UNIVERSIDAD TÉCNICA DE MANABÍ

Facultad de Filosofía, Letras y Ciencias de la Educación

Escuela de Idiomas y Lingüística

RESEARCH PAPER

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Licenciadas en Ciencias de la Educación – Mención Inglés

Modality: Quantitative Investigation

Theme:

LUDIC RESOURCES AND THEIR INFLUENCE ON THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS IN STUDENTS OF LANGUAGES AND LINGUISTICS MAJOR DURING THE SCHOOL TERM 2016.

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1. DEDICATIONS

This work is dedicated first to God for giving me life, health, strength, and wisdom throughout my life. To my beautiful family, my parents, my sisters, my fiancée, for their unconditional support, for being my inspiration to go forward, thanks for being with me in the most difficult situations. To my friends, thanks for all the incredible moments we shared together, for the advices that incited me to never give up and always fight for my dreams.

Chila Diana

First of all, I dedicate this research paper to my almighty God, who gave his strength and knowledge everyday life. To my family in general but especially to my husband and son whose affection, guidance and encouragement mad me able to succeed, thanks to the support I have received from them. To all my friends with whom I have shared moment of satisfaction and many experiences in everyday life. To all of them I dedicate this work.

Lilian Macías.

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2. ACKNOWLEDGMENT

We are very grateful to God for his infinite goodness; every day gives us a new chance of life and gives us health and wisdom to make right decisions in a road full of joys and adversities.

Thanks to our dear parents and families that with their unconditional support strengthen us every day at the culmination of this long process of formation. Our husbands to be the helpmate and give us love and understanding at all times, encouraging us in the most difficult moments, as one of the engines of our lives, and encourage us to be better every day and fight for our dreams.

We want to thank the professors of this prestigious institution to share their knowledge with us for five years of professional training; especially our thesis advisor BA. JOEL LOOR PONCE, M. SC. that was always willing to help us in any situation.

Thanks to our dear friends and colleagues who we met over the years in our beloved Languages and linguistics school, for all shared experiences and unforgettable moments in our memory.

The authors

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Facultad de Filosofía, Letras y Ciencias de la Educación

Escuela de Idiomas y Lingüística

Portoviejo, enero del 2017

BA Joel Baldomero Ponce Loor, M. Sc.

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Como tutor del trabajo de titulación, modalidad de investigación, con el tema, **"LUDIC RESOURCES AND THEIR INFLUENCE ON THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS IN STUDENTS OF LANGUAGES AND LINGUISTICS MAJOR DURING THE SCHOOL TERM 2016".**

Ha sido culminado por los egresados: CHILA VIDAL DIANA CAROLINA y MACÍAS MACÍAS LILIAN LICETH, por lo tanto emito el informe final y confirmo la originalidad de este TRABAJO DE TITULACIÓN, que bajo mi dirección y asesoramiento como TUTOR, cumple con las disposiciones establecidas para el efecto **DE ACUERDO AL REGLAMENTO DE LA UNIDAD DE TITULACIÓN ESPECIAL DE LA UNIVERSIDAD TÉCNICA DE MANABÍ, TÍTULO II, DE LA TITULACIÓN, CAPÍTULO 1, DE LA UNIDAD DE TITULACIÓN**, Artículo 8 en el cual afirmo que está listo para que continúe con el siguiente proceso, particular que pongo a su conocimiento para que el Doctor. Jesús Fernández Leyva, M. Sc., emita el informe respectivo como REVISOR.

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Portoviejo, 17 de Agosto de 2016

Yo, **LCDO. JOEL LOOR PONCE** Mg..Sg. en calidad de vicedecano de la Escuela de Idiomas y Lingüística de la **FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN DE LA UNIVERSIDAD TÉCNICA DE MANABÍ.**

AUTORIZO a los estudiantes:

- **CHILA VIDAL DIANA CAROLINA**
- **MACÍAS MACÍAS LILIAN LICETH.**

A desarrollar el trabajo de titulación denominado " LUDIC RESOURCES AND THEIR INFLUENCE ON THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS IN STUDENTS OF LANGUAGES AND LINGUISTICS MAJOR DURING THE SCHOOL TERM 2016".

El trabajo que realizan los estudiantes tiene como fin primordial la **MODALIDAD – INVESTIGACIÓN,** y todo documento que resultare de la misma irá en beneficio de vuestra Escuela.

Agradezco de antemano la atención prestada y le reitero mis altos sentimientos de consideración y estima.

Atentamente.

Lcdo. Joel Loor Ponce Mg Sc
Vicedecano de la Carrera de Idiomas y Lingüística

English – French – Italian – Spanish

owledge comes from language. Wisdom comes from living,
Anthony Douglas Williams

Languages are the keys of the world

7. INDEX

8. ABSTRACT

The present research was designed to determine the influence of the ludic resources and its influence in the speaking and listening skills development in students of Languages and Linguistics Major in the Technical University of Manabí, located in Portoviejo. The framework compiled relevant update information on the independent variable; the same that is based on Ludic Resources and the dependent variable focus on development of listening and speaking skills. The objectives of the research were, to determine the influence of ludic resources on the development of listening and speaking skills of English language in students of Languages and Linguistics Major. At the same time investigate the type of ludic resources and know the advantages provided by them on the development of listening and speaking skills of English language with a proposal solution. The development of research was non-experimental and it was based on the Inductive-Deductive method and literature review, applying textual quotes with the aim of obtaining adequate and real information.

The gathering of data was carried out by means of the application of the technique of survey. The population corresponded to students of Languages and Linguistics Major, taking a sample of 104 students and 3 teachers of English area. The information was processed through tabulation of data, represented in tables and figures based on the objectives, hypothesis and the problem. Moreover, objectives and hypothesis established were demonstrated in the elaboration of the report of results. The findings of this study revealed that, Ludic Resources influence positively on development of listening and speaking skills. In consequence, the use of Ludic resources in English classes should be fomented with the aim of stimulate fun

teaching strategies that allow students strength listening and speaking skills and promote a dynamic culture of learning.

KEY WORDS: LUDIC RESOURCES, ACTIVITY, LEARNING, TEACHING, SKILLS.

9. RESUMEN

La presente investigación fue diseñada para determinar la influencia de los recursos lúdicos en el desarrollo de las destrezas de producción oral y escrita en los estudiantes de la Escuela de Idiomas y Lingüística de la Universidad Técnica de Manabí ubicada en el cantón Portoviejo. El marco teórico recopiló información de actualización relevante sobre la variable independiente, la misma que se basa en los Recursos Lúdicos y la variable dependiente se centran en el desarrollo de las destrezas de escuchar y hablar. Los objetivos de la investigación fueron, para determinar la influencia de los recursos lúdicos en el desarrollo de las destrezas de escuchar y hablar del idioma Inglés en los estudiantes de la escuela de Idiomas y Lingüística. Al mismo tiempo investigar el tipo de recursos lúdicos y conocer las ventajas que estos proporcionan en el desarrollo de las habilidades de escuchar y hablar del idioma Inglés con una propuesta como solución. El desarrollo de la investigación fue no-experimental y se basó en el método inductivo-deductivo y en la revisión bibliográfica, aplicando citas textuales con el objetivo de obtener información adecuada y real.

La compilación de datos se realizó mediante la aplicación de la técnica de encuesta. La población correspondió a los estudiantes de la Escuela de Idiomas y Lingüística, tomando una muestra de 104 estudiantes y 3 profesores del área de inglés. La información fue procesada a través de la tabulación de datos, representada en tablas y figuras basadas en los objetivos, hipótesis y el problema. Además, los objetivos e hipótesis establecidos se demostraron en la elaboración del informe de resultados. Los resultados de este estudio revelaron que, los Recursos Lúdicos influyen positivamente en el desarrollo de las habilidades de escuchar y hablar. En consecuencia, debe fomentarse

el uso de estos en las clases de inglés con el objetivo de estimular estrategias didácticas divertidas que permitan a los estudiantes fortalecer las habilidades de escuchar y hablar y promover una cultura dinámica de aprendizaje.

PALABRAS CLAVES: RECURSOS LÚDICOS, ACTIVIDADES, APRENDIZAJE, ENSEÑANZA, DESTREZAS.

1. THEME

"LUDIC RESOURCES AND THEIR INFLUENCE ON THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS IN STUDENTS OF LANGUAGES AND LINGUISTICS MAJOR DURING THE SCHOOL TERM 2016".

2. PROBLEM STATEMENT

English has become one of the most popular and common global language, manifesting itself in different areas of great utility, such as; cultural, economic, social and educational. In fact in all Latin American countries they have implemented in their learning of English education systems, to be consistent with modern education and competent nations in the domain of languages. In addition, the teaching of a second language requires effective instructional strategies to motivate students to learn and get really positive results.

In Ecuador lack of recreational resources in the classroom is an educational problem in almost all levels of education, as it causes an unflattering learning environment for the student. Litijos (2006) study reveals that recreational resources are ignored by the teacher as unimportant to language teaching in the classroom part. In the Languages and Linguistics Major at the Technical University of Manabí, there have been insufficient recreational resources. That is, an entertaining itself feasible for language learning environment is not perceived; This arises from a number of causes, including ignorance can be highlighted based learning, traditional classroom plans, lack of motivational strategies, lack of teaching materials among other games.

2.1. PROBLEM FORMULATION

How do the ludic resources development the listening and speaking skills in students of Languages and Linguistics Major during the 2016 school term?

2.2. DEFINITION OF THE PROBLEM

FIELD: Education

AREA: Pedagogical

ASPECT: Development of the listening and speaking skills

2.3. SPATIAL DEMARCATION

This research paper collected and analyzed information concerning the students of Languages and Linguistics Major in the Technical University of Manabí and in the lack of use of ludic resources in the teaching learning process as key to develop the listening and speaking skills.

3. REVIEW OF LITERATURE AND DEVELOPMENT OF THEORETHICAL FRAMEWORK

CHAPTER I

3.1.   LUDIC RESOUCES

3.1.1.   DEFINITION:

The word LUDIC comes from the Latin ludus, ludic, and refers or relates to the game. The game is ludic but not everything ludic is game.

Yturralde Ernesto Tagle (2008) stated that: "It is amazing how wide the concept LUDIC is, its uses and spectrum. We have always related games, to the ludic and its surroundings as well as the emotions it produces, and with childhood we have put certain barriers that have stigmatized games in an application resulting in serious and professional aspects, and the truth is that this is far from reality because the game transcends the stage of infancy without realizing it, is expressed in the daily lives, such as simple nice activities to share at the table, in cultural aspects, sports competitions, in video games, in games, in entertainment, in the form of rituals, folk manifestations of the villages, artistic expressions, in written works and verbal communication in teaching, in teaching materials, in therapies, etc. Playfulness creates magical environments, creates a pleasant environment, generates emotions, joy and pleasure" (p.2). Recreational activities may be present even in adulthood and be very constructive if they are applied under the appropriate learning methodology, aware that human beings are maintained in a continuous process of learning from birth and permanently while they have life.

Ludic resources help teachers in the educational process, because the use that is given to materials to catch the attention of students must be correct. However, all resources cannot be used randomly; the success of its function is to use them according to topic, the duration of the class and the number of students.

M. Calvo (2005) defined that: "A ludic resource is all instrumental means that help or facilitates teaching and enables the achievement of learning objectives that are intended" (p.97) It is therefore desirable to take into account that as auxiliary pedagogical tools instruments they are, ludic resources have no other objective than to facilitate and improve student learning. That is why teacher must make sure that the teaching aids are chosen correctly for the time of use in teaching English.

Calvo, M. (2006). Set of materials that facilitate the development of teaching or training activity besides encouraging learning in students. (P. 152). In other words it could say that the recreational resource is a vital tool in the field of learning since the student develops the types of intelligence he/she possesses. In addition, it influences the development of the four skills of the language: speaking, listening, reading and writing while affecting in a meaningful learning and potentiating education.

"The ludic resource is often used as a connection or connecting element between the teacher and / or learner and reality. It would be ideal, all teaching and learning will be held in contact with real life, but it is not always possible or desirable and therefore resorted to a number of means, resources or materials that serve as a bridge between what is taught, learned and the real world. Therefore, the ludic materials prevent tedious activities, replacing reality and trying to represent it in the best way

possible, facilitating its objectification "(Nerici, 1973). Specialists in this area usually employ a varied terminology to refer to the materials. Some speak of "media" or "teaching resources", "teaching aids", "educational resources", "educational materials" or "curricular materials"; in general, when we talk about materials and teaching resources, we refer to a number of means or instruments that favor the teaching and learning process.

In this process, the mediating function of the materials could be represented as follows:

TEACHER (Teaching)	Curricular Resources	STUDENT (Learning)
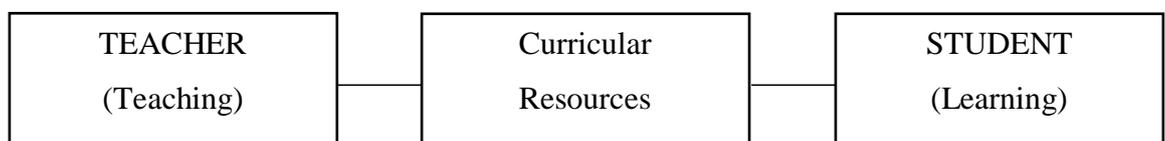
Christopher Moore, *The Mediation Process: Practical Strategies for Resolving Conflict*, 2nd ed., (San Francisco: Jossey-Bass Publishers, 1996).

For Prats (1977), the most appropriate curricular resource is the one that "facilitates learning of intellectual skills, mastery of the techniques used in the disciplines and the prototyping approaches that simulate the construction of knowledge (methodology) of different knowledge". In other words, media and ludic resources that teachers and students employ for teaching and learning, are indispensable because they determine the effectiveness of teaching and learning program experienced by the students.

