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FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Recreational activities system for the improvement of the learning environment

CALVA VICENTE EDWIN RICHARD
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES

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SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O INTERVENCIÓN

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SANTIESTEBAN LEYVA KENIA

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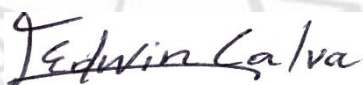# CLÁUSULA DE CESIÓN DE DERECHO DE PUBLICACIÓN EN EL REPOSITORIO DIGITAL INSTITUCIONAL

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DEDICATION

I dedicate this work to my family, especially my parents, whose love, patience and unconditional support have been my main pillar. To you, who have believed in me even in moments of doubt, I owe every achievement I have made.

I also dedicate this effort to my friends, whose company and encouragement made this journey more bearable. And, of course, to my teachers, whose guidance has left an indelible mark on me.

Edwin Richard Calva Vicente

I dedicate this thesis to God, for giving me the strength and wisdom to face every challenge. To my family, for their unwavering love and support, and to all the people who, in one way or another, have been part of this academic journey.

Jennifer Estefanía Naula Agurto

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RESUMEN

Este trabajo de investigación de basa en un paradigma cuantitativo, con un diseño experimental de tipo explicativa, orientado a tratar los problemas que se presentan en los estudiantes de 3er EGB, paralelo "A" de la Escuela Dr. F. X. T. M., periodo lectivo 2024-2025 en el clima de aprendizaje en las clases de inglés.

Sobre esta primicia se desarrolla una estrategia basada en el uso de la lúdica para mejorar el clima de aprendizaje. Donde se emplean métodos teóricos tales como: método histórico-lógico, hipotético-deductivo, analítico-sintético y sistémico. Y métodos empíricos como: la observación, lista de cotejo y varias técnicas en el salón de clases con la finalidad de dar solución a la pregunta de investigación planteada. Finalmente, la propuesta de solución se concreta en un sistema de actividades que se distingue por mejorar el clima de aprendizaje en las clases de inglés en los estudiantes de 3er Año de Educación General Básica, paralelo "A" de la Escuela Dr. F. X. T. M. Se ofrece una corroboración teórica y la implementación en la práctica educativa del sistema lo que permitió una valoración de su efectividad.

Palabras clave: *Clima de aprendizaje, lúdica.*

ABSTRACT

This research work is based on a quantitative paradigm, with an experimental design of explanatory type, oriented to treat the problems that are presented in the students of 3rd EGB, parallel 'A' of the School Dr F. X. T. M., school year 2024-2025 in the climate of learning in the English classes.

A strategy is developed based on using play to improve the learning climate. Theoretical methods such as historical-logical, hypothetical-deductive, analytical-synthetic and systemic methods are used. And empirical methods such as: observation, checklist and various techniques in the classroom to provide a solution to the research question posed. Finally, the proposed solution is concretised in a system of activities distinguished by improving the learning climate in English classes for students in the 3rd year of General Basic Education, parallel 'A' of the Dr. F. X. T. M. School. Theoretical corroboration and the implementation of the system in educational practice are offered, allowing an assessment of its effectiveness.

Key words: *Learning climate, playfulness.*

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INTRODUCTION

The learning environment plays a fundamental role in the English language teaching-learning process. It is characterised as the interaction and communicative exchange among those involved in the educational process. A conducive school environment benefits all dimensions associated with the educational institution, teachers, and students; it positively contributes to students' academic performance, influences their social development, increases teacher motivation, and enhances the overall school team. (Muñoz et al., 2018).

Therefore, to achieve optimal learning, it is essential to implement strategies that foster conflict prevention between students and teachers. This means having innovative ideas that theoretically address content and make it more dynamic, so students feel motivated to acquire knowledge. (ABC, 2023).

Consequently, mishandling teaching methods and didactic strategies can negatively affect the learning environment in English classes, leading to various problems. Hence, teachers must implement effective didactic strategies, as they are responsible for establishing and controlling the learning environment in their classrooms. (Vélez & Ramos, 2018).

Playful activities constitute a powerful ally in promoting appropriate learning. They contribute to developing skills, relationships, and people's sense of humour, predisposing children's attention to the motivation to learn. Furthermore, if these activities are brought into the classroom, they become a strategic tool, introducing children to meaningful learning experiences in pleasant environments in an engaging manner. (Candela & Benavides, 2020)

In the 3rd year of Basic General Education at "Dr. F. X. T. M." School, the following situations were observed:

- Lack of interest of students in learning English.

- Students do not interact with the teacher during English class.

- Limited active participation.

- Students easily get distracted while the teacher explains the class.

- Poor academic performance.

This leads to the presentation of the following **scientific problem:**

How can the learning environment during English classes be improved for 3rd-year EGB students at "Dr F. X. T. M." School during 2024-2025?

Taking into consideration **object of study:** The English teaching-learning process in Basic General Education

Probable **causes** include:

- Students do not recognise the importance of the English language in their life.

- Students are not motivated by the subject.

- Some students may fear or be embarrassed about making mistakes and avoid participating in class activities.

- The class content is not presented attractively to students.

- The learning environment is disorderly or inadequate.

- Some students have personal or emotional problems.

- Some students have poor academic performance in the English subject.

- The teacher employs traditional teaching methods that do not create a good learning environment.

The general objective of the research is to implement a system of playful activities

from 2024 to 2025 to improve the learning environment for 3rd-year EGB students at Dr F.X.T. M. School.

This objective is delimited in t**he field of action**: Playful teaching methods.

The following research presents **specific objectives:**

- Theoretical foundation of using playful methods in the English teaching process to improve the learning environment.

- Diagnosing the state of the learning environment among 3rd-year EGB students at "Dr. F. X. T. M." School during 2024-2025.

- Designing a system of activities using playfulness to improve the learning environment for 3rd-year EGB students at "Dr. F. X. T. M." School during 2024-2025.

- Verifying the effectiveness of playful activities in improving the learning environment for 3rd-year EGB students at "Dr. F. X. T. M." School during 2024-2025.

It is developed based on the following **scientific hypothesis**: Implementing a system of playful activities will improve the learning environment for 3rd-year EGB students in parallel "A" at Dr. F. X. T. M. School from 2024-2025.

Based on the hypothesis, the relationship between two **variables** is studied:

The **independent variable** comprises implementing a system of activities using playfulness as a teaching method.

The **dependent variable** consists of improving the learning environment in English classes.

This scientific research is carried out from a **quantitative methodological** perspective, with an **experimental design** of **explanatory type**.

The **population** comprises 3rd-year EGB students in parallel "A" at "Dr. F. X. T. M." School.

Therefore, **theoretical methods** such as historical-logical, hypothetical-deductive, analytical-synthetic, and systemic methods are used. **Empirical methods** such as observation, experimentation, and measurement are employed, and the methodological framework will detail these more thoroughly.

The research is necessary because it demonstrates playfulness as a didactic strategy to improve the learning environment in English classes through activities.

This research's practical contribution reflects a system of activities focused on using playfulness as a didactic strategy to improve the learning environment in English classes.

This study is divided into an introduction and four chapters: Chapter I provides a theoretical description of the object and field of research supported by bibliographic information. Chapter II establishes the type, methods, and techniques to be used. Chapter III presents the intervention proposal. Finally, Chapter IV discusses the results, concluding with conclusions and recommendations, a bibliography, and annexes.

CHAPTER 1. THEORETICAL FOUNDATIONS OF PLAYFUL METHODS IN THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS

This first chapter presents the research's theoretical foundation, which includes the historical background, conceptual characterisations, and contextual trends in teaching foreign languages at the general basic education level. The research is oriented toward improving the learning climate through playful methods.

