at the "Enrique Augusto Castro Aguilar" School of General Basic Education in the parish of El Cambio, canton Machala, founded on 25th July 1945, on a plot of land donated by Mr ENRIQUE AUGUSTO CASTRO AGUILAR, located in what is now the Bolivar Military Fort. The school began its educational trajectory with 40 children full of enthusiasm and desire to learn. In the 2008-2009 school year, with the Provincial Directorate TRANSFORMA, the public school was converted from a boys' school to a co-educational school, with the enrollment of girls.

Currently, this educational centre is considered one of the first four schools in the city of Machala, with 617 students, thirty-eight teachers, two administrative staff as Director and Secretary/Inspector, one service staff, and a regular educational offer from the levels of Initial Education in groups of children from 3 and 4 years old to General Basic Education from first to the tenth year.

The pre-professional internships have been the means to observe the reality of the English foreign language students, that observation has unveiled an evident lack of good English pronunciation and discouragement concerning the subject, that is to say, that the

methodology used has been monotonous and traditional, thus students have the unwillingness to practice and improve their oral skills.

Oral expression in learning English plays a fundamental role because when pupils master it and become fluent, they will have a good linguistic performance, which will favour the probability of getting good jobs in the future. After all, they will be accurate when expressing their feelings, ideas and opinions. Therefore, if learners are not motivated and discouraged in learning the correct pronunciation, teachers should use different options to improve their students' pronunciation and encourage them to practice their oral skills.

1.3.1 Diagnosis of the status of English pronunciation in students in the 4th year "A" of General Basic Education of the "Enrique Castro Aguilar" School.

This epigraph reports the results obtained by the students in the non-participant observation, and pre-test tests; as well as the experimental class of ludic methods to evaluate students' level of pronunciation at the General Basic Education Enrique Castro Aguilar. The instruments used for collecting data were the observation form (APPENDIX 1), pretest (APPENDIX 2) and the rubric with the evaluation indicators (APPENDIX 3).

Analysis of the results of the implementation of the instruments

Observation Sheet

This tool was applied as an evaluative instrument to assess the initial state of the students' pronunciation; to examine the teachers' management of their classes, and how well they pronounce; the difficulties that arose were as follows:

- Difficulty in recognizing the correct pronunciation of words.
- Trouble articulating and producing the correct sound.
- Improper pronunciation of certain words by the teacher.
- Uncertainty at the moment of participating in classes.

→ Confusion between L1 and L2.

Pre-Test

- 40% of the students have good pronunciation and intonation, but the rhythm remains intermediate.
- 37.04% of the students have difficulties in the accentuation of numbers and a slight problem in distinguishing between the vowel's "O" and "U".
- 11.11% of the students had pronunciation problems with vowels and numbers lacking accentuation, rhythm, and intonation.
- 11.11% of the students have excellent pronunciation, intonation, and rhythm, meeting the evaluative indicators.

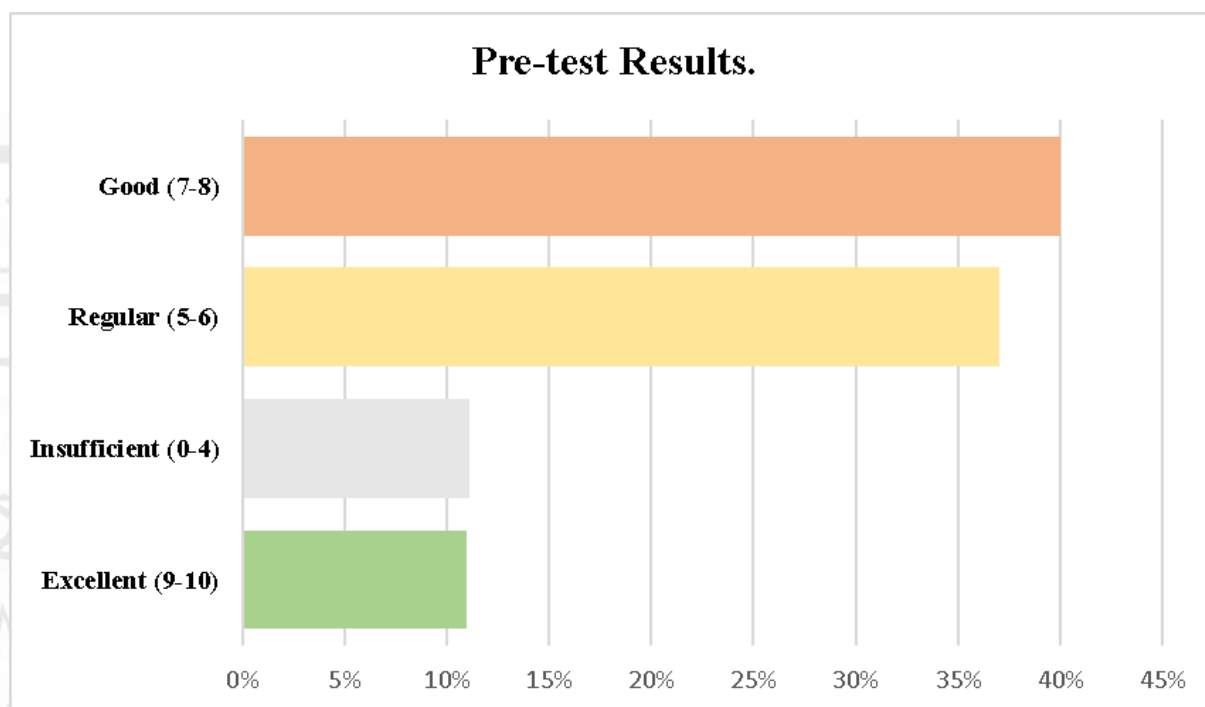


Figure 1. Pre-Test Results

Based on the results shown in the table above, the majority of the students (40% of the population) achieved a reasonable level (11 students), indicating that they are close to achieving good pronunciation, but they still lack the rhythm of the words.



CHAPTER 2. METHODOLOGICAL FRAMEWORK

This chapter describes the methodological aspects of the research used to achieve the objectives set out in advance, such as the paradigm and type of research, the design, the theoretical and empirical methods, and the selected population. Furthermore, the techniques to be used to analyse the data collected from the application of the instruments.

2.1 Research Paradigm and Type of Research

This research is carried out within a quantitative research paradigm since it allows hypotheses to be drawn up, allowing the statistical relevance of the variables of the phenomenon under study to be quantified.

“A través de la investigación cuantitativa, los investigadores adquieren conocimientos sobre hechos empíricos de los que se pueden derivar las relaciones entre las causas y los problemas” (Qualtrics, 2022).

2.2 Research Design

The research study is fulfilled through an experimental design of a pre-experimental nature, as the characteristics of the proposal present stimulus activities to a population and subsequently measure the variables to identify the causes that have formulated the problem.

According to Campbell's (1969) idea read in the work by Hernández Márquez (2022) he remarks that: “Los pre-experimentos sirven para aproximarse al fenómeno que se estudia, administrando un tratamiento o estímulo a un grupo para generar hipótesis y después medir una o más variables para observar sus efectos.”

2.3 Population and Sample

The population of this research consists of 30 students, 16 of whom are males and 14 females from the 4th grade "A" of the EGB School "Enrique Castro Aguilar", and the English teacher in charge of them.

2.4 Research Methods

For the development of this research, theoretical and empirical methods were used, which were selected according to the type of research proposed and the information to be obtained.

2.4.1 Theoretical Methods

The theoretical methods applied in this research are as follows:

- **Historical-Logical**

Through this method, the research's origin and its history are identified, which unveils the causes and effects of the phenomenon studied. Subsequently, it analyses the development of students' weaknesses in relation to pronunciation observed in classes and relates the existence of the factors.

According to Behar (2008) "Con este método se proporciona un sistema de evaluación y síntesis de pruebas sistematizadas con el fin de establecer hechos, dependencias históricas y esclarecer antecedentes gnoseológicos que demuestran la interacción" (p. 41).

- **Analytical-Synthetic**

This approach was applied to conduct an analysis of the case of the study to decompose the factors that composed the problem and thus, to know in detail its principles. Frolov (1984) point out that "El análisis y la síntesis desempeñan un

importante papel en el proceso de la cognición humana y se dan en todos los estadios de la misma” (pp. 14-15).

- **Hypothetical-Deductive**

The use of this method makes it possible to propose a hypothesis whose independent variable is the stimulus as an experiment, which deduces logical formulations that prove the validity of the experimental process.