Villarroel, I. (1995) argues:

"The methods of teaching recognize the need for the teacher is not only limited to oral exposure, because the risk that the transmitted information has little significance for the student and allow an even smaller footprint , active methods are the only alternative to overcome the great sin of the magisterial speech, but such methods cannot do without the ludic resources that give them more effectively; it could say that without creative and varied resources, hardly could accept that one method is active "(p. 199). With regard to this concept, it should be emphasized that the work of teachers isto exploit the full potential of teaching materials in its power, in order that students develop oral production skills; taking into account the wide range of educational resources that exist, with respect to this research the impact that cause hearing ludic resources in order to use them for the development of oral expression.

3.1.2. IMPORTANCE OF LUDIC RESOURCES:

The ludic resources are mediators through which students can express their experiences and feelings and can also develop different roles and performances full of funny situations, imagination and creativity.

Hernandez (2003) states that ludic resources are important in the teaching-learning process of human beings because they can be used with a variety of purposes, within the context of learning. "It builds self-confidence and increases motivation in students. They are an effective method that fosters the significance of what is learned". Thus the ludic resources encourage the development of personality, evidence values, contain a wide range of activities where interact, pleasure, joy, creativity and knowledge.

Swain, (19980) mentions that the value of teaching that has ludic, is the fact that participation, the community, training, creativity, competition and achieving results in real problematic situations are combined. It is easy to understand content when students are in contact with the world around them in an engaging and fun way. Ludic resources with a combination of factors achieve results with meaningful learning in students.

Canale (1995) "with ludic learning is enriched by the dynamic and virtual space that is implied, as a symbolic mirror that transforms big in small, small in big, ugly in pretty, the imaginary in real and students in professionals ". It is understood that ludic resources propitiate the development of individuals, being a constituent part of human being. It serves to develop learning processes and can be used at all levels or semesters, in formal and informal education.

The ludic resources favor an interdisciplinary aspect in which both; teachers and students are involved, and so they help to conceive more participatory structures to increase interaction within the classroom. (Prado, 2002). In this regard, ludic resources should be simple, related to reality and connected with new technologies because it requires an interrelation between uses of symbolic systems and the resources.

3.1.3. PRINCIPLES OF LUDIC ACTIVITY:

(Ocaña, 2009). The great advantages provided by special methods of teaching are given by the basic principles governing the structuring and implementation of educational games, which are:

3.1.3.1. The participation:

It is the basic principle of recreational activity that expresses the active manifestation of the physical and intellectual forces of the player, in this case the student. Participation is an intrinsic human need, because it is done, is found him/herself; deny it is to prevent to do it; do not participate means dependence, acceptance of foreign values, and the didactic plan involves a verbal model, encyclopedic and reproductive, oblivious to what these days is demanded. Participation of the students is the specific special context that is implanted with the game application.

3.1.3.2. Dynamism:

Expresses the meaning and influence of the time factor in the ludic activity. Every game has a beginning and an end, so the time factor has in it the same primary meaning in life.

In addition, the game is movement, development, active interaction in the dynamics of the educational process.

3.1.3.3. Entertainment:

It reflects the pleasant and interesting demonstrations featuring ludic activities, which have a strong emotional effect on the student and can be one of the main reasons that encourage his/her active participation in the game. The educational value of this principle is that the entertainment considerably strengthens the professional interest and cognitive activity of students, It means, the gam does not

support the boredom, repetitions, and common impressions; On the opposite, the novelty, the uniqueness and surprise are inherent to it. The interpretation of roles:

It is based on modeling ludic professional activity specialist future and reflects the phenomena of imitation and improvisation.

3.1.3.4. Competition:

It is based on the professional recreational activity, reports concrete results and expresses the fundamental types of professional motivations to participate actively in the game. The educational value of this principle is clear: without competition there is no game, because it encourages independent activity, dynamics, and mobilizes all the physical and intellectual potential of students.

3.1.4. CLASSIFICATION OF LUDIC MATERIALS BASED ON TEACHING ENGLISH LANGUAGE:

The recreational resources should be used to support the game, from two perspectives as a goal in itself. Pleasurable activity for pupils and as a means for achieving the objectives programmed in the educational process. According to (Néreci, 1969), he presents a classification of teaching materials, that it is appropriate for teaching English language.

3.1.4.1. Permanent work material: Such as the board and the elements for writing, video projectors, notebooks, rulers, compasses, personal computers.

3.1.4.2. Informative material: books, dictionaries, encyclopedias, magazines, newspapers, etc.

3.1.4.3. Audiovisual illustrative material: Posters, videos, records, etc.

3.1.4.4. Experimental Material: Devices and variety of materials, which are provided for testing or experiments that result in learning.

3.1.4.5. Technological Material: All electronic media that are used for the creation of teaching materials; tools or materials allow the teacher the generation of digital dictionaries, interactive biographies, educational use of blogs and publishing documents in digital libraries. Content creation and information will complement teaching materials.

The author mentioned had relevance in the present investigation, because the ludic resources propitiate a successful learning, attractive for the student and fill him/her with creativity and imagination; as long as the purpose for which is employed, develop the required skills and the desired curricular aspect.

3.1.5.   CRITERIA FOR SELECTING THE LUDIC MATERIALS.

There are many aspects and questions to be asked when selecting materials and fitting class time. Below is a brief description of the characteristics of the ludic media: (Lie, 2011)

3.1.5.1. Ease of use: If it is controllable or not by teachers and students, need specialized personnel.

3.1.5.2. Individual or collective use: If you can use individually, in small or large groups.

3.1.5.3. Versatility: Adaptation to different contexts; environments, teaching strategies and students;

3.1.5.4. Open: Allowing the modification of the contents to be treated.

While it is true each of the criteria mentioned help teachers to choose the perfect recreational environment, it must bear in mind that the use of these ludic materials in complementary activities provide benefits within the teaching-learning process, that according to (Lie, 2011) are:

- **Provide information:** Almost all media ludic explicitly provide information as dynamic, videos, etc.

- **Capacity motivation:** To motivate the student, materials should arouse and maintain curiosity and interest in use without causing anxiety and preventing the ludic elements negatively interfere with learning.

- **Adaptation to the work rate of students:** Good materials take into account the psycho-evolutional characteristics of students that are targeted (cognitive development, skills, interests, needs ...) and progress in the work.

- **Stimulate**: The development of metacognitive skills and learning strategies in students that allow them to plan, regulate and evaluate their own learning activity, causing reflection on their knowledge and the methods they use to think. Since meaningful learning involves change the owns knowledge scheme, restructure, revise, extend and enrich the cognitive structure;

- **Cognitive effort**. Class materials must provide meaningful and transferable to other learning situations through continuous mental activity consistent with the nature of learning that aim.

- **Availability:** Must be available at the time they are needed to guide the learning of students

3.1.6. THE TEACHING MATERIALS INT THE PROCESS OF TEACHING AND LEARNING ENGLISH LANGUAGE:

As it knows, there are various types of facilities and resources for teaching and they all play and important role in certain situations. The most used are:

- The board or waxed

- The overhead transparencies, digital projector

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- Textbooks, consultation, exercises, etc.

- The language lab, computer room and media room: recordings, films, radio, TV, videos, computer programs, internet,etc.

- Magazines and newspaper articles, "abstracts", news, reports, announcements,

- The "flashcards" and mobile signs

- Organization charts, posters, murals, prints, etc.

- Real or miniature Objects

- "Realia" coupons, tickets, brochures, leaflets, printed, instances, ads, photos, posters, clippings, etc.

- Slides, filmstrips, photos, postcards

- Travel to the country, visits and excursions: visits to museums, monuments, contacts with natives, etc.

It can be seen that some of these means are purely visual or auditory, but others integrate images and sound. There are means which, by their nature, require a passive attitude by the students, but others are interactive and require greater activity and participation. And finally, there are other means that put the student in touch with reality as when traveling and interact with native English speakers.

Edgard (DALE, 1964) developed many years ago a "cone of experience" to illustrate the sequence from media teaching and learning more abstract to the more direct and experiential. At the apex of the cone located Dale oral symbols, which would be purely verbal teaching. Followed by the visual symbols; still images, radio and recordings; filming and TV; exhibitions; tours and excursions; demonstrations;

dramatizations and simulations, and finally, direct experience with reality. It is obvious that in the cone Dale, as the means and resources away from the corner and approaching the base, are more intuitive, real and effective learning.

CHAPTER 2

3.2.   DEVELOPMENT OF LISTENING AND SPEAKING SKILLS

3.2.1. CONCEPT:

By treating the skills from this conception Brumfit (1981) stated that are not acquired only by systematizing operations as habits but by assimilation and mastery of these and systematization of actions aimed at specific purpose. Thus it was understood, that it is through the skills that the activity is regulated from a fully conscious perspective.

If it is as to define communication skills can say (Finochiaro, 1989) which are the levels of competencies and skills acquired by individuals for the systematization of certain actions through experience and education obtained in the course of their lives that allow them performance and regulation of communication activity.

 The development of communication skills has also, as another characteristic note, the possibility of transfer in the sense that a communicative ability is not developed for a moment or certain action, it becomes a quality, a form of response applicable to several situations that essentially share the same nature; from there to talk about that communication skills developed by an individual form a peculiar way of solving tasks or solve problems in certain areas of activity.

3.2.2. LISTENING SKILLS

Of all language skills, listening is the first to develop. The child begins to hear from home with their parents, but actually the first approach to the teaching of a second

language is the preschool stage where children develop the basic vocabulary and from there are forging their basis for meaningful learning, through the years it becomes more complex. So if the child develops his ability to listen, easily refine their competence to learn a second language.

GAP (2009) said:" Listening is an act aimed at a specific target (receiving information, an answer, understand something) and requires a process of understanding in which leverages prior knowledge about reality, forcing to perform an active job of predicting of what is going to hear". (Pg.10). As Boquete mentioned listening is a process that involves understanding situations that help the receiver to predict, to give spontaneous answers or solve problems.

The audio compression comprises not only hear the message but also decipher the extra linguistic codes, that can guide a person in conversation. Codes such as intonation, facial and body expressions, unfinished sentences, pauses and others.

Vygotsky (1964) believed that "oral speech presupposes the fact that each person can see his interlocutor expressions, gestures and tone of voice." The term listening comprehension refers to the process of listening and understanding oral speech, understanding oral text to audio that students face every day. Audios such as; dialogues, conversations, speeches, radio programs, etc.
According to Harmer, ("How to teach English", 2010), "most students want to be able to understand what are they saying people in English, either face to face, on television, on radio, in theaters, cinemas, cassettes, CDs or other recordings "can be set so that the listening skill has as much or as important as oral skills because one

depends on the other, because you cannot loose talk, but by the fact that the information is received and interpreted by the other person.

Additionally hearing requires a series of processes to make sense of what you hear. About this Lynch and Mendelsohn (T. LYNCH. 2002) mention, "today we recognize that hearing is an" active "process and people who are good at listening are as active as the person sending the message "(pg. 193). These processes involve listening comprise a number of features:

- What a person hears is, most of the time, an ephemeral character, which, generally, the person cannot review and re-evaluate what is heard, as in reading;

- Listening comprehension requires large extent, the use of memory, since the person must store the information in order to respond to it;

- Listening involves a number of aspects that the act of reading does not have, such as the emphasis, intonation, rhythm, volume and others;

- In the oral message there is a number of non-grammatical forms, reductions, eliminations, repetitions, pauses, corrections, redundancies and other phenomena that usually are not presented in written language, so the listener must make sense of the message, even though this is not entirely clear and complete;

- In many cases, there is a need to process and respond immediately;

- Generally, the listener loses concentration quickly, which causes it to "lose" in the message and then cannot respond appropriately; • in many cases, the oral message is accompanied by a series of noises (music, other conversations, speakers, for example) that interfere with the message; therefore, the listener must eliminate what does not work and use what it is important ((MELDELSOHN, 1995) Mendelsohn and Rubin, 1995 (THOMPSON, 1995), (BUCK, "How to Become a Good Listening Teacher "1995); (OMAGGIO, 2001), (Byrnes, 1984), (T. LYNCH, and 2002).

The methods, activities, ways and strategies to better understand the importance of listening skills will be considered.

3.2.3. METHODS

The methods used in the past for teaching second language based on grammatical approach gave more importance to the development of reading and writing. Auditory and oral skills were relegated to the stage held the Second World War where apprentices reached a high oral expression for specific activities of the army; it was then when these skills begin to be relevant.

3.2.3.1.AUDIO LINGUISTIC METHOD

Dwight (1972) mentions that this method is based on linguistic structuralism and behavioral learning theory, according to these, learning a language is simply the formation of mechanical habits that allow automatic production of language and understanding of messages. This means that this method is based purely on repetition

and mechanization of knowledge that allow students to burn their brains to bring it to real situations.

(NUSSBAUM, "Teaching of Foreing Languages in Secondary Education, 2001) "This method is characterized by the separation of the four skills, but more importance is given to the practice of oral skills before written. The new linguistic elements like phrases, expressions and grammatical structures are presented by the teacher through the use of dialogues, which learners must repeat and memorize". Because the student combines grammatical explanation, with conversational practice, acquiring a mechanical reproduction of words and sentence structures.

- **Teacher's role**

The teacher's role is to bring the class, the teacher is the one who controls the process of teaching - the rate at which students learn and error correction. The tasks and exercises are guided by the teacher whose mission is to ensure that learners do not make mistakes and acquire study habits that allow them to express themselves correctly.

Student's Paper

In this method, students are limited to perform repetitive activities and memorization guided by the educator. Among the contributions of this method can be said accessibility of people to learn a second language, as this method comprising simple repetition and memorization techniques. However, the downside is that students become mechanical and cannot create real conversations. In addition to repeating constantly bored learners.

3.2.3.2. AUDIOVISUAL METHOD

According to Nussbaum, (2001) "audiovisual method, unlike the audio linguistic method is based on a constructivist psychology, but both hold in common the emphasis on oral and communicative aspects." This method constructs interaction between students, for example; through the use of screens teachers have dialogues showing real situations and give way to perform extra activities such as questions and answers or simply give opportunity to create new dialogues from the models presented, improving oral language and student participation without fear to make mistakes.