1.1. Historical Background of the Use of Playful Methods in the English Language Teaching-Learning Process

Play-based methods in English language teaching have evolved significantly over the centuries, integrating educational theories and innovative practices to enhance language acquisition. This approach is based on the premise that interactive and entertaining learning is most effective. The following is a detailed chronological overview of the historical background of these methods, from their beginnings to the present day.

19th Century: The First Steps in the Incorporation of Play Methods

Natural Method (Late 19th Century)

During the 19th century, grammar translation was the predominant language teaching method. This method focused on memorising grammatical rules and translating texts but was ineffective in developing oral communication skills.

François Gouin, inspired by observation of how children learn their mother tongue, developed the **Natural Method**. This method involved teaching sequences of everyday actions through a series of sentences. Students learned through repetition and dramatisation of these actions, integrating playful elements that facilitated language retention and comprehension. (Handschin, 1912).

Direct Method (Late 19th Century)

In response to the limitations of the Grammar-Translation method, the Direct Method emerged, which focused on the exclusive use of the target language in the classroom.

This method emphasised learning through conversation and spontaneous interaction. It used role-play and drama activities to facilitate natural language acquisition, making learning more interactive and entertaining. (Richards & Rodgers, 2001).

Early 20th Century: New Trends in Language Teaching

Audiolingual Method (1950s-1960s)

After World War II, the United States developed the Audiolingual Method based on behaviourist theories.

Although it focused on memorising dialogues, the Audiolingual Method incorporated playful elements through dramatisation and simulation of real situations, allowing learners to practice the language more dynamically. (Richards & Rodgers, 2001).

Total Physical Response (TPR) (1960s)

James Asher developed this method based on the idea that associating language with physical action could improve retention and comprehension.

TPR involves students in physical activities, responding to verbal commands, and creating a dynamic and playful learning environment. This approach proved especially effective for teaching vocabulary and basic grammatical structures, as it interactively combined movement and language (Shraiber & Yaroslavova, 2016).

Communicative Method (1970s)

In reaction to the limitations of the Audiolingual Method, the Communicative Method emerged as a more holistic and functional approach.

This method emphasised the use of language for authentic communication in meaningful contexts. It introduced play activities such as role-plays, simulations, and collaborative tasks that promoted interaction and active learner participation. This approach helped learners to use language practically and effectively in real-life situations. (Albukbak & Msimeer, 2021).

Late 20th Century: Integrative and Holistic Approaches

Task-Based Learning (1980s-1990s)

As learning theories evolved, the importance of meaningful and contextually relevant tasks in language teaching was recognised.

This approach focused on performing authentic communicative tasks. Playful activities such as team games, problem-solving, and collaborative projects were integrated to make learning more engaging and effective. These activities allowed learners to apply language in real and meaningful contexts, enhancing their communicative ability. (Richards & Rodgers, 2001).

Storytelling and Playfulness (1990s-2000s)

Storytelling in education gained popularity as a powerful tool for language teaching.

Integrating storytelling with playful activities allows students to connect emotionally with the content, facilitating deeper learning. Activities such as dramatising stories, creating alternative endings, and playing games based on story characters became familiar in English classrooms. These activities increased students' motivation and improved their comprehension and retention of the language. (Mincato et al., 2021).

21st Century: Modern Innovations in Language Teaching

Multimodal Approaches and Translanguaging (2000s-2010s)

With globalization and increasing linguistic diversity in the classroom, approaches have emerged that recognise and value the use of multiple languages and modalities in learning.

Translanguaging and using multimodal resources incorporate playful elements through language mixing and different formats (visual, auditory, kinesthetic) in learning activities. This includes bilingual games, art activities, and technology that allow learners to express themselves in multiple languages, enriching their learning experience. (Tai & Wei, 2021).

Technology and Gamified Learning (2010s-Present)

Technology integration in education has opened up new possibilities for gamified learning.

Gamified learning platforms motivate learners using game elements (points, levels, rewards). These technological tools have revolutionised how students interact with content, allowing for more personalised and motivating learning. (Djumabaeva, 2023)

1.2. Theoretical Characterization of Playful Teaching Methods in the English Language Teaching-Learning Process.

This section of the study provides the theoretical bases on which the research's object, field, and variables are based. Thus, through the rigorous review of scientific literature, valuable information will be provided on the teaching-learning process of the English language in EGB, the playful teaching methods, and the learning climate.

1.2.1. Conceptual Characterization of the Teaching-Learning Process of English in G.B.E.

Teaching English in General Basic Education (G.B.E.) is fundamentally characterised by a communicative approach that prioritises the development of functional language skills. In this sense, the national curriculum for teaching English in G.B.E. is structured around five essential components: listening, speaking, reading, writing, and language use, which are integrated holistically to provide a complete and balanced learning experience. (Ministerio de Educación, 2016) .

Furthermore, a distinctive feature of this process is the adoption of teaching methodologies aligned with the Content and Language Integrated Learning (CLIL) approach. This approach combines language learning with relevant academic content, facilitating language acquisition and contributing to learners' overall cognitive and educational development. (Fernandez, 2010). Furthermore, the process of teaching and learning English in G.B.E. emphasises the importance of interculturality, promoting respect and appreciation of diverse cultures through language learning. (Harper, 2023).

On the other hand, assessment in this process is characterised as continuous and formative, using a variety of instruments and techniques to assess learners' progress in different language skills. This evaluative approach measures performance and provides constructive feedback to guide future learning. (Brown, 2010). In this context, information and communication technologies (ICT) play an increasingly important role, offering opportunities for language exposure and interactive practice outside the traditional classroom. (García & Magal-Royo, 2007).

Another key feature of the English language teaching and learning process in G.B.E. is its emphasis on developing metacognitive and independent learning strategies. These strategies are considered essential for long-term success in language acquisition, as they enable students to take control of their learning and continue to improve their language skills beyond the classroom (Oxford, 2013). This approach reflects understanding language learning as an ongoing, lifelong process.

Finally, it is essential to note that the process of teaching and learning English in G.B.E. is framed in a context of growing recognition of the importance of multilingualism in a globalised world. In this sense, educational policies seek to promote the learning of English as a tool for international communication and to broaden students' future academic and professional opportunities. This perspective underlines the relevance of English as a key competence in the comprehensive education of G.B.E. students.

1.2.2. Characterization of play-based teaching methods

Play-based English language teaching methods are characterised primarily by integrating play as a central element in the learning process. These methods are based on the premise that learning is most effective when it takes place in a fun and motivating environment, which facilitates language acquisition naturally and spontaneously. (Tomlinson & Masuhara, 2009).In this context, play is not seen as a mere entertainment activity but a powerful pedagogical tool promoting active participation and social interaction among learners.

Also, a fundamental characteristic of play methods is their ability to reduce the affective filter, a concept introduced by Krashen (1982) That refers to the emotional barriers that can hinder language learning. Playing helps create a relaxed and stress-free environment,

decreases anxiety, increases learners' confidence, facilitates linguistic risk-taking, and promotes a positive attitude towards learning English.

In addition, play-based methods are distinguished by incorporating a wide range of activities and resources that cater to different learning styles and multiple intelligences (Davis et al., 2011). These activities may include role-plays, board games, songs, rhymes, riddles, and movement activities, among others, which not only make learning more engaging but also provide opportunities for repeated and contextualised practice of language structures and vocabulary (Gülseren & Akkaya, 2016).

Moreover, a notable feature of play methods is their versatility and adaptability to different age groups and language proficiency levels. Although often associated with early childhood education, these methods can be effectively adapted for adolescents and adults by designing games and activities that address more complex and challenging topics while maintaining fun and engagement.