2.4.2 Empirical Methods

These methods allow information to be collected from the environment where the research subject and the research are immersed, revealing the phenomenological characteristics of the object of study.

- **Non-Participant Observation**

This type of observation is carried out from the outside without being part of the group analysed. This method is appropriate for the type of design in which the research work is structured, as an object of study under this type of observation favours the objectivity of the study in question.

“Son técnicas de medición no obstructivas, en el sentido que el instrumento de medición no estimula el comportamiento de los sujetos” (Behar, 2008, p. 69).

- **Experiment**

It is used because it is the most effective method as it allows the creation of the necessary conditions to measure the students' problems, which in the case of this research is to know the level of pronunciation of the English language through a system of classes with playful activities for pronunciation.

- **Standardised Testing**

The application of these tools assesses the experiment, as a measure of change is obtained by performing statistical analysis of the pre-and post-test of how effective the stimulus has modified the phenomenon under study.

2.5 Data processing techniques

After the data has been collected through the techniques implemented in the research, it is sought to interpret the data to understand the results, therefore, the interpretation and analysis are carried out using this technique.

2.5.1 Documental Analysis

Documental analysis has the function of obtaining the necessary information about the results that were obtained through the collection techniques with the experimental method, and that information is reflected in the standardised test scores.

The purpose of using a documental analysis is also due to the use of the analytical-synthetic process it provides, as the information obtained is studied, deciphered and summarised to achieve an accurate result.

As mentioned by Valencia López (2015) “La revisión documental permite (...) categorizar experiencias; distinguir elementos más abordados con sus esquemas observacionales; y precisar ámbitos no explorados” (p. 2).

2.6 Discussion of variables

A fundamental part of all research work is the description of the variables that are used to work on the problem posed, thus the appropriate guidelines will allow the study to be carried out correctly and the development of instruments that collect the required information.

In this research, the following variables have been identified:

Variable 1:

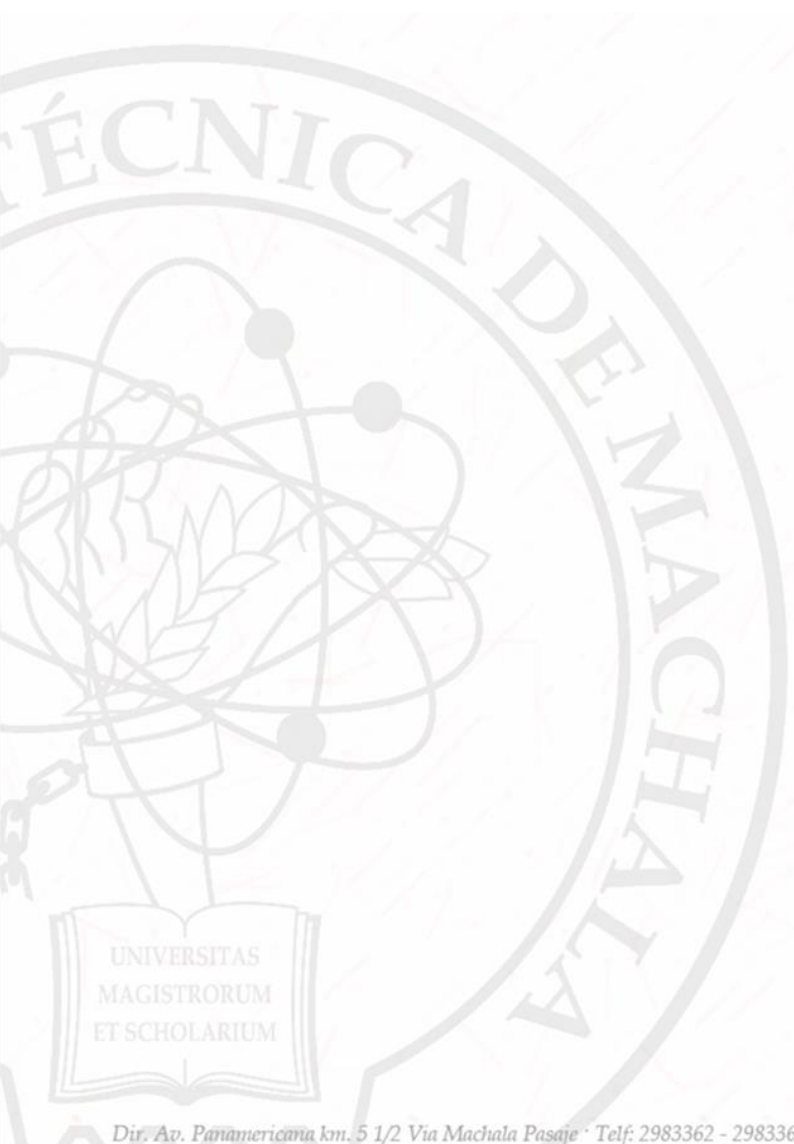
The first dependent variable, which refers to the level of pronunciation of learners of English as a second foreign language, is defined as the oral transmission of words to deliver a message to the receiver and considers aspects such as intonation, rhythm and accentuation.

Variable 2:

The Independent variable is ludic methods, specifically songs and games for pronunciation improvement.

According to Callahan (2020) “Ludic, or spontaneous, activities are effective tools when teaching English. [...] These exercises can help a teacher assess a student’s current speaking level and can help students practise their skills in situations that closely resemble everyday life.”

2.7 Working with the unit of variables: Pronunciation of the English language.



Consistency Matrix

Title: A SYSTEM OF TEACHING LESSONS THAT CONTRIBUTE TO THE IMPROVEMENT OF PRONUNCIATION

Problem	Objectives	Hypothesis	Variables & Indicators			
General Problem: How to improve the pronunciation of 4th-grade students of the "A" course of the	General Objective: To implement a system of classes based on the use of recreational teaching methods that contribute to	General Hypothesis: Students will improve their level of pronunciation of the English language through songs and	Variable 1: Improve Pronunciation (Dependent)			
			Dimensions	Indicators	Items	Measuring scale



"Enrique Castro Aguilar" School through recreational methods?

the improvement of pronunciation in the students of 4th-grade students of the "A" course of the "Enrique Castro Aguilar" School

Specific objectives:

- Identify students' level of English pronunciation through diagnostic tests based on speaking skill rubrics.

-To analyse the reasons that prevent learners from developing good pronunciation in English as a second language.

-To foster the implementation of ludic techniques in English pronunciation.

- Itemise the ludic methods that can be used with the subject.

games that will be applied in a system of classes in the students of 4th-grade students of the "A" course of the School of General Basic Education "Enrique Castro Aguilar" in the parish El Cambio of the canton Machala of the school period 2021-2022.

Intonation

Pupils vary their tone of voice in an ascending and descending manner.

Rhythm

Students should have a harmonious blending of words when producing their sounds.

Accentuation

Learners should accentuate the major force at a given syllable of the word differentiated by high duration, intensity, and tone.

1,2,3

Ordinal

Excellent

(80-100)

Good

(60-70)

Regular

(40-50)

Insufficient

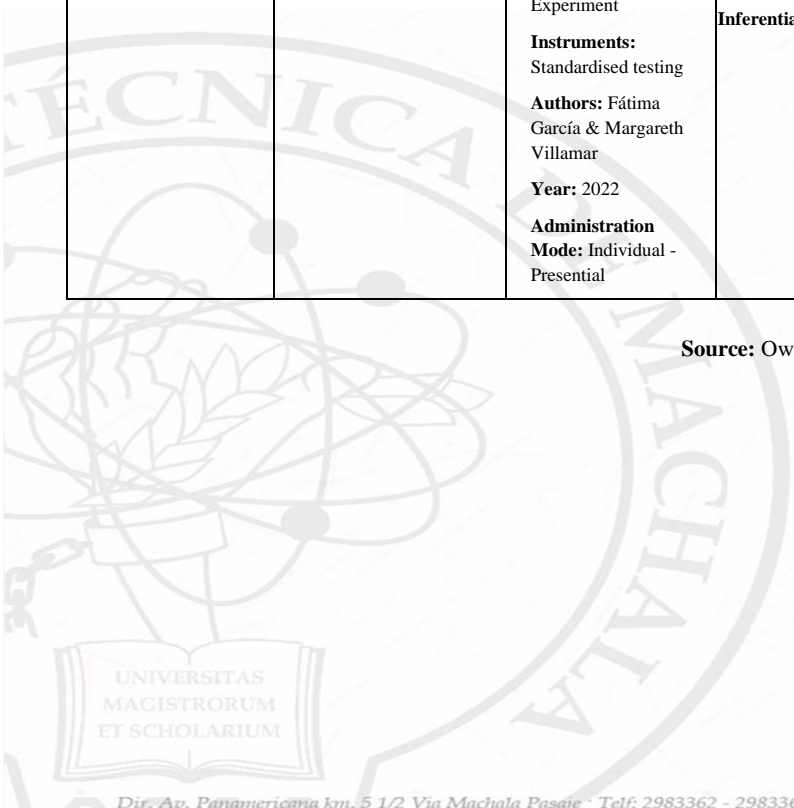
(10-30)