- **Teacher's role**

The teacher is the one who controls the process of teaching - learning, in addition to controlling the time and resources used during class, taught effectively managing issues. He is an expert using audiovisual media and relating them to real situations.

- **Student's Paper**

The student imitates models of language teaching presented through audiovisual media, follow instructions and try to respond effectively and properly to the questions put to him so. Additionally, try to repeat these language models with similar activities that are presented.

3.2.4. ACTIVITIES

3.2.4.1. EXTENSIVE

Extensive activity encourages students to choose for themselves a hearing activity.

About Harmer (2009) notes "through the extensive activities the teacher encourages students to choose for themselves to listen, either for pleasure or for the overall progress of language." (Pg. 303), the motivational effect this activity grows rapidly when students make their own choices, but this activity can also have a dramatic effect on student learning, not because it helps them better in other aspects such as grammar.

The material for an extensive hearing activity can be chosen from a bunch of sources.

Many readings are currently published with audio or CD version. This provides students with the ideal for learning material. Many students have fun reading and listening while using both reading and audio simultaneously. Students can access copies of CDs, listen to radio broadcasts, videos, online conversations or stories on websites, but students should be conscious of the level they have, to practice with this type of listening activities.

When teachers desire to perform with extensive group work activities and these show positive results, teachers need to have a clearly marked according to the level appropriate gender issue and collection of audios.

3.2.4.2.   INTENSIVE

Intensive activities are those performed during class and are guided and supervised by the teacher.

Intensive activities have the following characteristics:

- **Intensive Activities**: **Listen live.**

According to Harmer (2009) "an effective way to ensure effective communication is listening live, where the teacher shares with the students." This activity have certain advantages because they allow learners to interact with the teacher face to face, and develop listening skills, using strategies such as; use expressions, using a high intonation accompanied by mimicry observing whether the student understands the explanation.

Students can also tell by their expressions or behavior if the teacher is going too slow or too fast. Meanwhile the teacher observes student who is listening and responding not only to the sound of someone's voice but also everything that encloses the teaching-learning process.

Intensive activities can be taken in the next ways:

- **Reading aloud**

Harmer (2009) "a fun activity when it is carried out with conviction and style, is when teachers read aloud." (Pg.307) This allows students to hear a clear pronunciation of a written text and can be entertaining if the teacher prepares to read gestures and expressions.

The teacher also reads or acts the dialogues, either acting both parties or inviting a student from class. This helps you hear as the speaker in this case the teacher or clerk in different situations.

- **Telling Stories**

Teachers are ideal for storytelling either own experiences or best knowledge of readings and audios. Using reading aloud stimulates the imagination of students not only because it will develop imagining it, but because many teachers ask students to predict the continuity of reading, describe the appearance of the characters or make a comment. Harmer (2009) "to hear the same story is a powerful way to increase communicative competence."

- **Interviews**

Harmer (2009) says "one of the most motivating listening activities is a live interview, especially where students are involved with their own questions." (Pg. 307) In such situations the teacher can raise various situations to return a little interesting activity where students listen to the answers to the questions that they themselves made, rather than develop other people's questions.

- **Conversations**

Not only conversations have books or existing videos are valid in this activity the teacher can bring a guest to the classroom and hold a conversation with the guest of any topic in real time. So students have the opportunity to watch and listen to the live conversation.

3.2.5. RESOURCES THAT ACHIVE THE BEST RESULTS TO DEVELOP THE LISTENING SKILL.

According to (Guariento, 2001) there are several benefits of employing authentic materials for language learning and teaching First, they can provide examples for learners of how to communicate in real life situations through exposing them to the sorts of messages they will likely face in everyday conversation Second authentic materials can help the learner focus on the language skills they truly need and ignore skills they may not need for their job or studies.

In addition, authentic materials can strengthen learning strategies which can then be employed in different situations. Those learners with training in self-access learning tend to possess knowledge of what language learning strategies they can best use.

3.2.5.1.Pictures.

Pictures, slides, drawings, and the like serve many roles in language learning activities. In listening skills development, activities that focus learner attention simultaneously on visuals and accompanying aural input are common (Pavio, 1965). Visuals support comprehension and form-meaning correspondence, both of which contribute to higher levels of learner motivation.

3.2.5.2.Videos.

Video is widely considered more powerful, more salient, and more comprehensible than other media for second and foreign language students (Brinton, 1978); (Mac William, 1986)   with videos under learner control are also preferred

other instructional activities. In short, multiplying input modalities to include full motion video apparently motivates learners and engages their attention to aural input.

3.2.5.3. Music.

Music motivates learners and promotes language acquisition. Firstly, it tends to be more interesting than invented text. Secondly, it motivates learners to pay attention to meaning instead of only form or structure. According to (Brooks, 1990), language acquisition occurs when learners activate their background knowledge of the world, of discourse, and of the language system.

3.2.6. ORAL SKILL.

Of all the four skills (listening, speaking, reading and writing), talking seems to be the most important. (UR, 1996.) "... People who know a language are referred to as speakers of the language", as if speaking included all other types of knowledge; and many, if not most foreign language learners are primarily interested in learning to speak. "(pg.120)

Talking is the ability of human beings to express ideas, feelings and emotions through the use of the word. It is considered that a person handles oral language skills competently when handling a number of factors such as; know how to articulate sounds, have an extensive vocabulary, pronunciation is clear and has fluidity when using that language.

Currently the society requires a high command of both oral and written communication in English language. People who cannot communicate clearly and consistently reduce their career opportunities and personal relationships.

3.2.7. ORAL COMMUNICATION FEATURES

(GAP G., 2011) mentions the following:

1. In oral communication, the message is heard through the ear.

2. Speakers two or more people who interact with each other in a given place and time, so that there is reciprocity until a person decides to end the conversation.

3. Oral expression is spontaneous and natural. Messages sent born at the time without being previously programmed.

4. It is full of emotional nuances that depends on the tone of voice and body language.

5. It is instant as it answers immediately acquired.

6. The messages transmitted during oral communication are created according to the context or situation in which the communicative act occurs.

3.2.8. THE SPEECH CIRCUIT.

(RODRIGUEZ, "Spanish Language Course", 1994) In the speech circuit are involved the speaker or sender, the message, the listener or receiver, code and context. The speech circuit begins when the speaker or sender sends a message to the listener or receiver and ends when the roles are reversed.

For there to be communication the sender and receiver must use the same code in this case the language.

The communication circuit
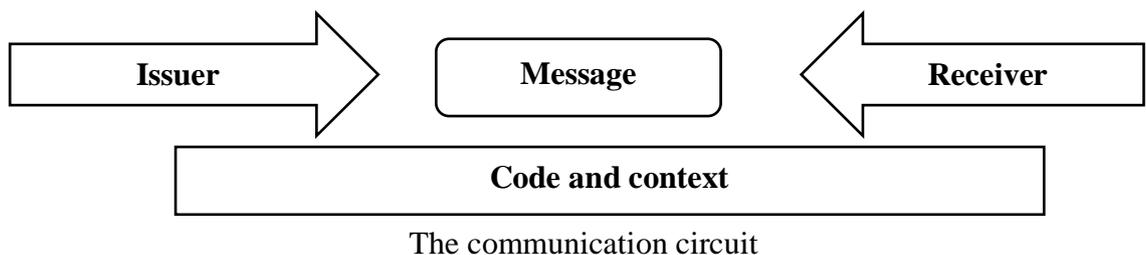
Source: Isolda Rodriguez Rosales. 1994. "Spanish Language Course" (p.17)

3.2.9. ELEMENTS OF ORAL COMMUNICATION.

3.2.9.1. Issuer

The issuer is the person who is responsible for sending a message; this message can be your knowledge, ideas and emotions creating an authentic communication.

(ESCANDELL, 1999) defines it: "With the issuer name the person who intentionally causes a linguistic expression at a given time, either orally or in writing is designated." (P.26).

3.2.9.2.Message

Is information, idea, thought or feeling to be transmitted.

3.2.9.3.Receiver

A receiver is the person to whom the sender addresses the message, ie is it receives and decrypts the message at a given time.

3.2.9.4. Code

It is the system of signs and signals containing a message.

3.2.9.5. Context

For (RODRIGUEZ, 1994) "the context is the situation in which the message is transmitted and it brings a special meaning. They are personal or social circumstances that affect communication "(pg.16). For example: Not smoking in a hospital, it gives to understand that smoking is prohibited there. The same ad would not make sense on the beach, it would be out of context.

In spoken language a difference between language and speech is established. Saussure translated by Amado A. (1945) defines the language and speech as follows:

- **Language:** Is a system of signs used to communicate between members of the same linguistic community. It is synonymous with language. For example: Spanish language, English language, etc. (Pg.41)

- **Speaks:** Is how each person uses the language; It is the concretization of the language in your use of it each person. Speech is an individual act. For example: Talk about Juan, speaks of Carla, etc. (Pg.41)

3.2.10. Speech levels.

Speech can be shown in formal and informal situations, at different levels, with right and wrong ways according to the acceptance that has in the context that occurs. Therefore it is necessary to establish the following levels speech:

3.2.10.1. Formal Level

Formal level is used by people who have a high knowledge of the language in formal communication situations. It is evident in the writing, especially in literary and scientific-technical texts.

3.2.10.2. Informal Level.

3.2.11. Characteristics:

• Precision and rigor in the use of phonetic, syntactical and grammatical rules.

• Transmits clear contents and socially valued.

• fluid and continuous speech.

• Lexical Richness to use the right term in each communicative situation.

• Clarity and rigor in the exposition of ideas.

• Acquired through education received at home, school, college, etc.

• Oral and gestural language is measured and managed.

3.2.12. TECHNIQUES TO DEVELOP SPEAKING SKILLS.

To help students develop communicative efficiency in speaking, instructors ca use a balanced activities approach that combines language input, structured output, and communicative output.

3.2.12.1. Language input*:*

"Comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class (Penny, 1997)". It gives learners the material they need to begin producing language themselves.

According to (Perez, 1989) language input may be content oriented of form oriented.

Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic

competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input the amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation (Rees, 1977) For students at lower levels, or in situation where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate that on in the target language.

3.2.12.2. Structured output:

Focuses on correct form (Hadfield, 1990). In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

- **In *communicative output***, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan or creating a video. To complete the task they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communictive output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

- In every day communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task. Students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

- In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

3.2.13. Communicative activities

To develop interaction in the case, students should have the opportunity to actively use the language they are learning in meaningful activities, which are motivated and interested to talk. Therefore Below is a list of interactive activities is presented to develop oral communication in the classroom.

3.2.13.1. Communicative games

Communicative games are widely used for teaching second languages, allowing implement oral skills. For Nussbaum and Bernaus (2001) communicative games:

They are oral tasks with a playful component of divination, observation, random, memory, etc. They are good resources to promote communication in the classroom, because, to begin with, tend to motivate students. "In addition, communicative games tend to be versatile, so that the teacher can adapt or modify their rules in accordance with the characteristics students. (Pg.289)

An example of this type of games are games of enchantment consisting of the repetition of words. These games are known by students because they play or have played in the mother tongue and when to practice the English language in the process of the game is facilitated.

Communicative games are efficient to practice specific linguistic elements such as vocabulary, grammatical structures, sounds, etc., within a real communicative context.

3.2.13.2. Presentations

They are communicative activities that allow students either individually or in groups speak before the class on a given topic.

The teacher can designate topics of current interest to the group. For example, a news summary of a story, sports themes, etc.

These presentations can be planned and developed parameters set by the teacher.

This type of task is suitable for the practice of discursive forms where students develop their abilities to express themselves in public and in formal situations.

3.2.13.3. Roles Games

Role plays are dialogues created by students in free form or through orders teacher. They help students to practice the language, allowing them to write fictional

situations and then present them in public. For Nussbaum and Bernaus (2001) "role plays are dialogues without default text in which each student takes a certain role. Students build themselves librettos so dialogues from guides or teacher slogans receiving. "(Pg.290)

This type of task is used with an intermediate level students, and those with initial level could not perform the task successfully. However, the teacher can adapt these situations according to the level of student competency through clear provisions. Roleplaying generate a considerable amount of negotiation of meaning.

An example of this type of game could be that students in pairs to create a dialogue where A is the seller student and student B is the client. Both create dialogue as directed by the teacher, tested and finally present it to the class.

3.2.13.4. Dramatizations

They are communicative activities where students rehearse and perform works. These can be based on a short story, a novel, a series or created by themselves. Nussbaum and Bernaus (2001) mention "... are also games act, but in them a broader and more complex situation is recreated." (Pg.290)

Texts and preparations may require more time, but the results contribute greatly to the advancement of oral skills.

Such activities are appropriate programs, contests or end of the school year to demonstrate student progress in managing a second language.

4. ACHIEVEMENT OF OBJECTIVES

4.1. GENERAL OBJECTIVE

- To determine the influence of ludic resources on the development of listening and speaking skills in students of Languages and Linguistics Major, during the school term 2016.

4.2. SPECIFIC OBJECTIVES

- To investigate the type of ludic resources used by teachers to strengthen listening and speaking skills in inter learning English of students of Languages and Linguistics Major at the Technical University of Manabí.

- To know the advantages provided by the ludic resources on the development of listening and speaking skills to improve English fluency of students of Languages and Linguistics Major at the Technical University of Manabí.

- To develop a proposal based on the objectives and results of the investigation.

5. HYPOTHESES ELABORATION AND VARIABLES DEFINITION

This research outlines the following hypotheses:

5.1. GENERAL HYPOTHESIS

GENERAL HYPOTHESIS: Ludic resources influence positively on the development of listening and speaking skills in the English language teaching in the student of the Languages and Linguistics Major.

5.2. SPECIFIC HYPOTHESES

- Ludic resources used by teachers help students to improve oral and listening skills in the English language.

- To discover what are the advantages that are acquired when using ludic resources to improve the fluency of oral and listening skills production.

- To design a proposal to solve the problems found in the investigation.

5.3. VARIABLES

5.3.1. INDEPENDENT VARIABLE:

Ludic resources

5.3.2. DEPENDENT VARIABLE:

Development of listening and speaking skills in the English language.