Another distinctive feature of play methods is their alignment with constructivist and sociocultural learning theories, which emphasise the importance of the active construction of knowledge and the interrelationship with society in the learning process (Vygotsky, 1978). In this sense, play activities provide a meaningful and authentic context for language use, allowing learners to experiment with language in situations that simulate real life.

Finally, it is essential to note that play methods are characterised by the fact that they require careful planning and a clear understanding of the learning objectives. Educators must ensure that play activities are aligned with curricular objectives and provide meaningful opportunities for language practice and use (Zhu, 2012). This feature underlines the

importance of pedagogical intentionality in implementing play methods, ensuring that the element of fun is always at the service of adequate English language learning.

1.2.3. Conceptual characterisation of the learning climate

Learning climate refers to the psychological and emotional environment in which teaching and learning activities occur. This environment significantly influences students' motivation, engagement, academic performance, and the quality of teacher-student interactions. Therefore, the conceptual characterisation of the learning climate encompasses several key elements.

First, it is essential that students feel safe participating actively in class, expressing their opinions, and making mistakes without fear of criticism or negative judgment. A learning climate that promotes psychological safety facilitates intellectual exploration and the development of critical thinking skills. (Edmondson, 1999).

It also involves creating an environment where students feel emotionally supported by their peers and the teacher. Emotional support promotes self-confidence, reduces anxiety, and strengthens interpersonal relationships in the classroom, crucial to students' emotional well-being and academic success. (Jennings & Greenberg, 2009).

In addition, an effective learning climate encourages students' active participation in discussions, group activities and collaborative projects. This improves understanding and retention of content and develops communication and teamwork skills. (Johnson & Johnson, 2009).

On the other hand, it involves providing timely and specific feedback that helps students improve their academic performance. Constructive feedback focuses on correcting mistakes, recognising effort, and guiding continuous learning. (Hattie & Timperley, 2007)

An effective learning climate also facilitates learner autonomy by providing opportunities for personal exploration, self-regulation of learning, and independent problem-solving (Ryan & Deci, 2000)

Similarly, mutual respect and tolerance are fundamental to creating a good learning climate in which all students feel valued and understood; it refers to promoting an inclusive environment where diverse perspectives, cultures, and experiences are valued and respected. (Banks, 2001)

Ultimately, an effective learning climate focuses on academic content and considers all students' emotional well-being, active participation, autonomy, and inclusion. These elements facilitate the teaching and learning process and contribute to student's holistic development, preparing them to face academic and personal challenges confidently and competently.

1.3. Contextual Trends of Playful Methods in the English Language Teaching-Learning Process.

This section develops the contextual characteristics of the study variables in teaching and learning English in basic education in Ecuador. It also includes the approach and application of the research instruments to meet the specific objectives and observe the performance of the study proposal.

1.3.1. Characterization of the Playful Methods in the Teaching-Learning Process of English Language and its Application in Basic Education in Ecuador.

Teaching English in General Basic Education has significantly changed in Ecuador in recent decades. Since 2016, the Ministry of Education has implemented a compulsory English curriculum from the second grade of G.B.E. to improve students' language skills (Ministerio de Educación, 2016). This change reflects the recognition of English as an essential tool for personal and professional development in a globalised world.

Despite government efforts, several studies have pointed to challenges in English language teaching in Ecuador. These include the lack of appropriate teaching resources, the need to improve teacher training, and the persistence of traditional teaching methods that do not favour active learning. These factors have contributed to the fact that levels of English proficiency among Ecuadorian students remain relatively low compared to other countries in the region (Ortega Auquilla et al., 2017)

In this context, playful methods in English language teaching have gained relevance as a strategy to improve learning. Playful methods incorporating games and interactive activities into the teaching process have proven effective in increasing students' motivation and engagement. These approaches allow for a more relaxed and stimulating learning environment, which is particularly beneficial for younger students in G.B.E. (Beltrán, 2017).

However, applying play-based methods in English language teaching in Ecuador faces several challenges. These include the resistance of some teachers to adopt new methodologies, the lack of specific training in play techniques, and the scarcity of materials adapted to the Ecuadorian context. However, pilot experiences in several schools have shown

promising results, suggesting that these methods can be a valuable tool for improving English language learning in G.B.E. (Calle et al., 2012).

1.3.2. Current diagnostic evaluation of the learning climate in English classes in the students of 3rd Year of General Basic Education Parallel "A" at the Dr F. X. T. M. School

This section presents the results from the instruments used in the 3rd Year of General Basic Education Parallel "A" at the "Dr. F. X. T. M." School. The observation guide and checklist were used for data collection in this research.

1.3.2.1 Observation Analysis

According to the observation made during the class, the following was identified:

- Learners have little emotional support from their teacher.

- The teacher gives restricted feedback.

- Learners have minimal opportunities to making-decisions in their learning process.

- Promoting independent learning is minimal.

It has been demonstrated that the learning climate in English classes is regular in some dimensions and indicators, such as emotional support, constructive feedback, autonomy in learning, inclusion, and respect.

Valuation Graph
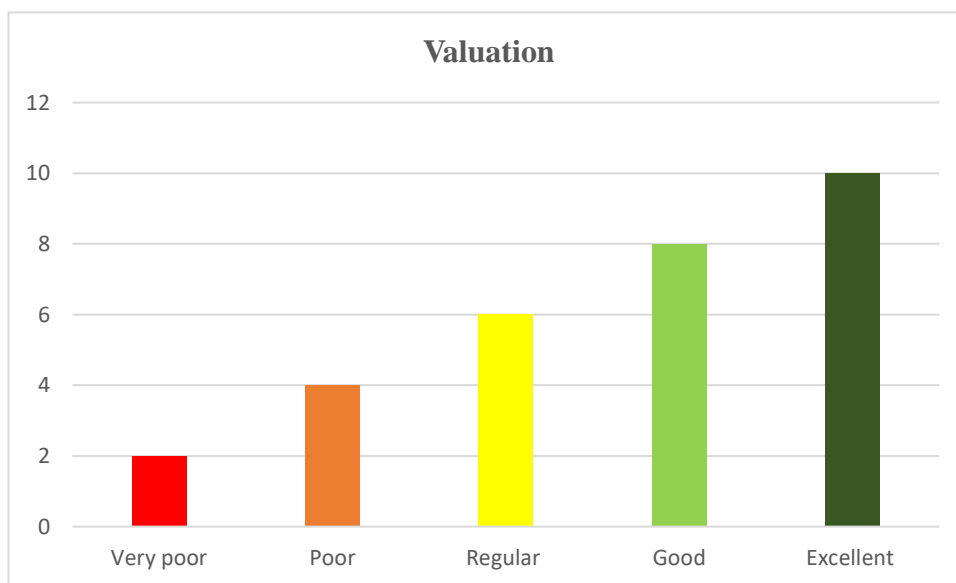
Illustration 1. Valuation Graph

Graph 1:

Dimension: Psychological Safety

In this dimension, a value of 8 points was obtained. This means that the English class is configured as a psychologically safe place, which is fundamental for students to explore, practice, and improve their language skills without fear of making mistakes. In addition, this environment is conducive to increased motivation, participation, and willingness to learn actively.

Graph 2

Dimension 2: Emotional Support

Illustration 3. Dimension: Emotional Support

This dimension obtained a value of 6 points. This means that the presence of emotional support is limited, and a wholly positive and motivating learning environment is not consolidated.