Research Design	Population and Sample	Techniques and Instruments	Statistics to be used
-----------------	-----------------------	----------------------------	-----------------------

UNIVERSITAS
MAGISTRORUM
ET SCHOLARUM

<p>Design: Pre-experimental</p>	<p>Population: 30 students</p>	<p>Variable 1: Improve Pronunciation</p> <p>Techniques: Experiment</p> <p>Instruments: Standardised testing</p> <p>Authors: Fátima García & Margareth Villamar</p> <p>Year: 2022</p> <p>Administration Mode: Individual - Presential</p>	<p>The type of statistics presented in this research for data analysis is inferential statistics, which makes inferences from a statistical population to analyse, compare and make projections of the data obtained from the object of study.</p> <p>Inferential: Focuses on hypothesis estimation, and generalised population.</p>
--	---------------------------------------	--	---

Source: Own elaboration



CHAPTER 3. ANALYSIS AND PRESENTATION OF RESULTS

3.1 Intervention Proposal

This chapter describe the pedagogical contribution that the researchers offer to the student community to improve the pronunciation of the English language through recreational classes containing games and songs for 4th grade "A" students at the General Basic Education School "Enrique Augusto Castro Aguilar" in the parish of El Cambio in the canton of Machala.

3.2 Foundation of the system of classes for the improvement of English pronunciation in the students of 4th grade EGB "A" of the Enrique Augusto Castro Aguilar School.

The improvement of pronunciation is achieved when students produce the sounds of words correctly, respecting the intonation, accentuation, and rhythm. Furthermore, it is necessary for the students to distinguish the phonetic rules of the English language, as there are some exceptional cases in which the articulation of sounds is very different, although they are similar when written.

Therefore, the proposal is a system of classes with recreational methods to improve the level of pronunciation of the students of the 4th grade "A" of the School of General Basic Education "Enrique Augusto Castro Aguilar" of Cambio, canton Machala. It consists of implementing games and songs in the school contents; motivating them to communicate orally in a clear and concise way.

To conceptualise the word system, the authors rely on the definitions of some lexicographical publishers such as (Oxford Languages, n.d.), thinkers such as (Bunge, 2012, p. 25), the creator of the philosophical current systemism, and the author (Schilling, 2003).

- It is a set of interrelated elements, and they function independently of each other.

- It proposes to capture both the components and their interactions.
- Set of things other than the acting components.
- Study of the society of relevant features of the individual as the investigation of properties and changes as a whole.
- It is composed of ideas, concepts, hypotheses, theories, or symbols that are used to create a hypothetical entity.
- The recreational class system is the process of training through the teaching of English as a subject that facilitates experimentation through recreation and understanding of the strategies provided.

The definition of the playful class system agrees with Maestre & Andrade (2008) who through their experiences, affirmed that the use of playfulness motivates learning and appropriates the system as an element that overcomes barriers (p. 6).

In the realisation of the system of playful classes to improve the English pronunciation of the students of the 4th EGB "A" of the "Enrique Augusto Castro Aguilar" School, pedagogical, didactic, and psychological perspectives were taken into account to complement the research.

From a pedagogical point of view, the system of playful classes to improve pronunciation is based on theoretical contributions in the field of education such as Rousseau (18th century), Pestalozzi (18th century) and Dewey (19th and 20th centuries) who based their teaching theories on active learning, in which play is one of the best supports for this strategy where it leads children to freedom and spontaneity in carrying out these activities.

From the didactic perspective, the pedagogue Juan Amós Comenio (Amós, 2019), considered the Father of modern pedagogy, highlighted play as one of the driving forces in the field of teaching, and how important it is to learn while having fun and to make your

educational institution your play centre. This is how our system of playful lessons is conceived by the theoretical contributions under the “Magna Didactica.”

From a psychological point of view, the system of playful lessons is based on the theories of psychologists Vygotsky and Piaget, who consider play to be a direct representation of lucidity and highlight it as the most important for cognitive and emotional development, and which, put into practice in the classroom, are very beneficial for school performance.

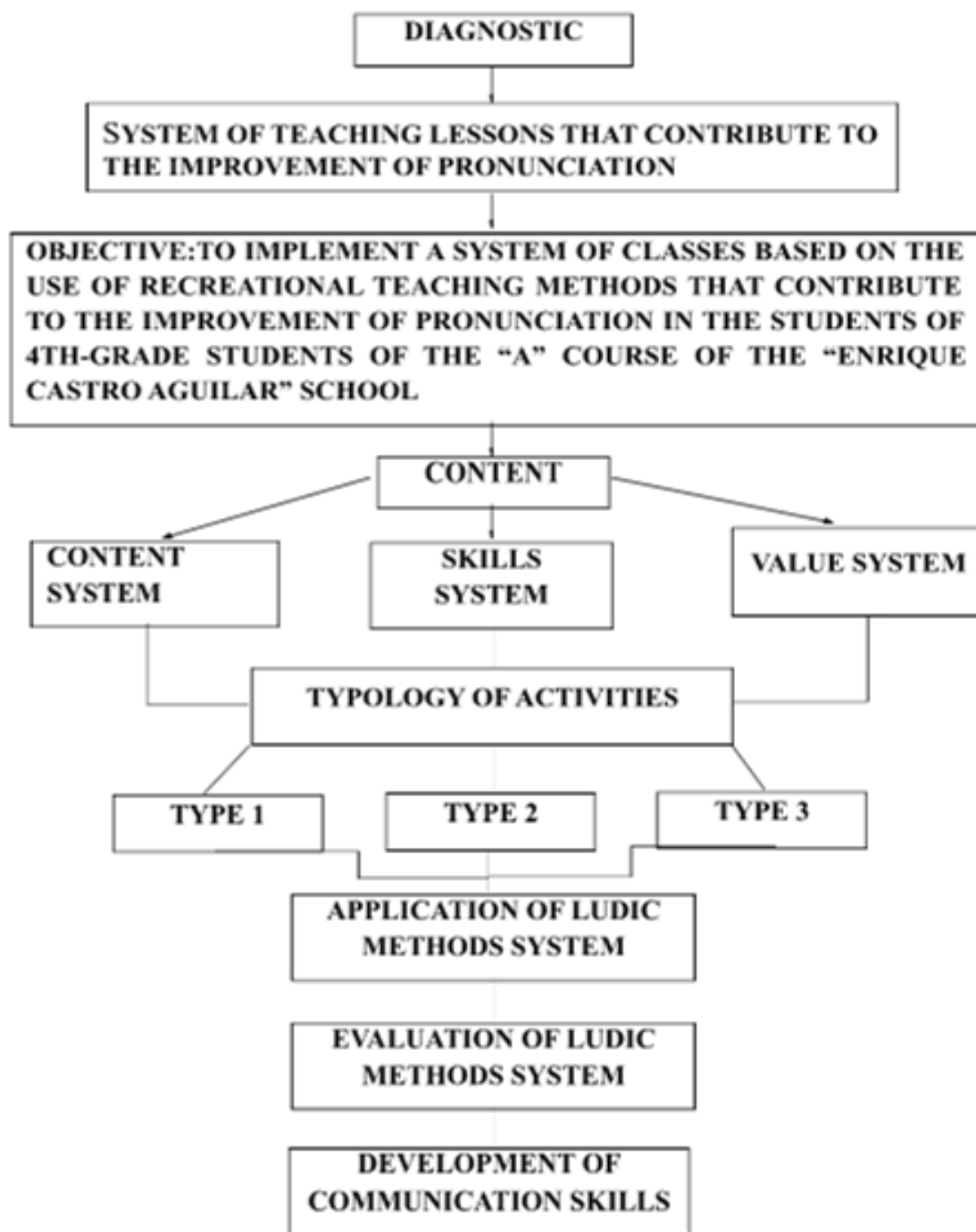
The application of play activities has a series of motivational benefits in the classroom, because they reduce the levels of inhibition and anxiety, since, due to the psychological relaxation, students will actively participate in classes, reinforce group work, and thus, foster personal relationships and cohesion (Sánchez Megolla, 2009).