5.4. OPERATIONALIZATION OF VARIABLES

5.4.1. INDEPENDENT VARIABLE: Ludic resources.

Table 1 *Operationalization of the independent variable*

CONCEPT	DIMENSIONS	INDICATOR	ITEMS		TECHNIQUES AND TOOLS
			TEACHER	STUDENTS	
"The ludic resource is often used as a connection or connecting element between the teacher and / or learner and reality. It would be ideal, all teaching and learning will be held in contact with real life, but it is not always possible or desirable and therefore resorted to a number of means, resources or materials that serve as a bridge between what is taught, learned and the real world. Therefore, the ludic materials prevent tedious activities, replacing reality and trying to represent it in the best way possible, facilitating its objectification "(Nerici, 1973).	Cognitive	• Reasoning • Analysing • Summarizing • Synthesizing • Outlining		11 12	**Techniques:** Interview Survey **Tools:** Questionnaires
	Metacognitive	• Learning styles • Needs in the target language • Planning L2 tasks • Monitoring comprehension • Evaluating progress	1 3	1 3 4	
	Affective	• Feelings about the second language. • Feelings about the natives of L2. • Feelings about the culture of L2.	4		
	Social	• Family • Classmates • Teachers • Community • Natives speakers of 2L		2	

Note: prepared by the authors

5.4.2. DEPENDENT VARIABLE:

Development of the four English linguistic skills

Table 2 *Operationalization of the dependent variable*

CONCEPT	DIMENSIONS	INDICATOR	ITEMS		TECHNIQUES AND TOOLS
			TEACHER	STUDENTS	
Hinkel (2006), sustains that in order to carry out a genuine language learning, integrated instruction has to address a collection of English skills simultaneously, "all of which are requisite in communication". It is necessary to keep in mind that all skills are equally important, and relating them when learning will make us save time as we practice more than one aspect at a time like grammar structures or vocabulary.	Receptive skills	• Listening • Reading	2 5	7 9	**Techniques:** Interview Survey **Tools:** Questionnaires
	Productive skills	• Speaking • Writing		8 10	
	Learning styles	• Visual • Auditory • Kinesthetic		5 6	
	Multiple intelligences	• Linguistic Intelligence • Logical - Mathematical Intelligence • Spatial Intelligence • Kinesthetic Intelligence • Musical Intelligence • Interpersonal Intelligence • Intrapersonal Intelligence • Naturalist Intelligence			

Note: prepared by the authors

6. DEVELOPMENT OF RESEARCH DESIGN

6.1. LEVEL OF RESEARCH

Descriptive research: "Does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study. The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic. Descriptive statistics tell what is, while inferential statistics try to determine" (Gall, 2001).

This research paper also had a proactive orientation, since it developed a proposal with the aim of promoting using ludic resources in order to improve Listening and Speaking skills in English language learning.

6.2. RESEARCH DESIGN

Documentary research: Information from books, magazines, web sites and other types of documents were used to analyze and use in the elaboration of the proposal and the achievement of the objectives.

Field Research: surveys were applied to students of Languages and Linguistics School who are the subject of study. Therefore, the results obtained were analyzed qualitatively.

6.3. METHODS

Inductive - deductive method: The study used the Inductive-Deductive method, the same that was based on the bibliographic review in order to examine the study of

variables such as claim in reality. It permits the analysis of data from surveys, this method was also useful for making conclusions and recommendations.

Fraga & Herrera (2002):

> The induction is a procedure by which it is possible to infer certain property or relationship from specific facts, which means, it allows the transition from the specific to the general. Its complement is the deductive procedure, whereby the researcher moves from true general statements to others, or to specific characteristics of the aim. (p. 65)

6.4. TECHNIQUES AND INSTRUMENTS

Survey: Questionnaire for students of Languages and Linguistic School, Portoviejo canton, in order to get to know the kind of ludic resources that teachers used in the classes.

Bibliography: bibliographical forms were used to collect conceptual and theoretical information from different sources that helped to develop a more accurate theoretical framework.

Data Tabulation: This technique required tables and graphs to help visualize the results in a dynamic and summarized way.

6.5. RESOURCES

Human

- Students of "Languages and Linguistic School"
- Teachers of the same institution
- 2 researchers
- Tutor responsible of conducting the Project.

Materials

- Copies

- Computer

- Standards A.P.A Guide

- Books

- Cameras

- Folders

- Transport

- Notebook

- Internet

Expenses

This research paper had a cost of $880 American dollars, which were financed by the authors of the research.

7. DEFINITION AND SELECTION OF SAMPLE

To achieve the objectives of the research and operationalize the concepts and elements involved in the problem, we worked with a universe of 104 students and 3 teachers.

As is shown in the following table:

Table 4 *Population*

Languages and Linguistics Major	Population
Teachers.	3
Languages and Linguistics Major Students	108
Total	111

 Note: prepared by the authors

Table 5 *Sample*

Languages and Linguistics Major	Population	Sample
Teachers	3	3
Languages and Linguistics Major Students	108	104
Total	111	107

Note: prepared by the authors

7.1. FORMULA TO CALCULATE THE SAMPLE

$$n = \frac{N}{E^2\,(N-1)+1}$$

✓ **DATA**

n = sample

N = population

E = 0,1

✓ **PROCEDURE**

$$n = \frac{100}{0,1^2\,(100-1)+1} = \frac{100}{0,01\,(99)+1} = \frac{100}{0,99+1} = \frac{100}{1,99} = 50,25$$

In this way the sample was obtained to implement the survey to students and do the research.

The universe of teachers of English was taken as sample to do the research.

8. DATA COLLECTION

8.1. SURVEYS APPLIED TO TEACHERS OF LANGUAGES AND LINGUISTICS MAJOR.

TABLE AND FIGURE OF QUESTION N° 1

1. **According to your experience. How do the ludic resources influence in oral and listening skills during the teaching - learning process?**

The didactic resources and especially the ludic resources and attitude of the teacher is a decisive factor for learning, this depends largely on the success of its work; This is crucial to verify human interactions, this depends in the classroom there is a good mental disposition of the student, which facilitate learning and knowledge building. The gratifying to learn and achieve their conventional training is not going to land environment. (Motta, 2009)

Table 6: *Experience with the use of ludic resources in oral and listening skills.*

VARIABLE	FREQUENCY	PERCENTAJE
Positively	3	100%
Negatively	0	0,00%
No impact	0	0,00%
TOTAL	3	100%

FIGURE Nº3
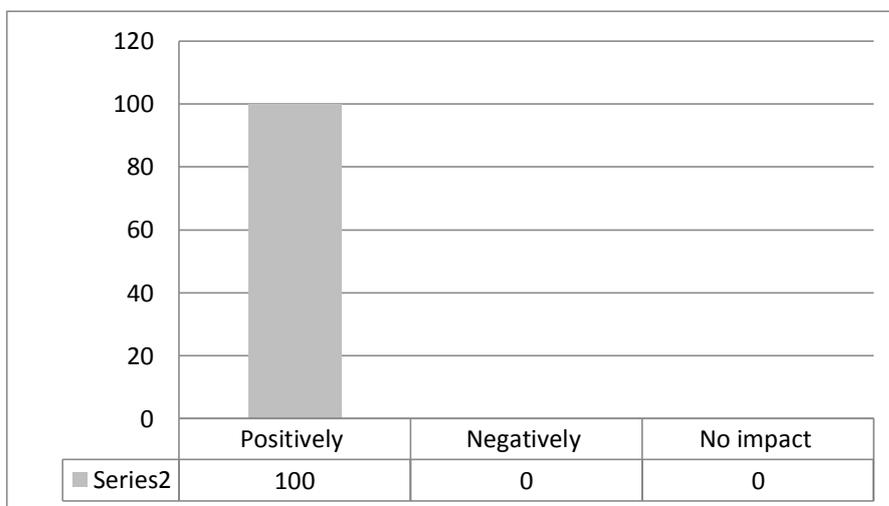
	Positively	Negatively	No impact
■ Series2	100	0	0

Source: Teachers of the languages and linguistics major.

Elaborated by: Diana Chila and Lilian Macías.

2. **Do students improve the development of oral and listening skills with the use of recreational resources?**

"*The ludic resources have utility in an educational process, thus recreational resources that help teachers to fulfill their educational function. In general terms it can be said that these resources provide information, serve to implement what they learn developing their skills and abilities in different areas and sometimes even up as guides for students.*" (Gardey., 2015.)

Table 7: *Improvement of students in the development of oral and listening skills.*

VARIABLE	FREQUENCY	PERCENTAJE
Yes	3	100
No	0	0
It does not matter	0	0
TOTAL	3	100

FIGURE Nº4
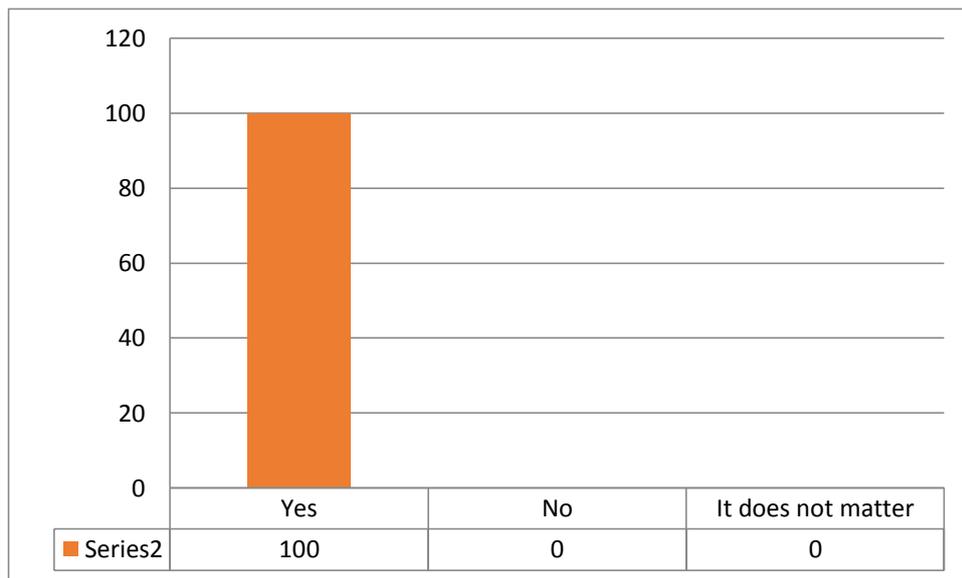
	Yes	No	It does not matter
■ Series2	100	0	0

Source: Teachers of the languages and linguistics major.

Elaborated by: Diana Chila and Lilian Macías.

3. What kind of recreational resources do you usually use in your classes to develop oral and listening skills?

Ludic serves to develop learning processes and can be used at all levels or semesters in formal and informal teaching. This methodology should not be confused with presentation of games or as an interval between one activity and another. (González, 2008)

Table 8: The use of the l*udic resources in classes.*

VARIABLE	FREQUENCY	PERCENTAJE
Games	1	33,33
Dynamic	1	33,33
Videos	0	0,00
Music	1	33,33
Others	0	0
None	0	0
TOTAL	3	100

FIGURE Nº5

	Games	Dynamic	Videos	Music	Others	None	TOTAL
Series2	33,33	33,33	0,00	33,33	0	0	100
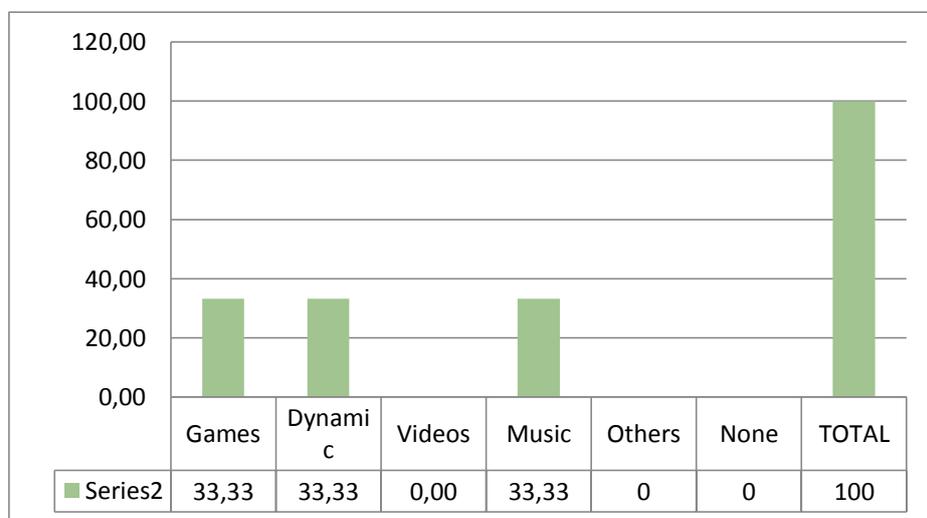
Source: Teachers of the languages and linguistics major.

Elaborated by: Diana Chila and Lilian Macías.