Graph 3

Dimension 3: Active Participation
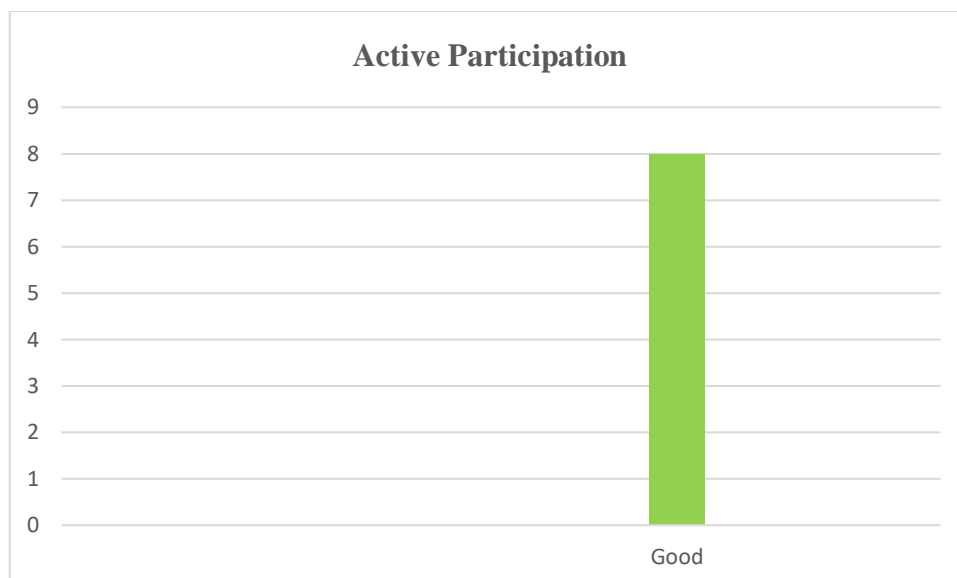
Illustration 4. Dimension 3: Active Participation

This dimension obtained a value of 8. This means that the students are constantly committed to the proposed activities, which indicates interest in the class's content and dynamics.

Graph 4

Dimension 4: Constructive Feedback
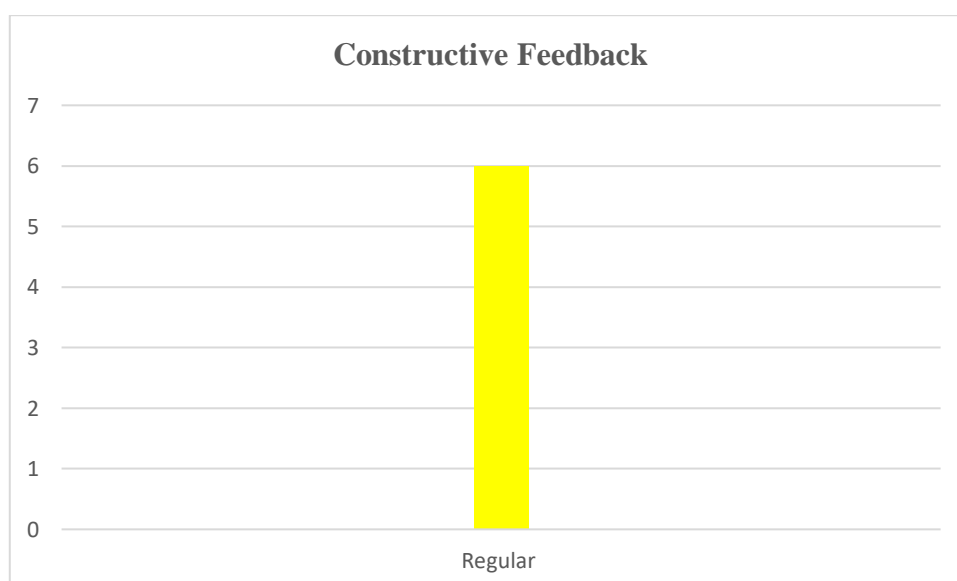
Illustration 5. Dimension 4: Constructive Feedback

The value obtained in this dimension was 6. This means that the constructivist feedback offered by the teacher is not sufficiently effective, and the students do not feel safe. In addition, a climate of insecurity is generated.

Graph 5
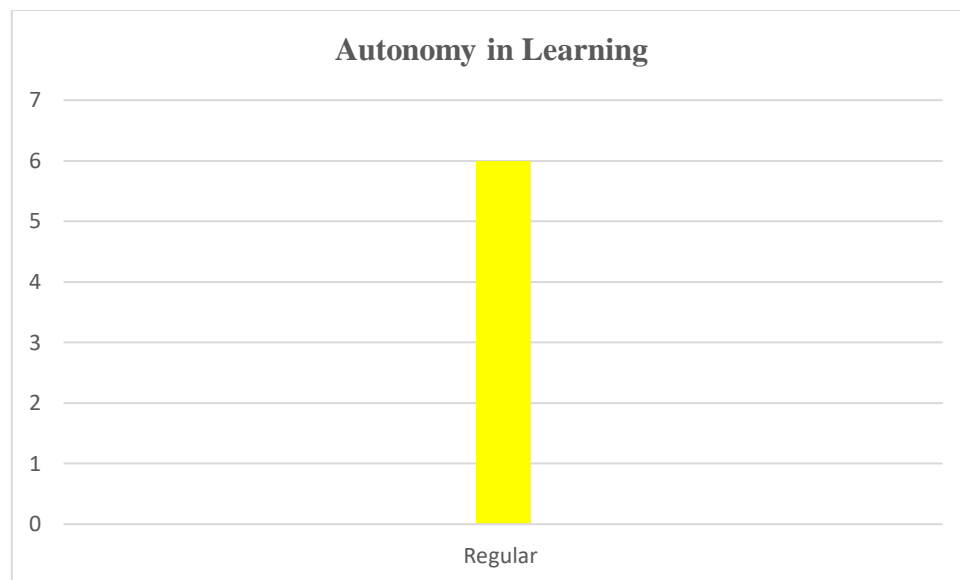
Dimension 5: Autonomy in learning

A value of 6 was obtained in this dimension. This means that autonomy in learning is not favoured enough, and students do not have enough opportunities to be actively involved in making decisions related to their education, which negatively influences their motivation and commitment.

Graph 6

Dimension 6: Inclusion and Respect
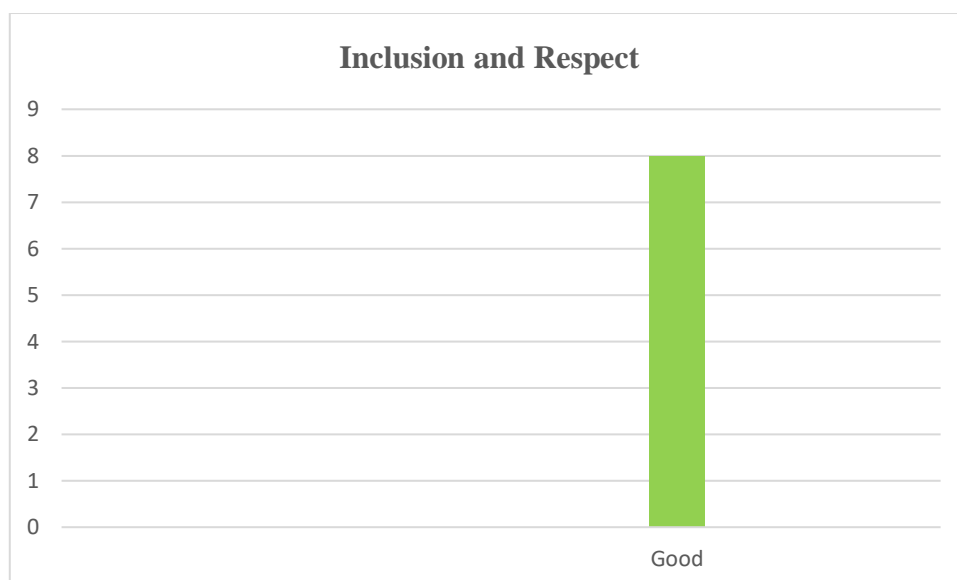
Illustration 7. Dimension 6: Inclusion and Respect

This dimension obtained a value of 8. This means the class is committed to inclusion, avoiding discriminatory or exclusionary practices, and encouraging respect among all students.