For these reasons, Sánchez Megolla (2009), it is important for teachers to plan classes with these pedagogical innovations in order to overcome the shortcomings and demotivation of students with the necessary didactic resources to achieve the proposed objectives. In order to implement these ludic activities, certain characteristics must be met that will help the learning progress (p. 9).

The first characteristic is to consider that the main objective is to enjoy each of the activities to be applied, without forgetting that the aim is to achieve progress in the learning process.

Students must be aware of the type of exercises they are doing and their purpose in relation to what they are learning, so the contents must be in tune with the topics seen in their subject. It is of utmost importance to also consider learning styles, strengths, and prior knowledge, as these factors will determine the efficiency of the use of the game methods and ensure that the teaching has been successful.





3.3 Planning the system of lessons based on the implementation of playful methods for the improvement of English pronunciation.

This statement describes the planning of the classes structured by the researchers, which propose ludic techniques, such as the implementation of songs and games, with the aim that these contribute to the improvement of pronunciation in the students of the 4th year of EGB "A" of the School of EGB "Enrique Castro Aguilar", with a total of 3 classes that were carried out on Wednesday 3rd, Thursday 4th and Friday 5th of August 2022.

Class 1: Let's play with the Numbers

Time: 40 minutes

Objective: SWBA to learn the correct pronunciation of each number from 1 to 20.

Teaching Aids: PowerPoint presentation, YouTube videos, pictures, laptop, projector, whiteboard and markers.

Procedure: the teachers show the kids the new topic of the class, starting with a warm-up to gain the attention of the students, with pictures the students practice their pronunciation of the vocabulary, and with the help of a video the pupils reinforce their pronunciation.

Class 2: Your favourite animals

Time: 40 minutes

Objective: SWBA to pronounce the names of their favourite animals correctly.

Teaching Aids: PowerPoint presentation, YouTube videos, pictures, laptop, projector, whiteboard and markers.

Procedure: the teachers show the kids the new topic of the class, starting with a review of the last topic to see how much they remember, with the help of a video the students practice their

pronunciation of the vocabulary of the class, then to practice the pronunciation just learnt, in groups, they do a survey on their partners to ask which animals is their favourite.

Class 3: Vowels (Short sound & Long sound)

Time: 40 minutes

Objective: SWBA to understand the difference between the sounds of the vowels.

Teaching Aids: PowerPoint presentation, YouTube videos, pictures, laptop, projector, whiteboard and markers.

Procedure: the teachers start the class with a warm-up to engage students with the topic, with the help of a picture the students reinforce their pronunciation by answering how many vowels are in the words, and then the pupils watch a video to recognize the difference between long and short sounds of the vowels.



CHAPTER 4.

This chapter reports the results obtained after having applied the system of classes based on the use of Ludic Teaching Methods in the Enrique Castro Aguilar School with the students of 4th year "A" of General Basic Education, which was successfully carried out on Friday, August 5th of this year, 2022, through the application of a pre-experiment.

4.1 Description of pre-experiment application.

Implementation of Pre-test

The pre-test implementation was carried out on August 1 , 2022, the same day on which the non-participant observation took place; the test was applied after the English teacher had completed the lecture; the questions that were going to be assessed were explained to the students at the time of its implementation, and the way in which they would be evaluated, which consisted of dividing the 27 students into two groups.

Implementation of Post-Test

In order to correct the errors that arose in the pre-test, it was decided to implement three different classes applying the system of ludic methods, thus helping the students to learn the intonation, rhythm and accentuation of the words related to the topics to be studied, in a stimulating way. During the classes, the correct pronunciation of the topics about numbers, animals, and the sound of short and long words were explained and reinforced with dazzling videos which captured the kids' attention. As activities, the "Hot potato" game, previously mentioned, was introduced to the students, helping to keep students motivated during the course of the classes.

After completing the entire guide set out at the beginning of the classes, the post-test was carried out on August 5, 2022, after having finished the day's class and the reviews of the previous topics, with emphasis on the words to be evaluated, the post-test application began,

and as same as in the pre-test, the 27 students were again divided into two groups to carry out the test, giving the following results:

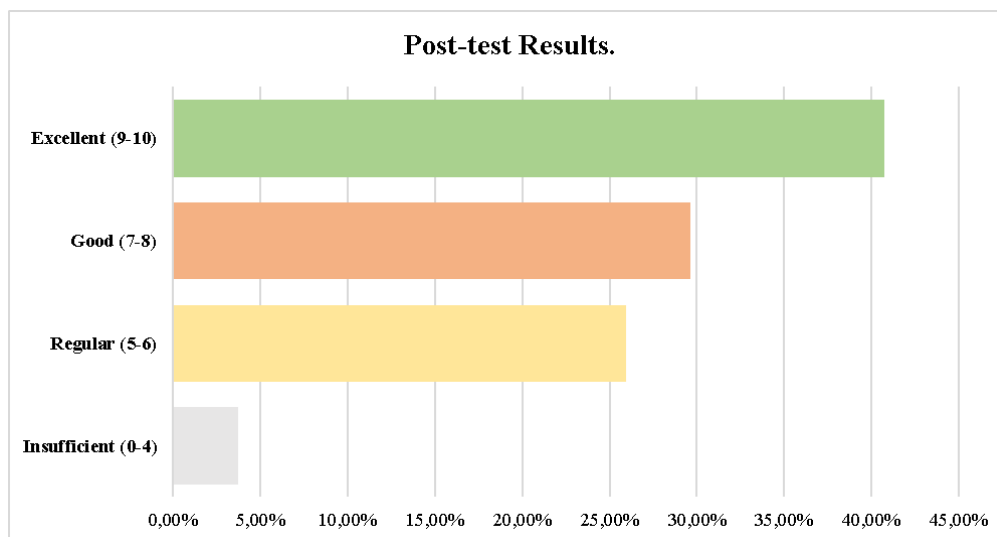


Figure 2. Results of the Post-Test

In the Application of the test after applying the system of ludic classes, focusing on the same population as at the beginning, 27 students, the results were as follows:

- 40.74% of the student population achieved a very good score, correctly pronouncing the words with the ideal tone, adequate rhythm and the required accentuation.
- The 29, 63% corresponding to 7 students of the population had a good score that corresponds to between 70-80 points, because their intonation and rhythm were correctly pronounced however, in the accentuation they lacked the major force in the determined syllable of the word, and specifically in the topic of numbers.
- 25.93% of the students scored a regular grade because although they had good intonation, the rhythm was not harmonious, nor the accentuation had the strength of voice required.
- The 3.7% of the population, which corresponds to only one student, remains in the position of not pronouncing correctly due to a lack of motivation and interest in the subject.

Given the results obtained from the post-test, it can be observed that after the recreational classes, their scores in the tests have increased for excellent and good indicators, with scores between 100 and 70 in the pronunciation of the topics that were evaluated, with good rhythm and tone of voice, but presenting variations in accentuation.

As mentioned by (Alcedo & Chacón, 2011, pp.69-76) classes with a ludic approach tend to enhance a creative and enjoyable environment that is more suitable for teaching language in a significant way, whose pedagogical impact through games and songs motivates learning and makes it possible to acquire good pronunciation and fluency. This is compatible with the objective of this research and is reflected in the post-test results.

Analysis of Pre- and Post-test Results

Comparing the general results of the tests, it is verified that the topics taught reflect a statistical increase in the indicators in which the researchers conclude that 70.37% of the students have successfully improved their pronunciation, effectively complying with the evaluation indicators of intonation, rhythm and accentuation. Whereas 29.63% of the pupils continue to present certain deficiencies in the production of sounds and demotivation in their acquisition of the language.

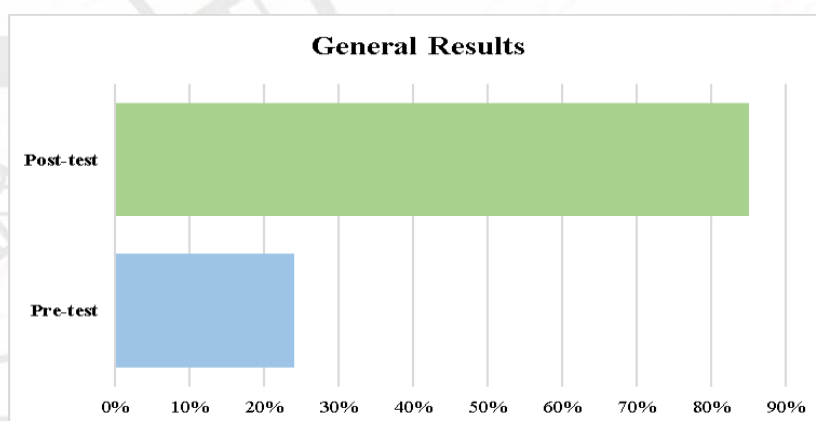


Figure 3. General Results of Pre- and Post-Test

4.2 Hypothesis Testing

Scientific hypothesis: 4th grade "A" students will improve their level of English pronunciation if a system of classes with songs and games is applied at the "Enrique Castro Aguilar" School of General Basic Education in the parish of El Cambio in the Machala canton for the 2021-2022 school term.