TABLE AND FIGURE OF QUESTION N° 4

4. **Of the resources cited, what do you think is the best to achieved results in the development of oral and listening skills?**

The didactic material refers to those means and resources that facilitate teaching and learning, within an educational context, stimulating the function of the senses to easily access the acquisition of concepts skills, attitudes or skills. (ROSALES, 2006)

Table 9: The L*udic resources that achieve the best results.*

VARIABLE	FREQUENCY	PERCENTAJE
Games	1	33,33
Dynamic	1	33,33
Videos	0	0,00
Music	1	33,33
Others	0	0
None	0	0
TOTAL	3	100

FIGURE Nº6

	Games	Dynamic	Videos	Music	Others	None	TOTAL
Series2	33,33	33,33	0,00	33,33	0	0	100
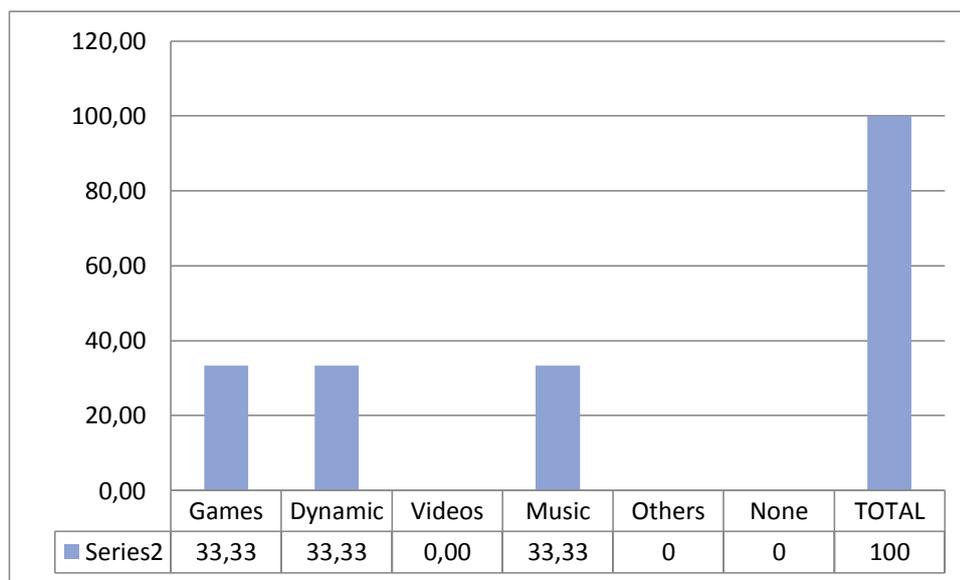
Source: Teachers of the languages and linguistics major.

Elaborated by: Diana Chila and Lilian Macías.

TABLE AND FIGURE OF QUESTION N° 5

5. What do you think are the advantages that provide ludic resources during oral production and listening skills?

Reyes (2014)*Playful learning enriches training through a dynamic and virtual space that fosters the meaning of what is learned by combining participation, community, communication, entertainment, creativity, competition, cooperative work, analysis, reflection , The positive use of time and the obtaining of results in real problematic situations; The result: an effective teaching-learning process.*

Table 10: *Advantages that provide ludic resources.*

VARIABLE	FREQUENCY	PERCENTAJE
Fluidity	0	0,00
Interaction	0	0,00
Pronunciation	1	33,33
Motivation	0	0,00
ALL	2	66,67
TOTAL	3	100

FIGURE Nº7
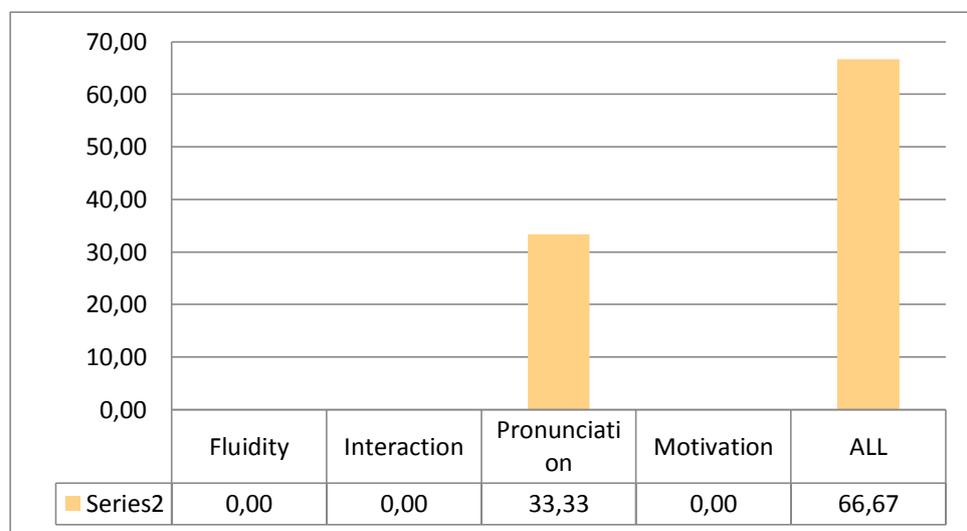
	Fluidity	Interaction	Pronunciation	Motivation	ALL
Series2	0,00	0,00	33,33	0,00	66,67

Source: Teachers of the languages and linguistics major.

Elaborated by: Diana Chila and Lilian Macías.

6. **Do you consider necessary to elaborate a methodological guide for strengthening interactive oral production and listening skills?**

The didactic guides in higher education acquire increasing significance and functionality; Are a learning resource that optimizes the development of the teaching learning process by its relevance in allowing the student's cognitive independence. (Blanco, 2014)

Table 11: *The need to elaborate an interactive methodological guide.*

VARIABLE	FREQUENCY	PERCENTAJE
Yes	3	100,00
No	0	0,00
TOTAL	3	100,00

FIGURE Nº8
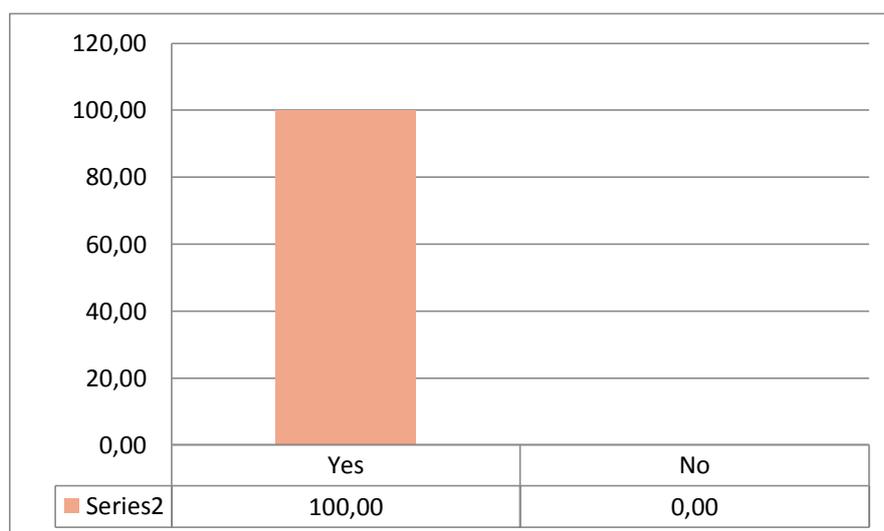
Source: Teachers of the languages and linguistics major.

Elaborated by: Diana Chila and Lilian Macías.

8.2. SURVEYS APPLIED TO STUDENTS OF LANGUAGES AND LINGUISTICS MAJOR.

TABLE AND FIGURE OF QUESTION N° 1

1. **According to your point of view. How do the ludic resources influence in oral and listening skills during the teaching - learning process?**

"The methods of teaching recognize the need for the teacher is not only limited to oral exposure, because the risk that the transmitted information has little significance for the student and allow an even smaller footprint , active methods are the only alternative to overcome the great sin of the magisterial speech, but such methods can not do without the ludic resources that give them more effectively; it could say that without creative and varied resources, hardly could accept that one method is active " (Villarroel, I. 1995)

Table 12: *Influence of ludic resources in oral and listening skills.*

VARIABLE	FREQUENCY	PERCENTAJE
Positively	85	81,73%
Negatively	10	9,62%
No impact	9	8,65%
TOTAL	104	100%

FIGURE Nº9
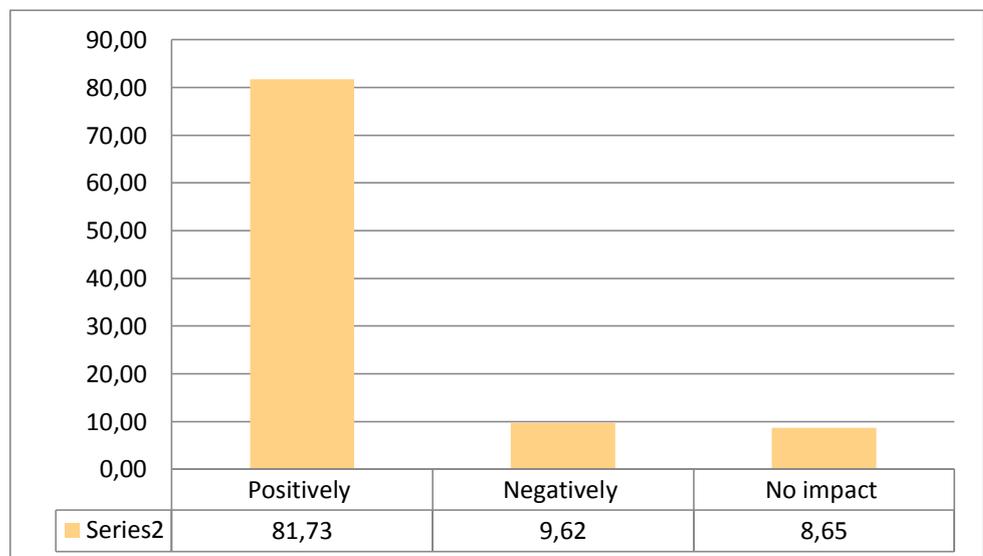
	Positively	Negatively	No impact
■ Series2	81,73	9,62	8,65

Source: Students of the languages and linguistics major.

Elaborated by: Diana Chila and Lilian Macías.

TABLE AND FIGURE OF QUESTION N° 2

2. **Do you consider as a student, is there an improvement in the development of oral and listening skills with the use of ludic resources?**

"The game is considered as an activity of great potential for development and learning, so the play and learning are necessarily related. Ludo-recreational significant learning and enhances the development of the foreign language. And even more so when the implementation of tools is needed as the game to engage students in an active environment and set aside traditional methods in the teaching-learning process." (ANDREU ANDRÉS, 2000)

Table 13: *Improvement in the development of oral and listening skills.*

VARIABLE	FREQUENCY	PERCENTAJE
Yes	98	94,23%
No	2	1,92%
It does not matter	4	3,85%
TOTAL	104	100,00%
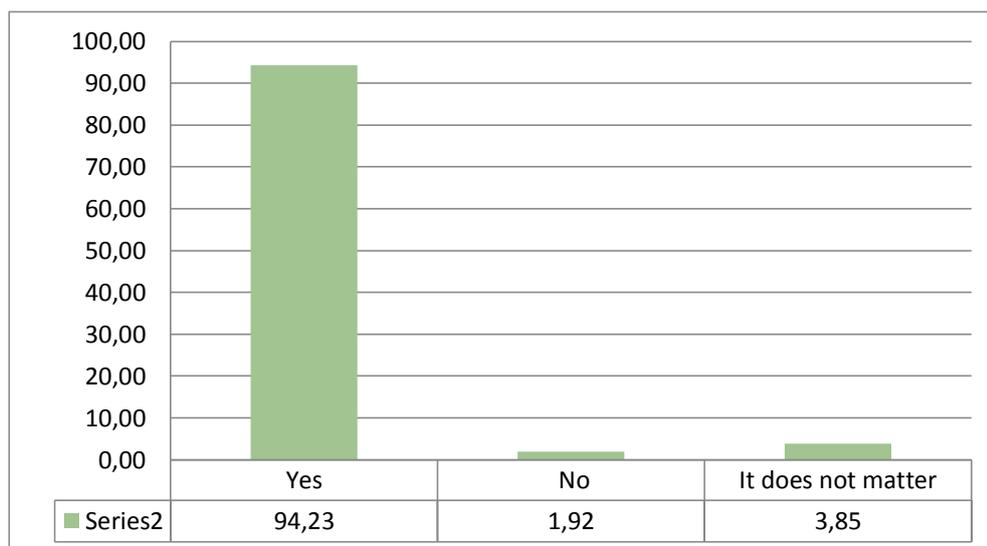
FIGURE Nº10

	Yes	No	It does not matter
■ Series2	94,23	1,92	3,85

Source: Students of the languages and linguistics major.

Elaborated by: Diana Chila and Lilian Macías.

3. What kind of didactic resources generally teachers use in their English classes to develop speaking and listening skills?

The recreational resources should be used to support the game, from two perspectives as a goal in itself. Pleasurable activity for students and as a means for achieving the objectives programmed in the educational process. (Néreci, 1969)

Table 14: The l*udic resources teachers use in classes.*

VARIABLE	FREQUENCY	PERCENTAJE
Games	28	26,92%
Dynamic	52	50,00%
Videos	10	9,62%
Music	10	9,62%
Others	0	0,00%
None	4	3,85%
TOTAL	104	100,00%
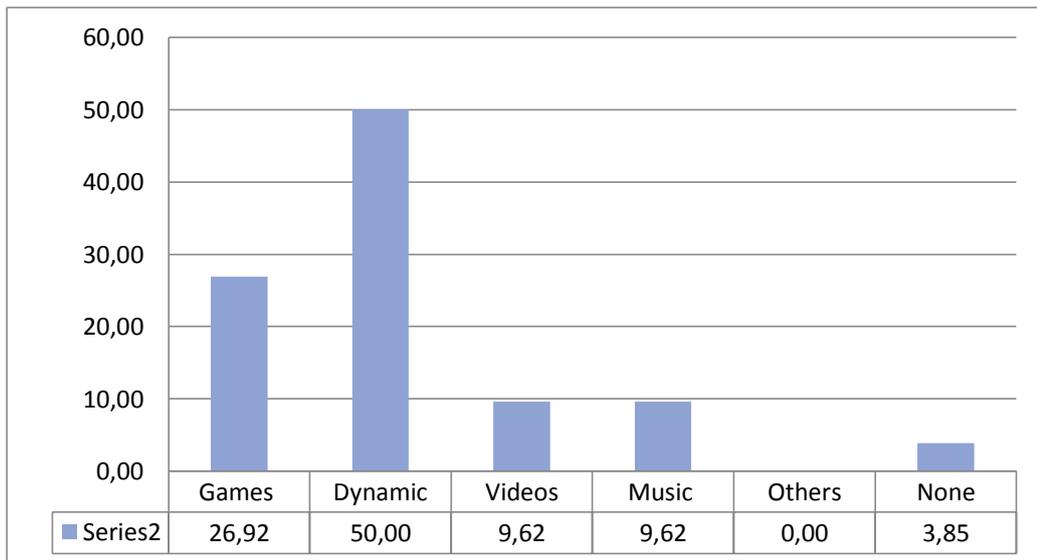
FIGURE Nº11

	Games	Dynamic	Videos	Music	Others	None
■ Series2	26,92	50,00	9,62	9,62	0,00	3,85

Source: Students of the languages and linguistics major.