GENERAL ANALYSIS

LEVEL	VALUES	PSYCHOLOGICAL SAFETY	EMOTIONAL SUPPORT	ACTIVE PARTICIPATION	CONSTRUCTIVE FEEDBACK	AUTONOMY IN LEARNING	INCLUSÍON AND RESPECT
VERY POOR	2 POINTS						
POOR	4 POINTS						
REGULAR	6 POINTS		(yellow)		(yellow)	(yellow)	
GOOD	8 POINTS	(green)		(green)			(green)
EXCELLENT	10 POINTS						

Table 1. General analysis of the diagnosis

The analysis of the dimensions evaluated reflects a mix of indicators in the learning climate in English classes. Positive aspects were identified in psychological safety, active participation, inclusion, and respect, which obtained high scores (8 points). These results indicate that students perceive the classroom as a safe place to learn, actively engage in activities, and value an inclusive and respectful environment.

However, areas requiring improvement were also evident, such as emotional support, constructive feedback, and autonomy in learning, which obtained lower scores (6 points). These limited dimensions affect students' motivation, commitment, and ability to develop fully in the learning process. The results indicate that optimising a more. comprehensive, positive, and effective learning climate in the third grade of E.G.B., parallel "A" of the Dr. X.F.T.M. School, is essential.

CHAPTER 2: METHODOLOGICAL FRAMEWORK

This chapter describes the methodological aspects of the research that will be used to achieve the objectives set in advance, such as the paradigm and type of research, the design, the selected population, and the theoretical and empirical methods.

2.1. Paradigm and type of research

This research is framed in a quantitative paradigm, which facilitates the formulation of hypotheses and the measurement of the statistical significance of the variables related to the phenomenon of study.

The quantitative paradigm is based on verifying hypotheses through controlled experimentation and numerical measurement of variables. Studies under this paradigm seek to establish causal relationships (Park et al., 2019)

2.2 Research Design

The research was developed through an experimental design. A checklist is applied as a pretest to evaluate the variables and determine the causes of the problem. Then, a checklist as post-test is carried out, which allows the effect of the intervention to be measured and the results to be compared with those obtained in the pre-test.

Experimental design involves intentionally changing a system's input variables and measuring their effects on the response variables (Prado, 2008)

2.3. Population and Sample

This research's population is the students of 3rd Year "A" of E.G.B of the Xavier Trujillo Maldonado School.

2.4. Research Methods

Theoretical and empirical level methods were used to carry out this quantitative paradigm research.

2.4.1. Theoretical Level Methods

Theoretical research methods involve using concepts and theories to organise and guide the research process, from formulating questions to selecting techniques and data analysis (Sarma, 2021).

2.4.1.1. Historical-logical

In this research, the historical-logical method was used since this approach offers a solid basis for examining the historical-logical background and the context in which the object and field of study are located.

The historical-logical method allows for identifying key counterfactual moments in the evolution of historical events and organising the research based on essential change episodes. This approach can be applied using statistical or qualitative techniques to update interpretations over time (Bateman & Teele, 2020).

2.4.1.2. Hypothetical-deductive

This method is essential in verifying the hypothesis and finding solutions to the problem posed since it allows the development of a logical and empirical basis supporting the research.

The hypothetical-deductive method generates a hypothesis that can be proven or refuted through experimentation (Reichardt, 2021)

2.4.1.3. Analytical-synthetic

This method is essential to understanding and evaluating phenomena. It allows a deep understanding of the state of the object and the field from the conceptual and contextual point of view of how the study variables for action and conclusions respond to the research product.

The analytical-synthetic method is characterised by breaking down a whole into its parts (analysis) and then recomposing those parts to form a coherent whole (synthesis), thus facilitating the comprehensive understanding of a phenomenon (Hernández Sampieri et al., 2014).

2.4.1.4. Systemic

This approach allows for understanding the relationships between the different stages of the study and the connection between the components of the intervention proposal, which facilitates a deeper and more coherent understanding of the process.

The systemic approach is characterised by the interaction between the system's elements, which generates emergent properties that cannot be attributed solely to the individual components (Minati et al., 2019).

2.4.2. Empirical Level Methods

Empirical methods are based on experience acquired through contact with reality; in other words, they are based on experimentation and reasoning, observation of phenomena, and statistical data analysis (Pascual et al., 2021).

2.4.2.1. Observation

Observation is a technique that involves the direct perception of the object of study, allowing for a detailed understanding of the analysis of reality.

Observation is a technique that allows researchers to collect qualitative and quantitative data by recording what happens in a natural environment without the researcher's intervention (Angrosino, 2007).

2.4.2.2. Checklist

A checklist verifies whether a process, activity, or task meets the pre-established criteria or requirements.

The checklist is an instrument that relates actions on specific tasks organised in a systematic way, which helps define the course of action for those who participate in a process (Sierra et al., 2020).

2.4.2.3. Measurement

Measurement allows the study variables to be quantified to compare and evaluate the results.

The measurement method is obtaining one or more values that can be reasonably attributed to a quantity based on experiments or comparisons with standards (Mari et al., 2019).

2.4.2.4. Experimentation

This method helps to identify and validate causal relationships between variables to test the research hypothesis.

Experimentation is a research design that involves manipulating independent variables and measuring their effects on one or more dependent variables (Hernández Sampieri et al., 2014).

Table 2. Consistency matrix

Consistency matrix

Topic: Improving the learning climate in English classes

Research problem	General Objective	Scientific hypothesis	Variables	Definition and Operationalization	Dimensions and Indicators	Instruments	Items	Measurement Scale
How can the learning climate in English classes for 3rd-year G. B. E. students at the "Dr. F. X. T. M." School be improved?	Implement a system of recreational activities to improve the learning climate in English classes for 3rd year E.G.B students at the "Dr. F. X. T. M." School.	The implementation of a system of recreational activities will improve the learning climate in English classes for 3rd-year E.G.B students at the "Dr. F. X. T. M." School."	**Independent variable:** Recreational activities **Dependent variable:** Learning climate	Learning climate refers to the psychological and emotional environment in which teaching activities occur. It encompasses several elements, such as psychological safety, emotional support, active participation, constructive feedback, autonomy in learning, inclusion, and respect.	• **Psychological Safety** 1. Students actively participate without fear of ridicule or negative criticism. 2. Students express themselves freely and feel comfortable making mistakes. 3. There are explicit classroom rules that promote respect during participation. • **Emotional Support**	Observation guide Checklist	• **Psychological Safety** 1. Do students actively participate without fear of ridicule or negative criticism? 2. Do students express themselves freely and feel comfortable making mistakes? 3. Are there explicit classroom rules that promote respect during participation? • **Emotional Support**	The checklist will be measured using a numerical rating scale from Very poor to Excellent (where the maximum level is 10 points and the minimum level is 2). **Level 1**: Very poor (2 points). **Level 2**: Poor (4 points). **Level 3:** Regular (6 points) **Level 4:** Good (8 points).