4.2.1 Scale of students' values in the Pre-test and Post-test (Table 1).

The margin of error: 0.05

	Insufficient	Regular	Good	Excellent	Total
Pre-test	3	10	11	3	27
Post-test	1	7	8	11	27
Total	4	17	19	14	54

H0: Applying a system of lessons with games and songs will NOT improve English pronunciation.

H1: Applying a system of lessons with games and songs WILL improve English pronunciation.

4.2.2 Observed and Expected Frequencies (Table 2)

Pre-test	Observed	Formula	Expected	Chi-Square
Insuficiente	3	$4*27/54$	2	0.5
Regular	10	$17*27/54$	8.5	0.26
Bueno	11	$19*27/54$	9.5	0.24
Muy Bueno	3	$14*27/54$	7	2.29

Post-test	Observed	Formula	Expected	Chi-Square
Insuficiente	1	$4*27/54$	2	0.5
Regular	7	$17*27/54$	8.5	0.26
Bueno	8	$19*27/54$	9.5	0.24
Muy Bueno	11	$14*27/54$	7	2.29

4.2.3 Chi-square results (Table 3)

Pre-test	Post-test	Total Amount
3.29	3.29	6.58

V/p	0,001	0,0025	0,005	0,01	0,025	0,05	0,1
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055
2 →	13,815	11,9827	10,5965	9,2104	7,3778	5,9915	4,6052
3	16,266	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,017
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616
9	27,8767	25,4625	23,5893	21,666	19,0228	16,919	14,6837
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,307	15,9872

Figure 4. Chi-Square distribution table.

In the distribution of the Chi-square table (Figure 4) has established the value of 5.9915 as the degree of freedom and the margin of error 0.05, consequently, the Chi-square of the research calculated (Table 3) gave 6.58 based on the collection of observed and expected data, meaning that if a Chi-square value is higher than the amount assigned in the distribution table, the null hypothesis is automatically rejected. Therefore, it is proved that the application of the system of ludic classes for the improvement of the pronunciation of the English language does make a difference in the learning process.

CONCLUSIONS

The system of classes with the use of ludic teaching methods focused on using games and songs did significantly help to correct the deficiencies that were presented at the beginning of this research such as difficulty in pronouncing correctly, lack of motivation and other factors that were affecting the learning of the English language in the students, it can be stated since the results were positive in their tests.

The implementation of the ludic class system aided in the students' improvement on their pronunciation since they were able to correctly produce the sounds of the words, they were learning in order to comply with the derivatives of this sub-skill of the Speaking skill, that were assigned as evaluation indicators in this degree work, which are intonation, rhythm and accentuation.

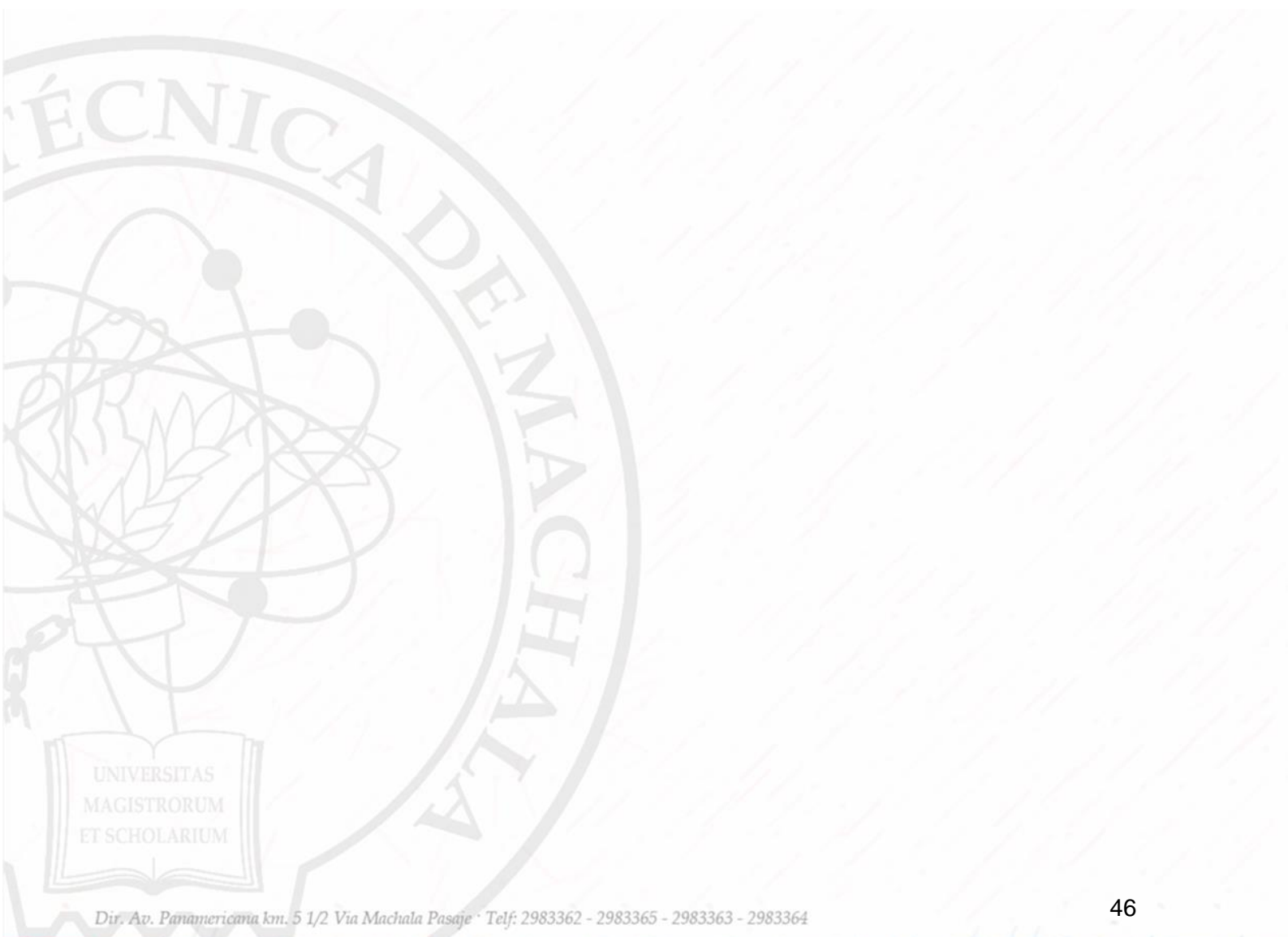
The factors that the researchers detected were the lack of didactic instruments, activities without any Ludicism and the simplicity of the teachers in imparting their classes mainly focusing on grammar, discouraging the students from acquiring English as a second language, whereas now after the experimental classes the students have been actively involved.

The diagnostic tests were used to check the level of pronunciation of the English language at the beginning of the research, and it was observed how much improvement was obtained in the students at the end of the research under the Speaking skill rubrics.

The researchers achieved positive reactions from the students at the time of receiving the classes, the majority were motivated and willing to participate in the activities due to the different games that were used; their interest was visible, as well as improvement in pronunciation thanks to the use of songs.

All the aforementioned conclusions were obtained through the use of the ludic methods implemented in the classes, which are songs and games, specifically, songs about

numbers, animals and long and short vowels were used; these were accompanied by the game called "Hot potato" to carry out the activities.