Elaborated by: Diana Chila and Lilian Macías.

4. **According to the resources cited, what do you think is the best to achieved results in the development of oral and listening skills?**

The use of ludic materials in developing of oral and aural production skills guarantees the possibility of acquiring practical experience of collective work and analysis of the organizational activities of students, taking them from the assimilation of theoretical knowledge, to as unfold to real problems, obtaining a higher level of satisfaction in creative learning. (Niño, 1998)

Table 15: The L*udic resources that achieve the best results.*

VARIABLE	FREQUENCY	PERCENTAJE
Games	32	30,77%
Dynamic	37	35,58%
Videos	25	24,04%
Music	10	9,62%
Others	0	0,00%
TOTAL	104	100,00%
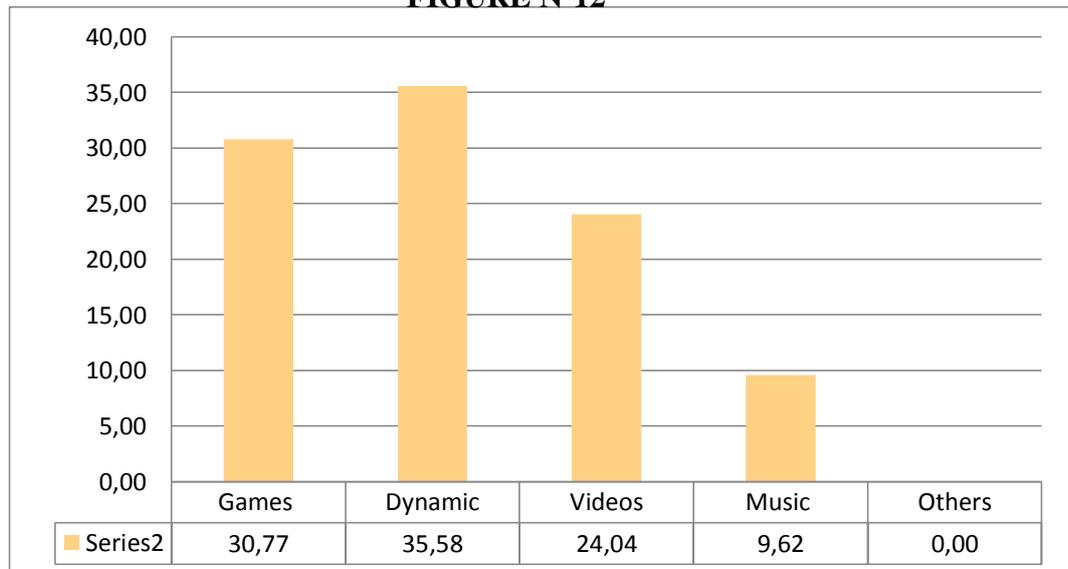
FIGURE Nº12

	Games	Dynamic	Videos	Music	Others
Series2	30,77	35,58	24,04	9,62	0,00

Source: Students of the languages and linguistics major.

**Elaborated by**: Diana Chila and Lilian Macías.

5. **What do you think are the advantages that provide ludic resources to develop oral production and listening skill?**

The ludic component in the field of teaching as language and literature provides great advantages and can prove that there are many games that can be used to practice different skills or abilities. In any educational process, teachers look for plenty of resources to assist in the transmission of content and the application and implementation thereof. Following different methodological and pedagogical trends shows that the game is a tool that brought to the classroom with clear and precise objectives, creates an enabling environment for the teaching-learning process is enjoyable, effective and both productive. (Pacurucu, 2013)

Table 16: *Advantages that provide ludic resources.*

VARIABLE	FREQUENCY	PERCENTAJE
Fluidity	20	19,23%
Interaction	30	28,85%
Pronunciation	39	37,50%
Motivation	8	7,69%
All	7	6,73%
TOTAL	104	100,00%

FIGURE Nº13
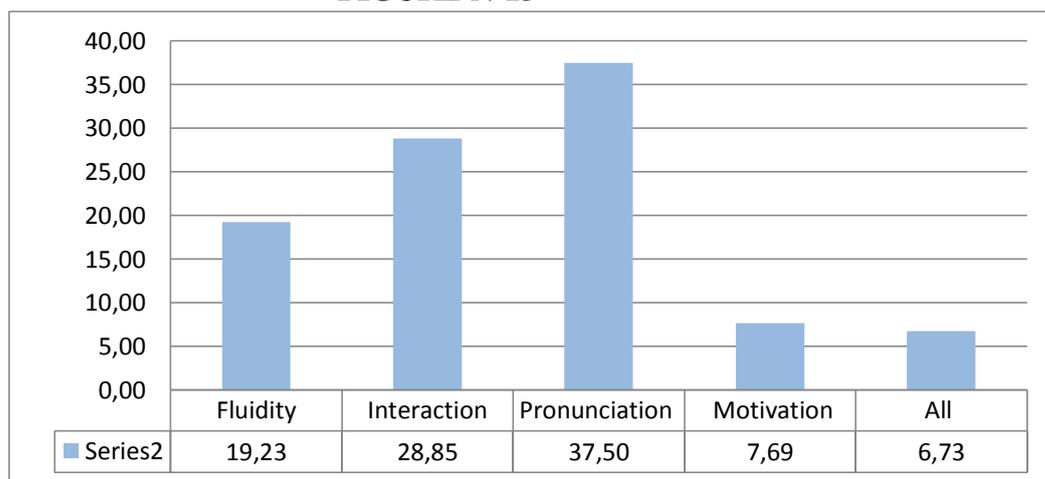
	Fluidity	Interaction	Pronunciation	Motivation	All
Series2	19,23	28,85	37,50	7,69	6,73

Source: Students of the languages and linguistics major.

Elaborated by: Diana Chila and Lilian Macías.

6. Do you think is necessary, teachers develop an interactive methodological guide to strengthen oral production and listening skills?

The aim of the workshop is to provide information; suggestions and a series of educational activities that help to teachers delve into the fascinating world of English teaching ideas and techniques that can be applied to the design activities in their own classes. (Phillips, 1993)

Table 17: *The need to develop an interactive methodological guide.*

VARIABLE	FREQUENCY	PERCENTAJE
Yes	104	100,00%
No	0	0,00%
TOTAL	104	100,00%
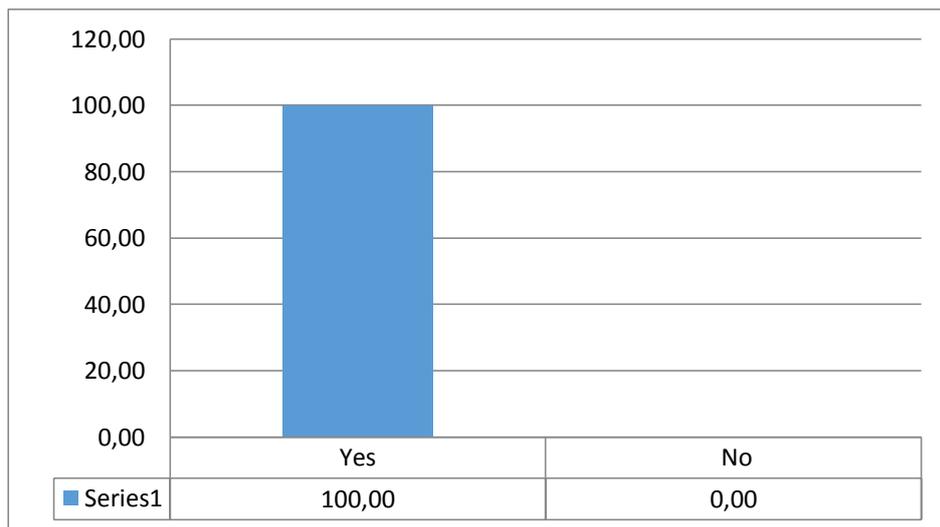
FIGURE Nº14

	Yes	No
■ Series1	100,00	0,00

Source: Students of the languages and linguistics major.

Elaborated by: Diana Chila and Lilian Macías.

9. DATA ANALISYS

9.1. SURVEYS APPLIED TO TEACHERS OF LANGUAGES AND LINGUISTICS MAJOR AT TECHNICAL UNIVERSITY OF MANABÍ

ANALISYS AND INTERPRETATION OF TABLE 6

1. According to your experience. How do the ludic resources influence in oral and listening skills during the teaching - learning process?

According to the results obtained in the teachers survey of Languages and Linguistics Major at Technical University of Manabí about the question 1, the 100% of the sample choice option POSITIVILY, so that can be concluded that teachers consider that the ludic resources in the development of listening and speaking skills in English language was positive, allowing new tools and techniques to facilitate a better skill listening and speaking.

As it can be seen, little by little, education is becoming more effective and as years pass, we have added more and more knowledge and tools to traditional teaching methods. By critically analyzing these methods, we change our beliefs about the teaching-learning process. However, teaching is this way is more complex, and without the knowledge of how to transmit learning in this way or develop skills, the quality of teaching-learning may gradually decline at the expense of educational objectives.

ANALISYS AND INTERPRETATION OF TABLE 7

2. **Do students improve the development of oral and listening skills with the use of recreational resources?**

According to the results obtained in the second question about teacher applied survey of Languages and Linguistics Major, it was obtained that 100% choice option yes.

Therefore they though students improve and increase their listening and speaking level when using ludic material during the development of listening and speaking in English because the ludic material, can be any type o device designed and developed with the intention of facilitating teaching and learning process in a funny way.

ANALISYS AND INTERPRETATION OF TABLE 8

3. What kind of recreational resources do you usually use in your classes to develop oral and listening skills?

After analyzing the third question of the teachers applied survey of the Languages and linguistics Major it was verified that teachers in equal proportions use games, dynamics and music with a 33,33% to develop the listening and speaking of their students.

According the result it is essential that teachers use wide variety of ludic materials to develop the listening and speaking English, to create one enjoyable environment and can motivate the increasing of listening and speaking skills.

It is necessary to build synergies between the act of education and the communication of the same, so teachers must rely on real actions (as their resources) to develop skills. "If communication is action and actions communicate, then what must be managed aren't communications themselves, but real interactions, complementary relations between factual modes of action and symbolic "(Costa, J. 2011)

ANALISYS AND INTERPRETATION OF TABLE 9

4. **Of the resources cited, what do you think is the best to achieved results in the development of listening and speaking skills?**

According to the resources obtained in the teachers applied survey of Languages and Linguistics major in regard to the fourth question posed, could be obtained that 33,33% of teachers responded that, games achieved better results in the development of listening and speaking skills, another 33,33% said using dynamics and other 33,33%. Therefore teachers considered appropriate the use of these three resources in order to increase listening and speaking level.

However it is necessary to consider that, many teachers when they have asked a student

ANALISYS AND INTERPRETATION OF TABLE 10

5. What do you think are the advantages that provide ludic resources during oral production and listening skills?

According to the resources obtained in the fifth question about the survey teachers applied of Languages and Linguistics Major it was verified the 66,67% of teachers considered that fluidity, interaction, pronunciation, motivation are advantaged that provide ludic resources, however the 33,33% said pronunciation is the most remarkable advantage of using ludic resources.

Therefore according to the results it concluded that the ludic resources are very important in classroom, because it has some advantages that allow to students develop communicative skills in English.

Considering the opinion of Blázquez (1989) the ludic material plays an important role. Approaches the students to the reality of what they want to learn, motivates te teaching and learning, if the material is ideal and is used appropriately, and finally it represents and illustrates, intuitively, what is explained orally to facilitate their teaching and learning.

ANALISYS AND INTERPRETATION OF TABLE 11

6. Do you consider necessary to elaborate a methodological guide for strengthening interactive oral production and listening skills?

According to the resources obtained in the sixth question about the teachers applied survey of Languages and Linguistics Major it was obtained that 100% of the sample in the present investigation choice option YES. For that reason it is necessary the creation of a methodological guide to develop listening and speaking in English using ludic materials.

It is supported by the idea that, the ludic materials are often used as a nexus between the teacher and or learning and the reality. The ideal would be that all teaching and learning to be carried out in contact with real life, but it is not always possible or desirable and that is why we turn to a series of means, resources or materials that we serve as bridge between what is taught and learned and the real world. (Nerici, 1973)

9.2. SURVEYS APPLIED TO STUDENTS OF LANGUAGES AND LINGUISTICS MAJOR AT TECHNICAL UNIVERSITY OF MANABÍ.

ANALISYS AND INTERPRETATION OF TABLE 12

1. According to your point of view. How do the ludic resources influence in oral and listening skills during the teaching - learning process?

According with the results obtained 92, 31% of students think ludic resources influence in oral and listening skills during the teaching-learning process in a positively way. In the other hand 2, 88 % students think that this resources are negatively. While 4, 81% of students think the ludic resources no impact in the oral and listening skills during teaching-learning process.

The ludic resources role is fundamental in the oral and listening skills during the teaching-learning process because they give students and teacher a real environment of interaction where we take advantage of games to involve students in class. The use of this resources make a meaningful learning process as teachers we should teach in a fun and simple way in order to our students learn in an effective way.

ANALISYS AND INTERPRETATION OF TABLE 13

2. Do you consider as a student, is there an improvement in the development of oral and listening skills with the use of ludic resources?

In the second question we obtained a result of 94, 23% in students that consider there is an improvement in the development of oral and listening skills with the use of the ludic resources. In the same way there is a 1, 92% of students consider there is not an improvement in the development of oral and listening skills with the use of the ludic resources. Also the 3, 85% of students consider it does not matter.