					1. Students feel Emotionally supported by their peers and teachers. 2. Positive interactions are observed between the teacher and students, such as using inclusive and encouraging language. 3. The teacher identifies and manages students' emotions, promoting empathy and understanding. • **Active Participation** 1. Students participate in classroom activities. 2. There is an attitude of enthusiasm and collaboration in learning activities.		1. Do students feel emotionally supported by their peers and teachers? 2. Are there positive interactions between teachers and students, such as using inclusive and encouraging language? 3. Does the teacher identify and manage students' emotions, promoting empathy and understanding? • **Active Participation** 1. Do students participate regularly in classroom activities? 2. Is there an attitude of enthusiasm and collaboration in learning activities?	**Level 5:** Excellent (10 points)

						3. The teacher uses strategies to encourage the participation of all students and ensure that each has opportunities for expression.		3. Does the teacher use strategies to encourage the participation of all students and ensure that each has opportunities for expression?	
						• Constructive Feedback		**• Constructive Feedback**	
						1. The teacher provides timely, specific, improvement-oriented feedback.		1. Does the teacher provide timely, specific, improvement-oriented feedback?	
						2. Student effort and academic achievement are recognised and reinforced.		2. Is student effort recognised and reinforced, in addition to academic achievement?	
						3. Feedback includes clear guidelines for learning and correcting		3. Does the feedback include clear guidelines for learning and correcting errors constructively?	
								• Autonomy in Learning	
								1. Do students have opportunities to make choices in their learning process, such as selecting	

					errors constructively. • **Autonomy in Learning** 1. Students can make decisions in their learning process, such as selecting activities or ways to solve problems. 2. Exploration and independent learning are encouraged. 3. The teacher promotes self-regulation in students, establishing personalised learning goals. • **Inclusion and Respect** 1. All students are treated fairly. 2. The classroom environment reflects a commitment to inclusion, avoiding		activities or ways to solve problems? 2. Are exploration and independent learning encouraged? 3. Does the teacher promote self-regulation in students by establishing personalised learning goals? • **Inclusion and Respect** 1. Are all students treated fairly? 2. Does the classroom environment reflect a commitment to inclusion, avoiding discriminatory or exclusionary practices? 3. Does the teacher foster respect among all students?	

					practices of discrimination or exclusion. 3. The teacher fosters respect among all students.			

2.5. Development of research instruments

This research proposes analysing and interpreting data using instruments such as the observation guide and checklist. These instruments are viable for examining and understanding the systematic collection of information.

- *Observation Guide*

An observation guide is an instrument that allows the observer to focus systematically on a specific aspect under study. It is also essential for collecting data and information associated with a given event or phenomenon (Campos y Covarrubias & Lule Martínez, 2012).

This instrument consists of 6 dimensions with their respective indicators derived from the dependent variable related to what was observed in the third-year classes of basic general education with the assessments in the following order: Very poor, poor, regular, good, excellent (ANNEX 1).

- *Checklist*

An instrument of this nature establishes, in accordance with the specific guidelines of an assigned activity or task, a detailed systematisation of behaviours, attributes or traits that can be identified and assessed during its execution (UDLA, 2007).

In this research, a checklist was used, which comprises six dimensions with their respective items to be answered by the teacher with the evaluations in the following order: Very poor, poor, regular, good, and excellent (ANNEX 2).

2.6. Data processing

The objective of this section is to detail the interpretation of the data obtained from the instruments used in this research.

For data processing, the average calculation technique was used, where the score of each indicator was added and divided by the total number of indicators. Then, the results are presented using a graph.

Very poor (2 points)

The learning climate in this is very negative.

Poor (4 points)

Performance or learning environment is insufficient.

Regular (6 points):

Performance or learning environment is acceptable

Good (8 points)

Performance or learning environment is satisfactory.

Excellent (10 points)

Performance or learning environment is outstanding.

CHAPTER 3: SYSTEM OF LUDIC ACTIVITIES FOR THE IMPROVEMENT OF THE LEARNING CLIMATE

This section details the orientations that support implementing a system of ludic activities to improve the learning climate in the third year of Basic Education, parallel "A." It also presents the proposal's justification during implementation and evaluation of the progress obtained.

3.1. Theoretical foundation of the system of playful activities for improving the learning climate.

A system of activities in the teaching-learning process refers to the planning and organising of tasks and exercises designed to facilitate students' acquisition of knowledge and skills.

From the pedagogical perspective, the system of activities seeks to create a dynamic and participatory learning environment. Pedagogy, as the science of education, focuses on optimising the methods applied to the teaching-learning process, considering each era's historical and social conditions (Bernal Álava et al., 2022).

From a philosophical perspective, this system is based on the conception that learning is an active and constructive process. As an activity system, the teaching and learning situation emphasises that learning is conceived as a process of social construction of knowledge and conceptual change, where joint activity between teachers and students is essential (Vargas, 2006).

From the psychological perspective, the activity system is based on understanding the mental processes involved in learning. Educational psychology studies how students process information and develop cognitive and emotional skills and how these processes influence their academic performance. It is essential to conceive teaching-learning as a

dialogic and participatory process, planning activities that encourage interaction and the student's integral development (Pérez Sánchez,2019).

From a sociological perspective, the system of activities is analysed regarding its impact on society and the interactions between individuals within a social context. From this perspective, education fulfils fundamental social functions, such as transmitting values and promoting social cohesion. The sociology of education studies how educational activities reflect and affect social structures and dynamics, considering aspects such as stratification and social mobility (DGESUM, 2022).

3.1.1. Characteristics of the activity system

- A well-structured activity system contributes to developmental learning, focusing on the student's integral development and fostering cognitive and social competencies (Diburt et al., 2024).
- Activity systems incorporating active methodologies, such as gamification-based learning, increase student motivation and participation and facilitate more dynamic and practical knowledge (Rea-Alvear & Zulema Castro-Salazar, 2021).

3.2. Description of the system of playful activities for improving the learning climate in students in the 3rd year of General Basic Education, parallel "A" of the "Dr. F.X.T.M." School.

This pedagogical proposal, designed by the researchers, focuses on activities that employ playfulness to improve the learning climate. This approach uses play and fun as pedagogical tools to foster an inclusive, relaxed, and stimulating learning environment.

3.2.1. Objectives of the system of activities based on playfulness to improve the learning climate in students in the 3rd year of General Basic Education parallel "A" of the "Dr F. X. T. M." School

To organise and structure the pedagogical proposal effectively, a detailed analysis of the educational environment was carried out. This analysis included the current school schedule and the school cycle. The main objective was to integrate these elements coherently to enrich the educational process.

The general objective of the system of activities is to improve the learning climate in English classes for the students in 3rd Year of General Basic Education, parallel "A" of the "Dr F. X. T. M." School, through the application of a system of activities based on ludic.

The intervention proposal has the following specific objectives.

3.2.2. Components of activity planning

1. Title of the activity: Brief, clear, and interesting name

2. Objective: What the activity seeks to achieve

3. Method: Describe the approach or strategy to be used

4. Level: The range of educational level of the participants

5. Time: Duration of the activity

6. Resources: Materials and tools needed

Activity 1
Title: Tree of emotions
Objective: To foster emotional support by expressing feelings in English in a fun, group setting.
Play Method: Creative Game
Level: 3rd year of E.G.B.
Time: 25 minutes
Resources: Cardboard with a tree drawn on it, sheets of paper shaped like tree leaves.
Description
1. A tree drawn on cardboard is presented.   2. Each student receives a sheet of paper in the shape of a tree leaf and writes or draws an emotion they feel in class (e.g., "happy," "excited").   3. Students attach their leaves to the tree while explaining why they chose that emotion.   4. The teacher validates each response and provides emotional support with positive comments.

Activity 2
Topic: Listen and repeat
Objective: To encourage active interaction between teacher and students. and students.
Playful Method: Echo
Level: 3rd year of E.G.B.
Time: 25 minutes
Resources: List of words and images associated with each word.

Description
1. The teacher says a word in English and shows its image. 2. Students repeat the word as an echo, first as a group and then individually. 3. The teacher gives immediate feedback, highlighting achievements and gently correcting errors.