REFERENCES

Alcedo, Y., & Chacón, C. (2011, enero-junio). El Enfoque Lúdico como Estrategia Metodológica para Promover el Aprendizaje del Inglés en Niños de Educación Primar. *SABER. Revista Multidisciplinaria del Consejo de Investigación de la Universidad de Oriente*, 23(1), 69-76. <https://www.redalyc.org/pdf/4277/427739445011.pdf>

Amós, J. (2019, Junio 24). *Didáctica Magna*. EcuRed.

https://www.ecured.cu/index.php?title=Did%C3%A1ctica_Magna&oldid=3426164

Bautista-Vallejo, J. M., & López, N. R. (2002, Enero). El juego didáctico como estrategia de atención a la diversidad. *El juego didáctico como estrategia de atención a la diversidad*, 1(9), 4,6.

http://rabida.uhu.es/dspace/bitstream/handle/10272/6622/Juego_didactico.pdf

Behar, D. (2008). La Observación. In *Introducción a la Metodología de la Investigación*. (A. Rubeira ed., p. 69). Editorial Shalom.

Behar, D. (2008). Método Histórico Lógico. In *Introducción a la Metodología de la Investigación*. (A. Rubeira ed., p. 41). Editorial Shalom.

<https://www.studocu.com/bo/document/universidad-cristiana-de-bolivia/tecnologia-de-alimentos-agricolas/libro-metodologia-investigacion-behar-rivero/8817196>

Beltrán, M. (2017, October 12). El aprendizaje del idioma inglés como lengua extranjera. *Revista Boletín Redipe*, 6(4), 1.

<https://revista.redipe.org/index.php/1/article/view/227>

Bunge, M. (2012). Los Sistemas. In *Ontología II: Un mundo de sistemas* (Vol. 4, p. 25). Editorial Gedisa S. A.

https://books.google.es/books?hl=es&lr=&id=DC0IBQAAQBAJ&oi=fnd&pg=PA7&dq=Mario+bunge+el+sistema&ots=k2NFikjUQo&sig=EzHJ13mibjvMq_IHvgFr2gjna#v=onepage&q=Mario%20bunge%20el%20sistema&f=false

- Callahan, N. (2020). *Public Speaking Class Activities - Synonym*. Classroom.
<https://classroom.synonym.com/public-speaking-class-activities-5304621.html>
- Campbell, D. T. (1969). *Reforms as experiments* (American Psychologist ed.).
<https://psycnet.apa.org/doi/10.1037/h0027982>
- Castrillón Díaz, L. T. (2017). Los juegos y su rol en el aprendizaje de una lengua. *La Tercera Orilla*, (19), 86-93.
<https://revistas.unab.edu.co/index.php/laterceraorilla/article/view/2893>
- Crespillo, E. (2010, Agosto-October). El juego como actividad de enseñanza aprendizaje. *GIBRALFARO*, (68), 1.
<https://elrincondeaprenderblog.files.wordpress.com/2015/11/el-juego-como-actividad-de-enseñanza-aprendizaje-c3a1lvarez.pdf>
- Curtain, H. A., & Dahlberg, C. A. (2009). *Languages and Children: Making the Match : New Languages for Young Learners, Grades K-8*. Pearson.
- EF Blog Ecuador. (2019, November 11). *Ecuador queda en el puesto #81 en el ranking de inglés EF EPI < GO Blog | EF Blog Ecuador*. EF Education First.
<https://www.ef.com.ec/blog/language/ecuador-queda-en-el-puesto-81-en-el-ranking-de-ingles-ef-epi/>
- Feierabend, J. M. (2002). *The Book of Simple Songs and Circles*. GIA Publications Inc.
- Frolov, I. T. (1984). Análisis y síntesis en el Diccionario soviético de filosofía. In *Diccionario de Filosofía* (pp. 14-15). <https://www.filosofia.org/enc/ros/analisis.htm>
- Hernández Márquez, M. (2022, June 5). *Análisis cuantitativo*. Prezi.
<https://prezi.com/p/4cp6cnrfhdfc/analisis-cuantitativo/>
- Jiménez Vélez, C. A. (2005). Pedagogía Lúdica desde el vientre. In *La inteligencia lúdica: juegos y neuropedagogía en tiempos de transformación*. (p. 35). C.A Jiménez

Vélez.

<https://books.google.com.pe/books?id=pO7xQQvOb70C&printsec=frontcover&hl=es#v=onepage&q&f=false>

Leyva Garzón, A. M. (2011). *El juego como estrategia didáctica en la educación infantil*. A. Leyva. <http://hdl.handle.net/10554/6693>

Lozanov, G. (1978). *Suggestology and Outlines of Suggestopedy*.

<https://vdoc.pub/documents/suggestology-and-outlines-of-suggestopedy-3ouck20s1q60>

Maestre, G., & Andrade, H. (2008). La Lúdica en la Educación y en la Dinámica De Sistemas. In *LA LÚDICA Y LAS REDES HUMANAS COMO ESTRATEGIA PARA PROMOVER LA SOSTENIBILIDAD DE LA INCORPORACIÓN DE LA DINÁMICA DE SISTEMAS EN LAS ESCUELAS COLOMBIANAS* (p. 6).

<https://www.researchgate.net/profile/Andrade->

[Sosa/publication/242746298_LA_LUDICA_Y_LAS_REDES_HUMANAS_COMO_ESTRATEGIA_PARA_PROMOVER_LA_SOSTENIBILIDAD_DE_LA_INCORPORACION_DE_LA_DINAMICA_DE_SISTEMAS_EN_LAS_ESCUELAS_COLOMBIANAS/links/02e7e538dddc0eda85000000/](https://www.researchgate.net/publication/242746298_LA_LUDICA_Y_LAS_REDES_HUMANAS_COMO_ESTRATEGIA_PARA_PROMOVER_LA_SOSTENIBILIDAD_DE_LA_INCORPORACION_DE_LA_DINAMICA_DE_SISTEMAS_EN_LAS_ESCUELAS_COLOMBIANAS/links/02e7e538dddc0eda85000000/)

Merchan, P. F., Calero, J. L., & Albán, J. J. (2016, Abril-Junio). IMPACTO DE LA EDUCACIÓN DIFERENCIADA EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA EN EL ECUADOR. *LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA EN EL ECUADOR*, VII(2), 14.

<http://revistas.ult.edu.cu/index.php/didascalía/article/view/479/478>

Ministerio de Educación del Ecuador. (2011). *EDUCACIÓN*. UPV.

<https://www.upv.es/jugaryaprender/vidaembarazada/ACCN.pdf>

Montañés, C. (2013). *La lúdica como estrategia didáctica*.

http://eib.sep.gob.mx/ddaie/pluginfile.php/755/mod_resource/content/1/La%20lúdica%20como%20propuesta%20didáctica%20CAMS.pdf

Moreno, G. (2003). *LA LÚDICA EN LOS PROCESOS EDUCATIVOS INFANTILES “ Un proceso reflexivo para las escuelas de formación deportiva “*. Universidad Tecnológica de Pereira.

<https://blog.utp.edu.co/areaderecreacionpcdyr/files/2012/07/La-lúdica-en-los-procesos-deportivos-infantiles.pdf>

Murphy, T. (1992). *Music and Song*.

Oxford Languages. (n.d.). *Significado de Sistema (Qué es, Concepto y Definición)*.
Significados. <https://www.significados.com/sistema/>

Peña, V. (2019). El inglés en el mundo contemporáneo. In *Enseñanza del inglés como lengua extranjera y desarrollo de competencias lingüísticas* (p. 24).

<https://repositorio.uasb.edu.ec/bitstream/10644/6603/1/T2833-MIE-Pe%20B1a-Ense%20anza.pdf>

Phillips, S. (1993). *Young Learners*. Oxford University Press.

[https://books.google.com.ec/books?hl=es&lr=&id=2BHx2xHj_mAC&oi=fnd&pg=PA1&dq=Phillips,+S.+\(1993\).+Young+Learners+%5BOxford+University+Press%5D.+Oxford.&ots=XQJK7GqqIA&sig=9j4liv5fAy7db3JgsMkD4Eb069E#v=onepage&q&f=false](https://books.google.com.ec/books?hl=es&lr=&id=2BHx2xHj_mAC&oi=fnd&pg=PA1&dq=Phillips,+S.+(1993).+Young+Learners+%5BOxford+University+Press%5D.+Oxford.&ots=XQJK7GqqIA&sig=9j4liv5fAy7db3JgsMkD4Eb069E#v=onepage&q&f=false)

Piaget, J. (1994). *Seis estudios de psicología*. Labor.

Piaget, J., & Inhelder, B. (1983). *Génesis de las estructuras lógicas elementales: clasificaciones y seriaciones / Jean Piaget, Bärbel Inhelder*. Dialnet.

<https://dialnet.unirioja.es/servlet/libro?codigo=368685>

Posada, R. (2014). Antecedentes. In *La lúdica como estrategia didáctica* (p. 14). Regis Posada.