The playful activities represent an important stimulus of the learning, since when the child and the girl play, at the same time they are learning, experimenting, exploring and discovering his environment and it introduces them in the games as a didactic. So, the use of these resources stimulate to our students and teachers to improve the language.

ANALISYS AND INTERPRETATION OF TABLE 14

3. **What kind of didactic resources generally teachers use in their English classes to develop speaking and listening skills?**

According with the results obtained 26, 92% of students said that teachers use games in their English classes to develop speaking and listening skills. As well as the 50, 00 % students said dynamics are generally use by teachers to develop speaking and listening skills. While the 9, 62% of students said that teachers generally use videos. Also the 9, 62% said teachers use music in their classes. The 3, 85% of students said that teachers generally do not use any kind of didactic resources in English classes.

The use of some didactic resources in classes are really necessary to catch student's attention and to make the class more interesting and creative. Also the use of this resources help teachers to choose a correct option according with the kind of student or learning style all of them before mentioned are effective and provide benefits in the teaching-learning process.

4. According to the resources cited, what do you think is the best to achieved results in the development of oral and listening skills?

Analyzing the fourth question of what are the ludic materials that achieve better results in the developing of oral and listening skills; 35,58% of students that were questioned affirmed dynamic is the best one, 30,77% declared games, 24,04% mentioned videos and 9,62% said music.

Nowadays, thanks to the technology it is easier for teachers look for dynamic tools and leave behind boring classes to create an interactive class, an enjoyable environment and motivate students to develop their communicative skills.

ANALISYS OF TABLE AND FIGURE 16

5. What do you think are the advantages that provide ludic resources during oral production and listening skills?

The sample shows that 37,50% in the present investigation chose pronunciation, they consider this is one of the advantages that ludic sources provide, other 28.85% mentioned interaction, the 19,23% said Fluidity, as well as 7.67% motivation and the 6.73% agreed all the options. So that, through this information it could say that pronunciation is the advantage that students consider they develop the most when the teachers apply ludic resources in their classes.

In the teaching learning process the use of the ludic component provide great advantages, and it is true that ludic resources help teachers in the educational process, because the used that is given to material to develop the class to catch the attention of students must be appropriate. It means these resources help students to think, inciting imagination, and creation, but it has to be taken into account that all the advantages that could be provide by ludic materials make and effect in the developing of oral and listening skills if they are frequently used.

ANALISYS OF TABLE AND FIGURE 17

6. Do you think is necessary, teachers develop an interactive methodological guide to strengthen oral production and listening skills?

According to the resources obtained in the sixth question about students applied survey of Languages and Linguistic Scholl it was obtained that 100% of the sample in the present investigation choice opinion YES. For that reason it is essential the creation and use of an interactive methodological guide in the teaching learning process to strength oral production and listening skills.

A didactic guide orients the study, bringing student cognitive processes; it is a motivator to spark student interest. It is an ideal to guide and facilitate learning, help to understand and, apply different knowledge, thus to integrate all means and resources that are presented to the student as support for their learning. (García Aretio, 1994)

10. ELABORATION OF RESULTS REPORT

10.1. ACHIEVEMENT OF OBJECTIVES

Achievement of the objectives is demonstrated after completing the research in its theoretical and practical part.

GENERAL OBJECTIVE:

Determine the influence of ludic resources in the development of the listening and speaking skills in students of Languages and Linguistic Major, during the school term 2016.

This objective is accomplished by reviewing the results of the survey of teachers and students, showing in figure 1 that 100% of teachers agreed that the use of recreational resources affects learning processes, along with this, managed to demonstrate in figure 8 with 81% students agreed with the opinion of their teachers, compared to 19% of the remaining students responded that recreational resources do not influence in the learning processes, in addition to this, the goal is also achieved with figure No. 2 showing as 100% of teachers based on their experience expressed that recreational resources have a positive effects on students, and thus enhance the development of listening and speaking skills, on the other hand, in figure 9, the 94% students said that the increase in recreational games in English classes enrich mutual learning, while the remaining 4% believe that recreational resources have no effect on the learning process.

Taking into account the information listed above, entertainment is a key part in teaching and learning, both teachers and students, as it provides students pay due attention when learning, and demonstrates that helps in improving the listening and

speaking skills production. These benefits are to extend knowledge with students in English matter what happens to the fluidity of these two skills, and thus get to learn in a fun way.

SPECIFIC OBJECTIVE #1:

- **To investigate the type of ludic resources used by teachers to strengthen the skills of oral and listening production in the inter learning English students of Languages and Linguistics Major at the Technical University of Manabí.**

This objective is accomplished basing on figure number 3 of the survey, in which in equal proportions the teachers sample surveyed manifested their answer to the respective question which was related to the type of ludic resources that allowed the students to strengthen oral skills and listening production in English more effectively and the 33.33% said games, another 33.33% dynamics while the other 33.33 % said music. Of the options picked teacher are conscious of the indispensable role that these resources play in the inter learning, as they produce an amusing environment, where students express their emotions, joys, and pleasures at the same time that are improving oral production and listening skills of the English language.

This objective is also verified with figure number 9 with the following percentages: 50% of students affirmed that dynamics is the ludic resource that teachers generally use the most in their English classes to develop speaking and listening skills, other 26.92% selected games, the 9.62% picked videos, as well as 9.62% designated music and 3.85% mentioned that teachers do not use any kind of materials in their classes. According to the results obtained, it could prove that

teachers most of the time use playful resources to develop the learning processes. Also they could be used in all education levels being methods that foster creativity and expand knowledge.

SPECIFIC OBJECTIVE #2:

- **To know the advantages provided by the ludic resources in the development of oral and listening skills production to improve English fluency of students of the Languages and Linguistics Major at the Technical University of Manabí.**

This objective is confirmed with figure number 4, in which teachers picked three different options in uniform rate, whence the results of each alternative were the following: 33,33% considered that games is the resource that achieved the best results in the development of oral and listening skills, the other 33,33% chose dynamics, and 33,33% agreed music. Of the results obtained, teachers considered to dynamism and games as an important part in the teaching-learning process, which by their nature require activity and participation in order to approach a real and effective learning.

This objective is also supported with figure number 5 in which 33,33% of teachers mentioned that pronunciation is an advantage that ludic resources provide in oral production and listening skills development, and other 66,67% chose all option, it means fluidity, interaction, pronunciation and motivation. Playful resources propitiate a successful learning, attractive for the students that provide advantages in the purposes for which are employed, that develop the

required skills and the desired curricular aspect "Communicative learning-teaching".

On the other hand, this objective is also confirmed with figure number 10 in which 35,58% of the students sample in the present investigation selected dynamics as the resource that achieved the best results in the development of oral and listening skills, other 30,77% manifested games, the 24,04% said videos and the other 9,62% agreed music. The value that have ludic resources, achieve and help to conceive more participatory structures to increase interaction within the classroom.

This objective is also supported with figure number 11 with the following percentages: 37,50% of the students surveyed mentioned pronunciation is an advantage that ludic resources provide to develop oral production and listening skill, other 28,85% said interaction, the 19,23% picked fluidity, other 7,69 agreed motivation, as well as 6,73% selected all option, it means fluidity, interaction, pronunciation and motivation. In conclusion students are aware of the benefits that these ludic resources provide in the learning context, but these can be used with a variety of purposes such as; "ludic resources build self-confidence and increase motivation in students. They are an effective method that fosters the significance of what is learned" (Hernandez, 2003).

SPECIFIC OBJECTIVE #3:

11. To develop a proposal based on the results of the investigation.

This objective is corroborated with figure number 6 and 12, in which the results of each alternative were the following: 100 % of teachers and students agreed that the use of ludic resources cause a big impact in the development of oral production and listening skills, so, it is necessary to elaborate an interactive methodological guide is necessary to strengthen these skills, even though, both students and teachers are aware of the importance of interactive learning to develop and improve listening skills and oral production, there are some factor that avoid or make difficult this process due to the lack of playful resources that would facilitate learning process.

Taking into account the interest some learners have in increasing oral and listening skills in the English language, it becomes necessary to have them appreciate the benefits they could obtain by using recreational resources included the interactive guide.

11.1. CONCLUSION

During the period of execution of the investigation, applying the knowledge acquired in the process of instruction in the Languages and Linguistics Major, we have come to the following conclusions:

- As well as teachers and students were aware of the positive influence of recreational resources for the development of listening and speaking to facilitate the teaching-learning process.

- The two sides consider important the use of these resources to help develop the listening and speaking skills.

- Teachers indicated as students in English classes make use of recreational resources, emphasizing the use of dynamics and games to develop meaningful learning.

- The resource that achieves better results as mentioned by teachers and students is the dynamic as well as the games because they play an important role when developing these skills.

- The advantages exhibited by both teachers and students show that by utilizing the recreational resources we get a great impact on the improvement of pronunciation, interaction, motivation besides fluency.

- It is necessary to create an interactive methodological guide to develop listening and speaking skills with ludic resources.

11.2.   RECOMMENDATIONS

During the period of execution of the investigation, applying the knowledge acquired in the process of instruction in the Languages and Linguistics Major, we have come to the following conclusions:

- To know the correct use of recreational resources to develop of listening and speaking to facilitate the teaching-learning process.

- It is important the use of resources to help develop the listening and speaking skills such as: dynamics videos, songs, movies, games and so on.

- To use the resource or material according with our students preferences.

- It is recommended to be creative and implementing new games or strategies for better results.

- It is recommended a proper handling of recreational resources that allow teachers and students to involve in a real environment of interaction.

- It is recommend to implement the interactive methodological guide to develop listening and speaking skills through the use of ludic resources.

UNIVERSIDAD TÉCNICA DE MANABÍ

LANGUAGES AND LINGUISTIC MAJOR

CONTRIBUTOR CREDITS

The didactic guide has been guided and enriched by the contributions of many

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REVIEWER: BA. JESÚS FERNANDÉZ. M. Sc.

12.1.   INTRODUCTION.

The game is considered as an activity of great potential for development and learning, so the play and learning are necessarily related, especially in the learning of L2.

In Ecuador lack of recreational resources in the classroom is an educational problem in almost all levels of education, as it causes an unflattering learning environment for the student. Litijos study (2006) reveals that recreational resources are ignored by the teacher as unimportant to language teaching in the classroom part. In the School of Languages and Linguistics at the Technical University of Manabí, there has been insufficient recreational resources.

Consequently, this interactive methodological guide was designed as part of the proposal of solution based on the results of the research "LUDIC RESOURCES AND ITS INFLUENCE ON THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS IN STUDENTS OF LANGUAGES AND LINGUISTICS MAJOR DURING THE SCHOOL TERM 2016.", to motivate and guide teachers and students about advantages provided by the ludic resources

12.2.   JUSTIFICATION

The ludic resources play an important role in the learning of a foreign language. For this reason, the present methodological guide promotes the development of listening and speaking skills through the implementation of a Free Library at the Central library of the Technical University Manabí. Simultaneously, this proposal is relevant because it seeks to stimulate the using of dynamic activities and games to improve communicative skills in students of the Languages and Linguistic Major.

12.3.   OBJECTIVES

12.3.1. GENERAL OBJECTIVE

12.3.2. SPECIFIC OBJECTIVES

- To stimulate the development of communicative skills of students.

- To allow teachers to turn their classes into a real interactive environment.

- To guide and motivate the students and teachers on the advantages of ludic

  resources and how to give it a good use.

12.4. THEORICAL FOUNDATIONS OF THE PROPOSAL

Ludic resources

What is a ludic Resource?

A ludic resource is all instrumental means that help or facilitates teaching and enables the achievement of learning objectives that are intended. Ludic Resources facilitate the development of teaching or training activity besides encouraging learning in students.

ADVANTAGES

Relevance

Materials can be produced that are directly relevant to students' and institutional needs and that reflect local content, issues, and concerns. Develop expertise: Developing materials can help develop expertise among staff, giving them a greater understanding of the characteristics of effective materials.

Flexibility

Materials produced within the institution can be revised or adapted as needed, giving them greater flexibility than a commercial course book.

Didactic versatility.

Topics, examples, synthesis, games, dynamic,

Motivation.

Sustain student's interests, and motivate learning.

HOW ARE THE LUDIC RESOURCES USED IN THE CLASSROOM?

Dynamics

Dynamics are used to motivate participatory processes, to develop expression and integration of students.
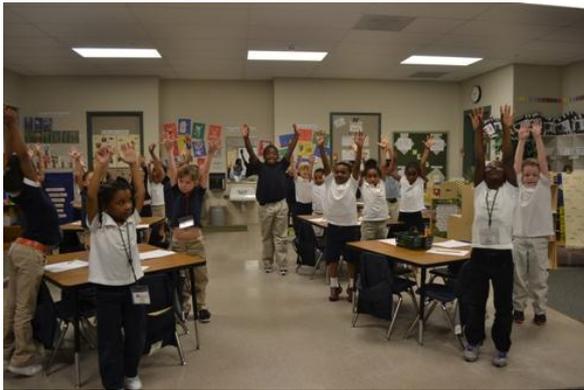
Music

Music is an attractive resource that forward learning due the importance that nowadays have in our lives, that is why music should be developed in all its dimensions, as help to tune the ear of the students at the same time that are acquiring vocabulary.

Role plays

Role plays are dialogues created by students in free form or through orders teacher. They help students to practice the language, allowing them to write fictional situations and then present them in public.

Games

Games most of the time are used as oral tasks with a playful component of divination, observation, random, memory, etc., allowing implement and promote fluency in communicative skills. Games are efficient to practice specific linguistic elements such as vocabulary, grammatical structures, sounds, etc., within a real communicative context.

Videos

Videos offer the possibility to show a real communication, estimating attitudes and the interactive patrons of the speaker.

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RESOURCES

1 It should take into account the characteristics of the material, for greater emphasis on developing the skills of listening and speaking.

2 Teachers try to have varied materials such as loose so you can make use in the time available for the class.

3 It should make the most of the play materials (videos, music, dynamics, games, etc.) presented. Is that the material should not only present, but give functionality.