Activity 3
Title: Words Hunt
Objective: To encourage students to find English words hidden in the classroom, identifying and spelling them correctly.
Playful method: Search and find the game
Level: 3rd year of E.G.B.
Time: 25 minutes
Resources: Cards with English words.
Description
1. The teacher hides cards with English words around the classroom. 2. Students individually look for the cards and bring them to the teacher to check them out. 3. When they find a word, they must write it in their notebook and look for another word. 4. The teacher rewards active participation and correct spelling.

CAPITULO 4: RESULTS AND DISCUSSION OF THE APPLICATION OF THE ACTIVITY SYSTEM

This chapter presents the results obtained through the application of the activity system using ludic activities to improve the learning environment in English classes for students in the 3rd year of General Basic Education, parallel "A" of the "Dr. F. X. T. M." School during the period 2024-2025.

4.1. Description of the system of activities using ludic

In this section, we detail the didactic organization of the system of activities using ludic to improve the learning climate in English classes in the students of 3rd Year of General Basic Education, parallel "A" of the "Dr. F. X. T. M." School during the period 2024-2025.

Activity 1. Tree of Emotions

This activity consists of the presentation of a tree made of cardboard, where each student receives a sheet of paper in the shape of a tree leaf to draw an emotion that he/she experiences in the classroom. Subsequently, students attach their leaves to the tree and verbally express the emotion represented. During this process, the teacher validates each response, encourages emotional expression, and provides effective support through positive comments. This dynamic not only strengthens emotional identification and management in the school environment but also contributes to creating a safe and empathetic learning climate, favouring the emotional well-being of students.

Activity 2. Listen and repeat

It consists of presenting a word in English accompanied by its respective image, which facilitates semantic and visual association in the learning process. Initially, students repeat the word as a group, promoting confidence, and then reproduce it individually, allowing a more accurate evaluation of their performance. During this activity, the teacher

provides immediate feedback, reinforcing successes and subtly correcting errors, fostering a positive and motivating learning environment.

Activity 3. Word hunt

The proposed activity consists of searching for cards with English words, which have been previously hidden in different areas of the classroom. This playful strategy encourages the active participation of the students, who individually find the cards and present them to the teacher for verification. In addition, each student must transcribe the word found in his or her notebook before continuing the search for a new card, thus promoting the development of visual memory and writing in English. The teacher reinforces learning by recognizing and rewarding participation and correct spelling of words, encouraging motivation and commitment to language acquisition.

4.2. Results and discussion of the application of the system of activities

The observation guide and checklist results promoted clear intervention proposal implementation indicators. This proposal consisted of applying a system of activities based on ludic activities to improve the learning climate in English classes. The data obtained through the observation guide and the results obtained from the checklist, obtained after implementing the system of ludic activities directed to the dimensions with a regular score (6 points), were compared using a measurement scale.

Graph 1

Dimension 2. Emotional Support

Emotional Support

Illustration 8. Improvement in dimension 2

The graph of the activity results applied to the students in this dimension indicates that the level of measurement is good. This means that students feel comfortable participating and expressing themselves in English classes.

Chart 2

Dimension 4. Constructive Feedback

Constructive Feedback

Illustration9. Improvement in dimension 4

As the graph of the results of the activity applied to the students in this dimension indicates, the level of measurement is good. This means that constructive feedback in a timely and respectful manner allows students to understand their mistakes as learning opportunities, maintain their motivation, and gradually develop greater autonomy in their English acquisition process.
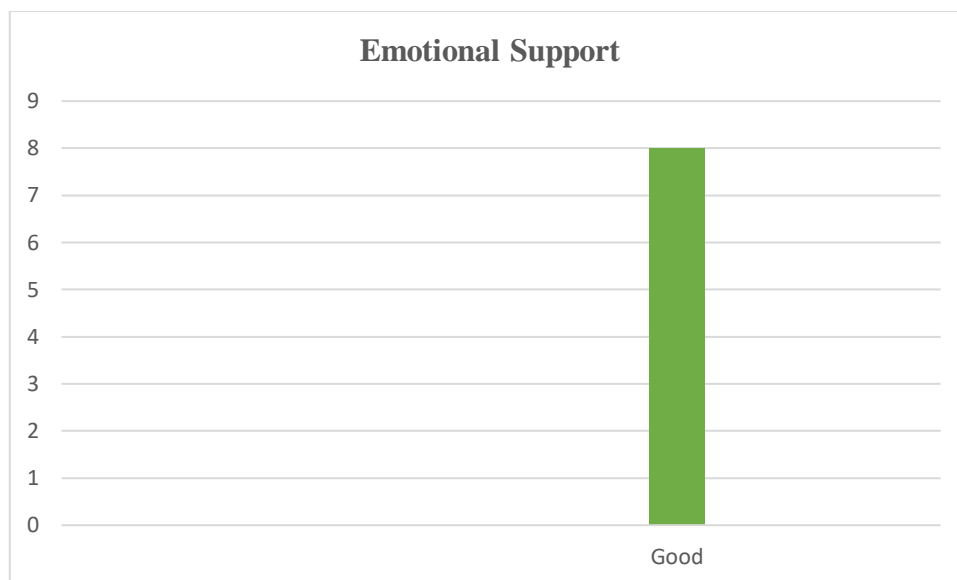
Graph 3

Dimension 5. Autonomy in Learning

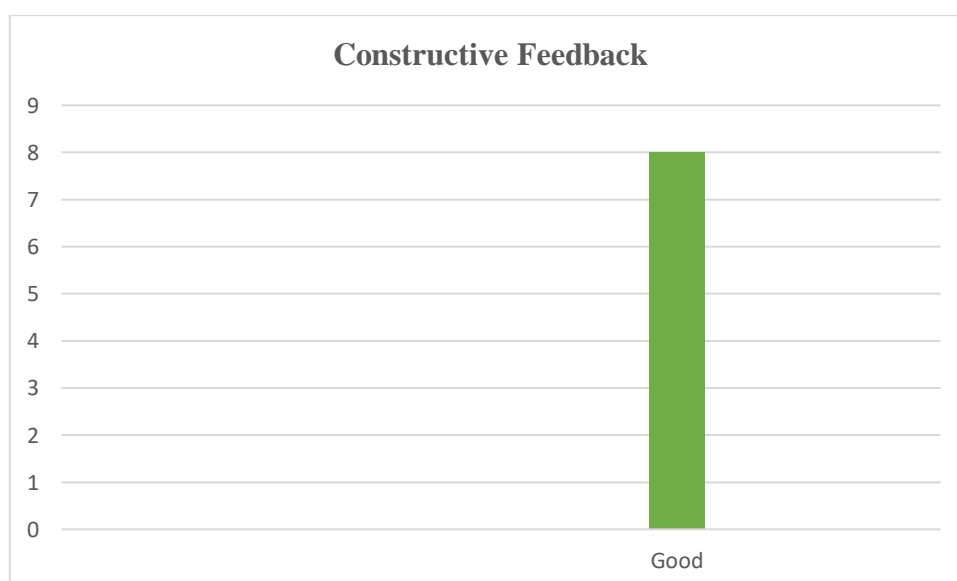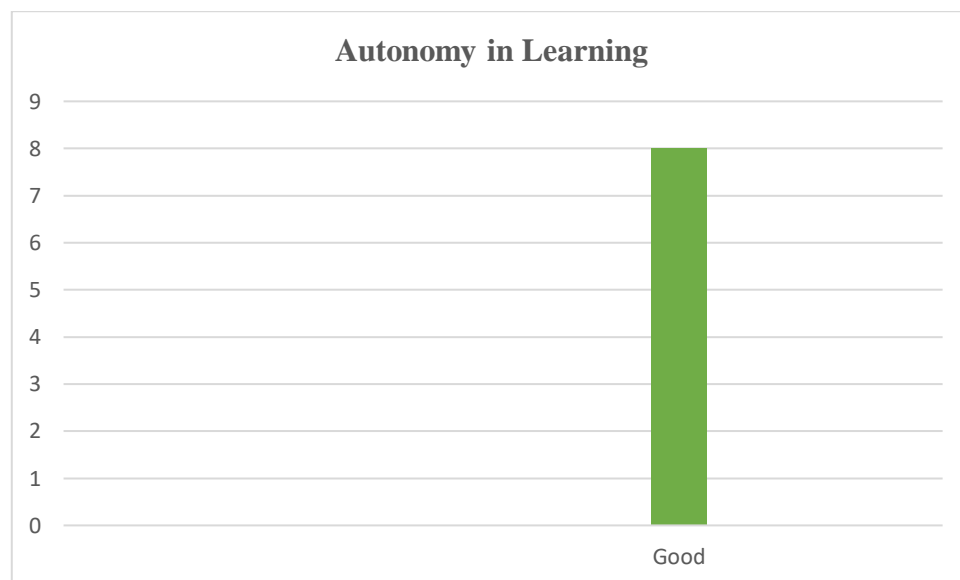*Illustration 10. Improvement in dimension 5*