<https://repositorio.unal.edu.co/bitstream/handle/unal/47668/04868267.2014.pdf?sequence=1&isAllowed=y>

Posada, R. (2014). Justificación. In *La lúdica como estrategia didáctica* (p. 15). Regis Posada.

<https://repositorio.unal.edu.co/bitstream/handle/unal/47668/04868267.2014.pdf?sequence=1&isAllowed=y>

Potter, C. (2018). *Enseñar superpoderes: La importancia de una educación bilingüe*.

CORE Scholar. <https://corescholar.libraries.wright.edu/biw/vol5/iss1/3/>

Qualtrics. (2022). *Investigación cuantitativa: definición y procedimiento*. Qualtrics.

<https://www.qualtrics.com/es/gestion-de-la-experiencia/investigacion/investigacion-cuantitativa/>

Reilly, V., & Ward, S. (1993). *Very Young Learners*.

Sánchez Megolla, M. T. (2009). EL USO Y LOS BENEFICIOS DE LAS ACTIVIDADES LÚDICAS EN LA CLASE DE INGLÉS. *INNOVACIÓN Y EXPERIENCIAS EDUCATIVAS*, (23), 9.

https://archivos.csif.es/archivos/andalucia/ensenanza/revistas/csicsif/revista/pdf/Numero_23/MARIATERESA_SANCHEZ_1.pdf

Sanz González, F. (1998). A Handbook for TEFL. (N. McLaren & D. Madrid, Eds.). *Didáctica. Lengua y Literatura*, 10, 311.

<https://revistas.ucm.es/index.php/DIDA/article/view/DIDA9898110311A>

Schilling, M. (2003). *SISTEMISMO Y EXPLICACIÓN MECANÍSMICA*. Repositorio Académico - Universidad de Chile.

https://repositorio.uchile.cl/bitstream/handle/2250/108787/schilling_m.pdf?sequence=3&isAllowed=y

Sinphasith Chantapanyo, P. (2016). Background and Significance of the Problem. In *A STUDY OF ENGLISH PRONUNCIATION SKILL: A CASE STUDY OF PRIMARY SCHOOL STUDENTS GRADE 4-6 AT WAT MAIYAINUI SCHOOL IN BANGKOK* (p. 6).

[http://oldweb.mcu.ac.th/userfiles/file/%E0%B8%A7%E0%B8%B4%E0%B8%97%E0%B8%A2%E0%B8%B2%E0%B8%99%E0%B8%B4%E0%B8%9E%E0%B8%99%E0%B8%98%E0%B9%8C/%E0%B8%9B%E0%B8%A3%E0%B8%B4%E0%B8%8D%E0%B8%8D%E0%B8%B2%E0%B9%82%E0%B8%97/English%20\(International%20Program\)/2556/05P](http://oldweb.mcu.ac.th/userfiles/file/%E0%B8%A7%E0%B8%B4%E0%B8%97%E0%B8%A2%E0%B8%B2%E0%B8%99%E0%B8%B4%E0%B8%9E%E0%B8%99%E0%B8%98%E0%B9%8C/%E0%B8%9B%E0%B8%A3%E0%B8%B4%E0%B8%8D%E0%B8%8D%E0%B8%B2%E0%B9%82%E0%B8%97/English%20(International%20Program)/2556/05P)

Starico de Accomo, M. (2006). *Poesías, canciones y juegos. De la unidad didáctica al aula : inicial, primer ciclo EGB*. Buenos Aires, Vision, 2000.

Terán Lalama, J. N., & Villón Orrala, J. C. (2018). Planteamiento del Problema de Investigación. In *LA DRAMATIZACIÓN INFANTIL EN EL DESARROLLO DE LA EXPRESIÓN ORAL EN NIÑOS DE 4 A 5 AÑOS. DISEÑO GUÍA DIDÁCTICA PARA DOCENTE* (p. 1). <https://docplayer.es/105319425-Universidad-de-guayaquil-facultad-de-filosofia-letras-y-ciencias-de-la-educacion-carrera-educadores-de-parvulos.html>

Uberman, A. (1998). *The Use of Games: For Vocabulary Presentation and Revision*.

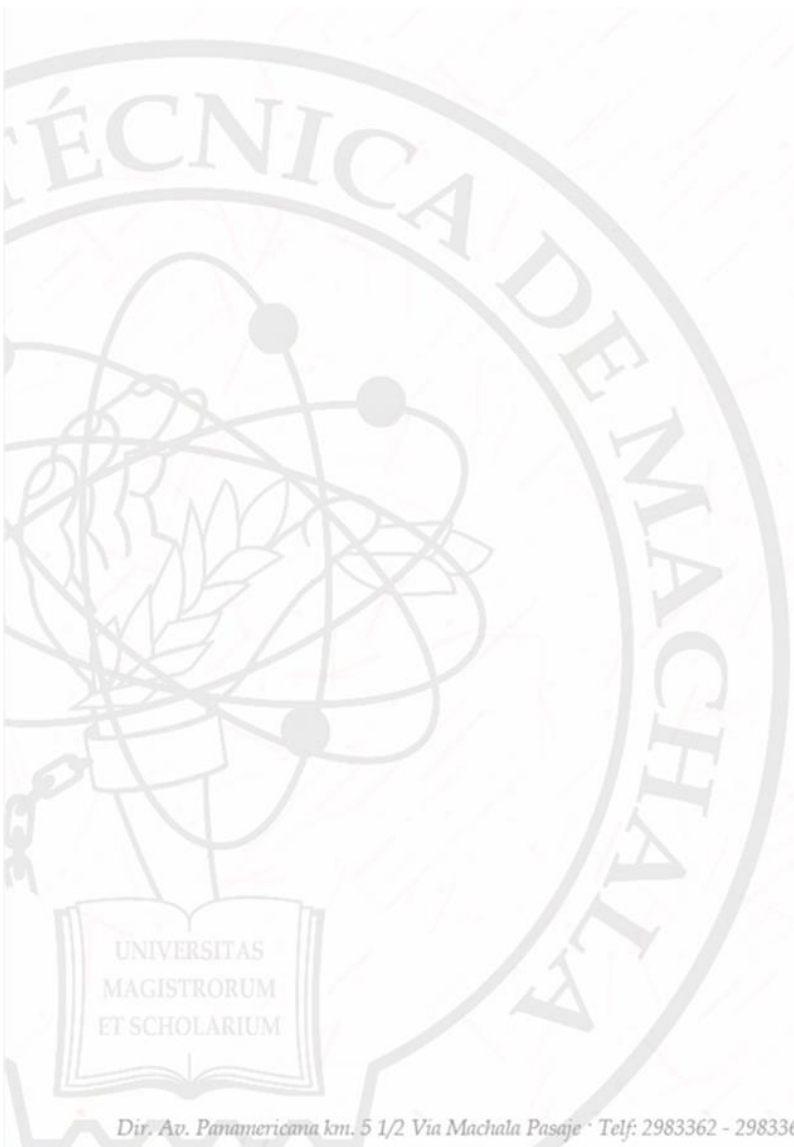
A. Uberman.

https://www.academia.edu/1082852/The_use_of_games_for_vocabulary_presentation_and_revision

UTPL. (2020, August 13). *¿Cómo mejorar la pedagogía en la enseñanza del Inglés?* / Blog. Noticias UTPL. <https://noticias.utpl.edu.ec/como-mejorar-la-pedagogia-en-la-ensenanza-del-ingles>

Valencia López, V. E. (2015). REVISIÓN DOCUMENTAL EN EL PROCESO DE INVESTIGACIÓN. *Univirtual*, 2.