TIPS TO USE LUDIC

4 The material to be used must present the difficulty depending on the level of English of the students, it is there where the material will be difficult to handle, and therefore will obstruct the teaching, or if on the contrary it is very easy, too simple, it will not awaken any Interest rate on students.

5 The resources presented should not incur monotony.

IMPROVING LISTENING SKILLS.

(Bush, 2012)**TIPS:**

● Using music in English classes is helpful in the way that students improve listening skills by the use of new vocabulary, idioms and expressions , at the same time that are differentiating Pronunciation and accents of the language.

"The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them".

-Ralph G. Nichols.

WHY DO WE LISTEN?

✓We listen to obtain information.

✓We listen to understand.

✓We listen for enjoyment.

✓We listen to learn.

● Use an active listening. This requires that the student picks up on everything the teacher says and how he is saying it.

● Determine the concepts and central ideas of the message.

● Curb and overcome distractions

● Pay attention to both verbal and non-verbal messages

IMPROVING SPEAKING SKILLS.

Taylor (2015), recommends six tips to enhance the speaking skill.

● Practice every day.
Developing advanced communication skills begins with simple interactions. This skill take time to refine.

● Read out loud.

This is a great way to practice pronunciation because you only need to concentrate on making sure you English sounds great

● Make friends.

Make friends with English speakers or others learning to speak English and compare notes.

● Do interesting activities in English.
Using English to talk about things you enjoy will make practicing a positive experience.

● Pronounce your words correctly. People will judge your competency of how to say a word.

● Watch films.
Imitate the actors and have fun with it.

DIDACTIC GUIDE

TOPIC: Dubai! Cosmopolitan city.

ACTIVITY Nº 1

Resource:

Name of the activity: Relay the message

Function: This classic game, otherwise known as "running dictation," is a great active ice breaker, as well as a natural way to introduce a topic.

Procedure:

- Put students in pairs or groups of three, assigning one (or two) as runner and one as writer. Sit the writers at tables at one end of the room

- Stick pre-printed messages at the other side of the room, one for each group or pair. These messages can be the same or different, easy or difficult, long or short, depending on the level and goals of the class.

> The bus stops in Dubai are enclosed and air conditioned.

> The Burj Al Arab uses enough gold inside to cover 46,265 Mona Lisa paintings.

> Dubai is building a 50,000,000 square foot climate-controlled indoor city from scratch.

> Dubai's artificial Palm Islands imported enough sand to fill 2.5 Empire State Buildings.

- When you shout the word "**GO** ", the runner runs to the message, reading and remembering what they can. This can be as much as a few sentences or as little as one word. The aim is to be able to relay it accurately to the writer.

- The runner goes back to the writer to relay the part of the message that they memorized. The writer (you guessed it!) writes it down.

- Teams score points for speed but more importantly for accuracy of spelling and punctuation.

ACTIVITY Nº 2

Resource: Pictures.

Name of the activity: <u>Slap the picture.</u>

Function: This activity uses friendly competition to encourage sharp listening and quick reaction times. Is a good activity when students are getting tired or losing concentration.

Procedure:

- Teacher makes questions to the students

HAVE YOU EVER HEARD ABOUT DUBAI?

WHAT DO YOU KNOW ABOUT THIS COUNTRY?

WHAT ARE THE MOST FAMOUS PLACES IN DUBAI?

IS DUBAI A SAFE COUNTRY TO LIVE?

- Teacher show to the class the 8 most representative pictures about Dubai.

BURJ KHALIFA

PALM ISLAND

THE DUBAI FOUNTAINS

BURJ AL ARAB

DUBAI MALL

DUBAI MUSEUM

ATLANTIS THE PALM

DUBAI AQUARIUM AND UNDERWATER ZOO

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- Students look at them first to and give the names of the places.

- Teacher asks students to sit opposite each other in pairs.

- Teacher explains he/she is going to play a recording about the places in the pictures.

<div style="background-color: yellow;">

Link:

https://www.youtube.com/watch?v=8G6BV7CKPo

</div>

- As students listen to a chosen dialogue, they have to slap the correct picture when they hear it. Fastest slap wins a point!

Resource: Songs.

Name of the activity: <u>Song gap-fill</u>.

Function: Songs are a great way to engage the reluctant listeners, as they can be tailored perfectly to fit the preferences of the students

Procedure:

- Give each student/pair the song lyrics with some words missing.

> ## MY HOUSE
>
> Open up the champagne, pop!
> It's my house, come on,_____ it up
> _____ a knock on the door and the night begins
> Cause we _____this before so you come on in
> Make yourself at my home, _____ where you been
> Pour yourself something cold, baby, _____to this
> Sometimes you gotta _____
> And you _____where I live
> Yeah, you know what we is
> Sometimes you _____ stay in, in
> Welcome to my house
> Baby _____control now
> We can't even _____ _____
> We don't _____ to go out
> Welcome to my house
> Play that music too loud
> Show me what you _____ now
> We don't have to go out
> Welcome to my house
> Welcome to my house
> Morning _____ and you know that you wanna stay
> Close the blinds, let's _____ that the time has changed
> _____ our clothes on the floor, open up
> champagne
> Let's continue…
>
> Flo Rida

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- Play the song, pausing if necessary. The aim is for the students to fill in the missing words.

> Link:
>
> https://www.youtube.com/watch?v=uo35R9zQsAI

- Once at the end, go through the answers to see which student/pair got the most correct.

ACTIVITY Nº 4

Resource:

Name of the activity: <u>Listen and throw</u>

Function: In this exercise, students are listening for a specific answer to a question in an audio dialogue.

Procedure:

Sit the students in a circle and split them into three or four teams.

Give each individual a piece of paper that's their team color.

Have them scrunch the paper into a ball.

Place three baskets in the middle of the circle, each with a possible answer written on it.

- Ask a question relating to the listening exercise — this should preferably be something that appears near the end of the dialogue.

Name one place you can visit in the Dubai Mall

How is categorized Burj Al Arab?

Why is so hot visiting the Dubai Museum?

- Students listen to the dialogue and throw their paper ball when they know the answer. Count the colors in the correct basket to determine the winner.

Link:

https://www.youtube.com/watch?v=jBS4fNEDd-Q

ACTIVITY Nº 5

Resource:

Name of the activity: <u>Back-to-back interview</u>

Function: This is a great activity for practicing listening without relying on lip reading or actions. It also incorporates speaking practice, thus killing two birds with one stone. You can use this activity to introduce any topic you want to talk about during your lesson.

Procedure:

- Divide the class in pairs of students sit back-to-back, one as the interviewer with a list of questions.

- The interviewee is given a famous place to role play, with a list of answers.

- The interviewer asks the questions, writing down the answers as they go along.

- The fastest interviewer to work out who they're talking to wins!

1. RESEARCH PAPER BUDGET

The expenses have been calculated for the execution and completion of the project are as follows:

Table 3 *Research paper budget*

AMOUNT	DESCRIPTION	UNIT PRICE	TOTAL VALUE
100 hours	Use of internet	$ 0,60	$ 60,00
5 texts	Book Rental	$ 1,00	$ 5,00
60 sheets of paper	Printing color	$ 0,25	$ 15,00
200 sheets of paper	Printing White and Black	$ 0,05	$ 10,00
100 sheets of paper	Copies	$ 0,03	$ 3,00
5 CDs	CD recording	$ 1,50	$ 15,00
1	Research paper binding	$ 20,00	$ 20,00
	Transport		$ 60,00
3	Manuals	$ 20,00	$ 60,00
10	Folders	$ 0,50	$ 5,00
2	Plagiarism control of the research paper	$ 10,00	$ 20,00
	TOTAL		**$ 273,00**

Note: prepared by the authors

2. ACTIVITIES CHRONOGRAM

Table 4 *Activities Schedule and Budget*

ACTIVITIES	Schedule (June–February, weeks 1–4)	RESOURCES — HUMANS	RESOURCES — MATERIALS	COSTS
Topic selection and elaboration of the project	June wk 1–3	Research paper authors	Use of internet, printing white/black and copies	$ 26.50
Review and approval of the project	July wk 4–1 (June 4 / July 1)	Research paper authors and authorities	Transport and folders	$ 12.50
Selection of bibliographical sources and development of the theoretical framework	July wk 2 – August wk 3	Research paper authors	Use of internet	$ 20.00
Implementation of the survey and interview and preparation of statistical tables with their analysis	September wk 1 – October wk 1	Research paper authors, students and English teacher of Guaranda Nº 43 Public High School	Copies, transport and printing white/black and color	$ 31.50
Preparation of the proposal	October wk 2 – December wk 1	Research paper authors	Use of internet	$ 20.00
Review and correction of the research paper	January wk 1–3	Research paper authors, advisor and reviser	Transport, folders and plagiarism control	$ 32.50
Approval and presentation	February wk 1–4	Research paper authors, advisor and reviser	Research paper binding, CD recording and manuals	$ 95.00
			TOTAL	**$238,00**

CHILA VIDAL DIANA CAROLINA MACÍAS MACÍAS LILIAN LICETH

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4. ANNEXES

Appendix 1: *Students of Languages and Linguistics School completing surveys.*

Appendix 2: Professors of the Languages and Linguistics School the surveys

Appendix 3: *Certificate of the institution where the research was performed*

UNIVERSIDAD TÉCNICA DE MANABÍ
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Carrera de Idiomas y Lingüística

Portoviejo, 17 de Agosto de 2016

Yo, **LCDO. JOEL LOOR PONCE** Mg..Sg. en calidad de vicedecano de la Escuela de Idiomas y Lingüística de la **FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN DE LA UNIVERSIDAD TÉCNICA DE MANABÍ.**

AUTORIZO a los estudiantes:

- **CHILA VIDAL DIANA CAROLINA**
- **MACÍAS MACÍAS LILIAN LICETH.**

A desarrollar el trabajo de titulación denominado " LUDIC RESOURCES AND THEIR INFLUENCE ON THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS IN STUDENTS OF LANGUAGES AND LINGUISTICS MAJOR DURING THE SCHOOL TERM 2016".

El trabajo que realizan los estudiantes tiene como fin primordial la **MODALIDAD – INVESTIGACIÓN,** y todo documento que resultare de la misma irá en beneficio de vuestra Escuela.

Agradezco de antemano la atención prestada y le reitero mis altos sentimientos de consideración y estima.

Atentamente.

Lcdo. Joel Loor Ponce Mg.Sc
Vicedecano de la Carrera de Idiomas y Lingüística

English – French – Italian – Spanish

owledge comes from language. Wisdom comes from living,
Anthony Douglas Williams

Languages are the keys of the world

SURVEY FOR STUDENTS

TECHNICAL UNIVERSITY OF MANABI
Faculty of Philosophy Letters and Science Education
Language and Linguistics Career

Survey aimed at students to determine the influence of didactic resources in the development of oral and listening skills production in the English language of students of the School of Languages and Linguistics, during the 2016 period.

• Read carefully each of the questions, review all options and choose the alternative that best fit.

• Mark alternative (s) with a slash (/).

1. According to your point of view. How do the didactic resources influence in oral and listening skills during the teaching - learning process? GO
   a) Positively ( )
   b) Negatively ( )
   c) No impact ( )

2. Do you consider as a student, is there improvement in the development of oral and listening skills with the use of didactic resources? GO
   A) Yes ( )
   b) No ( )
   c) It does not matter ( )

3. What kind of didactic resources generally teachers use in their English classes to develop speaking and listening skills? EO1
   a) Games ( )
   b) Dynamic ( )
   c) Videos ( )
   d) Music ( )
   e) Others ( )

4. According to the resources cited, what do you think is the best to achieved results in the development of oral and listening skills? EO
   a) Games ( )
   b) Dynamic ( )
   c) Videos ( )
   d) Music ( )

e) Others ( )

5. What do you think are the advantages that provide didactic resources during oral production and listening skills? EO2
   a) Fluidity ( )
   b) Interaction ( )
   c) Pronunciation ( )
   d) Motivation ( )
   e) All ( )

6. Do you think is necessary, teachers develop an interactive methodological guide to strengthen oral production and listening skills? EO3
   A) Yes ( )
   b) No ( )

SURVEY FOR TEACHERS

UNIVERSIDAD TÉCNICA DE MANABÍ
Facultad de Filosofía Letras y Ciencias de la Educación
Carrera de Idiomas y Lingüística

Encuesta dirigida a docentes para determinar la influencia de los recursos lúdicos en el desarrollo de las destrezas de producción oral y auditiva del idioma ingles de los estudiantes de la Carrera de Idiomas y Lingüística, durante el periodo 2016.

- Lea detenidamente cada una de las preguntas, revise todas las opciones, y elija la alternativa que más le parezca conveniente.
- Marque la(s) alternativa(s) con una línea oblicua (/).

1. De acuerdo a su experiencia. ¿Cómo influyen los recursos lúdicos en la destreza oral y auditiva durante el proceso enseñanza – aprendizaje? OG
   a) Positivamente ( )
   b) Negativamente ( )
   c) No influye ( )

2. ¿Los estudiantes mejoran el desarrollo de las destrezas oral y auditiva con el uso de recursos lúdicos? OG

   a) Si ( )
   b) No ( )
   c) Da igual ( )

3. ¿Qué tipo de recursos lúdicos utiliza generalmente en sus clases para desarrollar las destrezas oral y auditiva? OE 1

   a) Juegos ( )
   b) Dinámicas ( )
   c) Videos ( )
   d) Música ( )
   e) Otros ( )

4. De los recursos citados, ¿Cuál es que logra mejores resultados en el desarrollo de las destrezas oral y auditiva? OE
   a) Juegos ( )
   b) Dinámicas ( )

c) Videos ( )
d) Música ( )
e) Otros ( )

5. ¿Qué ventajas proveen los recursos lúdicos durante la producción oral y la destreza auditiva? OE2
   a) Fluidez ( )
   b) Interacción ( )
   c) Pronunciación ( )
   d) Motivación ( )
   e) Todas ( )

6. Considera necesario elaborar una guía metodológica interactiva para fortalecer la producción oral y la destreza auditiva? OE3
   a) Si ( )
   b) No ( )