As the graph of the activity results applied to the students in this dimension indicates, the level of measurement is good. This means the students have satisfactorily developed the ability to control their language-learning process.

GENERAL ANALYSIS (CHECKLIST-PRE-TEST)

LEVEL	VALUES	PSYCHOLOGICAL SAFETY	EMOTIONAL SUPPORT	ACTIVE PARTICIPATION	CONSTRUCTIVE FEEDBACK	AUTONOMY IN LEARNING	INCLUSÍON AND RESPECT
VERY POOR	2 POINTS						
POOR	4 POINTS						
REGULAR	6 POINTS		(yellow)		(yellow)	(yellow)	
GOOD	8 POINTS	(green)		(green)			(green)
EXCELLENT	10 POINTS						

Table 3. Analysis General of the diagnosis

GENERAL ANALYSIS (CHECKLIST-POST-TEST)

LEVEL	VALUES	PSYCHOLOGICAL SAFETY	EMOTIONAL SUPPORT	ACTIVE PARTICIPATION	CONSTRUCTIVE FEEDBACK	AUTONOMY IN LEARNING	INCLUSÍON AND RESPECT
VERY POOR	2 POINTS						
POOR	4 POINTS						
REGULAR	6 POINTS						
GOOD	8 POINTS	(green)	(green)	(green)	(green)	(green)	(green)
EXCELLENT	10 POINTS						

Table 4. General analysis of the post-test

After verifying the results of the checklist, when we applied the system of activities directed to the students of the 3rd Year of General Basic Education, parallel "A" of the School "F. X. T. M." period 2024 -2025, it was demonstrated that the proposal was positive. Therefore, the results indicate a notable improvement in the learning climate in English classes.

There is sufficient evidence to conclude that in 3rd Year of E.G.B., parallel "A" of the "Dr F. X. T. M." School, the learning climate in English classes has improved.

CONCLUSIONS

The bibliographic review carried out in this research has detailed the historical evolution of the use of ludic methods, highlighting their importance in improving the learning climate.

The results obtained through observation and the checklist revealed deficiencies in certain dimensions of the learning climate in students in the 3rd year of General Basic Education, parallel "A", of the "Dr. F. X. T. M." School. Observation and the application of a checklist indicated that the learning climate is good in terms of psychological security, active participation, inclusion, and respect. However, some dimensions obtained a regular level, such as emotional support, constructive feedback, and autonomy in learning.

To address this situation, a system of activities based on the playful method was implemented, which allowed us to verify its relevance and effectiveness in improving the learning climate in English classes.

The results obtained from the activities and the checklist indicated that the learning climate reached a satisfactory level in the students of the 3rd year of General Basic Education, parallel "A" of the "Dr. F. X. T. M." School after the implementation of the system. There is sufficient evidence to conclude that the implementation of a system of activities through the use of the ludic method significantly improved the learning climate.

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ANNEXES

ANNEX 1

OBSERVATION GUIDE
I.GENERAL INFORMATION
School: Dr. F. X. T. M.
Area: English
Group: 3rd grade parallel "A"
Researchers: Edwin Richard Calva Vicente - Jennifer Estefanía Naula Agurto
II.INSTRUCTIONS:
1.Mark with an x in the box of each indicator according to the assigned value

Objective: To evaluate the learning climate in English classes

Levels	Numerical rating scale
Very poor	2 points
Poor	4 points
Regular	6 points
Good	8 points
Excellent	10 points

DIMENSIONS AND INDICATORS	Levels				
1.Psychological Safety					
Students actively participate without fear of ridicule or negative criticism.					
Students express themselves freely and feel comfortable making mistakes.					
There are explicit classroom rules that promote respect during participation.					
2.Emotional Support					
Students feel emotionally supported by their peers and teachers.					
Positive interactions are observed between teachers and students, such as the use of inclusive and encouraging language.					
Teachers identify and manage students' emotions, promoting empathy and understanding.					
3.Active Participation					
Students regularly participate in classroom activities.					
There is an attitude of enthusiasm and collaboration in learning activities.					
The teacher uses strategies to encourage the participation of all students, ensuring that each has opportunities for expression.					
4.Constructive Feedback					
The teacher provides timely, specific, improvement-oriented feedback.					

Student effort and academic achievement are recognized and reinforced.					
Feedback includes clear guidelines for learning and correcting errors constructively.					
5.Autonomy in Learning					
Students have opportunities to make decisions in their learning process, such as selecting activities or ways to solve problems.					
Exploration and independent learning are encouraged.					
The teacher promotes self-regulation in students, establishing personalized learning goals.					
6.Inclusion and Respect					
All students are treated fairly.					
The classroom environment reflects a commitment to inclusion, avoiding practices of discrimination or exclusion.					
The teacher fosters respect among all students.					

ANNEX 2

CHECKLIST
I.GENERAL INFORMATION
School: Dr. F. X. T. M.
Area: English
Group: 3rd grade parallel "A"
Researchers: Edwin Richard Calva Vicente - Jennifer Estefanía Naula Agurto
II.INSTRUCTIONS:
1.Mark with an x in the box of each indicator according to the assigned value

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DIMENSIONS AND INDICATORS	Levels				
	Very poor	Poor	Regular	Good	Excellent
1.*Psychological Safety*					
Do students actively participate without fear of ridicule or negative criticism?					
Do students express themselves freely and feel comfortable making mistakes?					
Are there explicit classroom rules that promote respect during participation?					
2. *Emotional Support*					
Do students feel emotionally supported by their peers and teachers?					
Are there positive interactions between teachers and students, such as the use of inclusive and encouraging language?					
Does the teacher identify and manage students' emotions, promoting empathy and understanding?					

3.Active Participation					
Do students participate regularly in classroom activities?					
Is there an attitude of enthusiasm and collaboration in learning activities?					
Does the teacher use strategies to encourage the participation of all students, ensuring that each has opportunities for expression?					
4. Constructive Feedback					
Does the teacher provide timely, specific, improvement-oriented feedback?					
Is student effort recognized and reinforced, in addition to academic achievement?					
Does the feedback include clear guidelines for learning and correcting errors constructively?					
5. Autonomy in Learning					
Do students have opportunities to make choices in their learning process, such as selecting activities or ways to solve problems?					
Are exploration and independent learning encouraged?					
Does the teacher promote self-regulation in students by establishing personalized learning goals?					
6. Inclusion and Respect					
Are all students treated fairly?					
Does the classroom environment reflect a commitment to inclusion, avoiding discriminatory or exclusionary practices?					
Does the teacher foster respect among all students?					

PHOTOGRAPHIC EVIDENCE