<https://univirtual.utp.edu.co/pandora/recursos/1000/1771/1771.pdf>



ANNEXES

Annex 1

Observation Sheet

School: Enrique Castro Aguilar

Grade: 4 EGB "A"

Subject: English

1 → Excellent	2 → Good	3 → Regular	I → Insufficient
---------------	----------	-------------	------------------

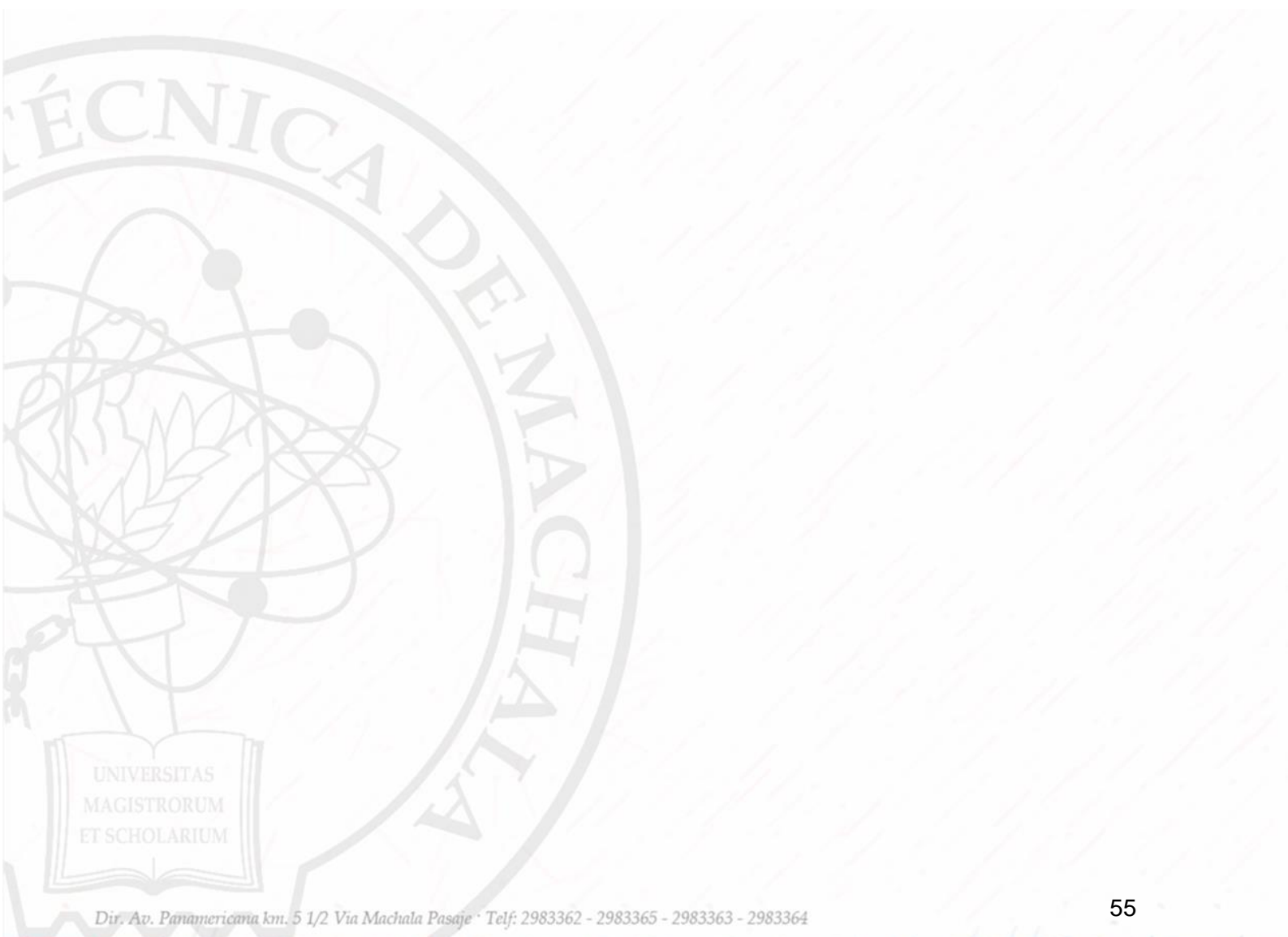
SUBJECT MATTER EXPERTISE

1	2	3
10	+7	-6

<i>Teacher Observation Aspects</i>	1	2	3	I
1. The teacher has a good command of the subject.		x		
2. They have enthusiasm and dynamism at the moment of giving classes.	x			
3. Prepares material with various pedagogical resources.			x	
4. Explains the subject clearly and coherently.		x		
5. Modulation, volume, tone of voice and pronunciation are appropriate.		x		
<i>Student Observation Aspects</i>				
1. Participate actively in classes.		x		
2. Satisfactorily perform tasks.	x			
3. They work harmoniously with their peers in team tasks.	x			
4. Respectfully pay attention to the teacher.		x		
5. They understand the subject in an intelligible manner.		x		
<i>General Aspects of Classroom Behaviour</i>				
1. Correct Behaviour	x			

2. It has a respectful atmosphere

x



Annex 2

DIAGNOSTIC TEST

Name: _____

Grade: _____

Date: _____

Read the following questions and answer them aloud.

- 1) Pronounce the vowels with sound correctly and match with the example.

U
O
E
A
I



- 2) Repeat and write the following numbers.



Annex 3

RUBRIC FOR COLLECTING AND PROCESSING RESULTS

1 → Excellent	2 → Good	3 → Regular	I → Insufficient
---------------	----------	-------------	------------------

1	2	3
10	+7	-6

<i>About Intonation</i>	1	2	3	I
1. Varies their tone of voice in an ascending and descending manner.		x		
2. Makes the difference between sentence modalities.			x	
<i>About Rhythm</i>				
1. Produces the appropriate sounds of the words.		x		
2. Has a harmonious combination of words.		x		
<i>About Accentuation</i>				
1. It emphasizes the major force at a given syllable of the word. .			x	
2. Distinguishes the high duration, intensity, and pitch.			x	

Analysis: As observed in the table above, the students who have an insufficient level in all indicators are 11.11% which represents 3 learners; 37.04% represents 10 students with a fair level; 40% which represents 11 students with a good level; 11.11% represents 3 pupils who have a good command of their pronunciation.




Annex 4

Lesson Plan



UNIVERSIDAD TÉCNICA DE MACHALA
D.L. No. 69-04 de 14 de abril de 1969
Calidad, Pertinencia y Calidez
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



 “Enrique Castro Aguilar” School		
GRADE: 4th EGB	SUBJECT: English	SCHOOL YEAR: 2021/2022
TOPIC: Review about Numbers and Vowels		DATE: Friday, August 05 th / 2022.
OBJECTIVE: At the end of the class students will be able to remember the right pronunciation of the vowels and numbers through games and videos shown in class.		METHOD OF LEARNING: Presential
TEACHERS: Fátima García León & Margareth Villamar Salazar	CLASS TIME: 40 minutes	APPROACH: Presentation Practice and Production Approach

PHASES AND TIMING	ACTIVITIES	OUTCOMES	RESOURCES	INTERACTION PATTERN
<ul style="list-style-type: none"> Warm-up and feedback: 5 minutes 	<ul style="list-style-type: none"> Ask questions about what they remember for the previous classes about the vowels and numbers 	<ul style="list-style-type: none"> Students will be able to answer about what they had seen previously 	<ul style="list-style-type: none"> Slides Projector 	<ul style="list-style-type: none"> Teacher and Students



UNIVERSIDAD TÉCNICA DE MACHALA
D.L. No. 69-04 de 14 de abril de 1969
Calidad, Pertinencia y Calidez
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



<ul style="list-style-type: none"> Presentation: 10 minutes 	<ul style="list-style-type: none"> Show the content through the use of the videos Practices vocabulary by using the words that appear in the videos 	<ul style="list-style-type: none"> Students will be able to recognize the subject we are talking about. Students will repeat the vocabulary related to the topic of the class. 	<ul style="list-style-type: none"> Slides. Projector Video about the numbers Number song 1-20 for children Counting numbers The Singing Walrus Video about the vowels Long and Short Vowels for Kids: A E I O U Learn English Grammar Kids Academy 	<ul style="list-style-type: none"> Teachers and students.
<ul style="list-style-type: none"> Practice: 10 minutes 	<ul style="list-style-type: none"> Recognize the long and short vowels and repeat the pronunciation of each one. 	<ul style="list-style-type: none"> Students will be able to identify and repeat 	<ul style="list-style-type: none"> Slides Projector 	<ul style="list-style-type: none"> Teacher and Students
<ul style="list-style-type: none"> Production: 10 minutes 	<ul style="list-style-type: none"> Count the numbers of vowels that are shown in words 	<ul style="list-style-type: none"> Students will be able to count the vowels that are in words 	<ul style="list-style-type: none"> Slides Projector 	<ul style="list-style-type: none"> Students- Individually
<ul style="list-style-type: none"> Assessment and assignment instruction: 5 minutes 	<ul style="list-style-type: none"> Answer two questions about the class: What did they learn today? / What do they want to learn more about? 	<ul style="list-style-type: none"> Students will be able to express their opinions about the class. 	<ul style="list-style-type: none"> Slides 	<ul style="list-style-type: none"> Individual

Annex 5

Observation and Pre-Test



Annex 6

The Classes



Annex 7

Post-Test

