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ABSTRACT

This research has been developed to emphasize the importance of fun activities in a teaching-learning process. Fun activities are defined as a form of playing with rules, goals, competitions, relaxations, and learning. Teachers can use fun activities as integral part of learning. These forms of activities have many benefits for the teachers as well as the students in improving skills. We can also say that fun activities are an important tool in English classrooms; they are the essential resource to encourage students to develop skills like reading. Students, in this light, forget that they are learning and think of the learning activities as only a fun game thus pressing more attention to the material.

The research will also review the effectiveness of different lesson plans as well as how fun activities should be used within the classroom. This investigation contains four lesson plans to work with beginner students from ten to twelve. The activities in the lesson plans are for practicing adjectives, nouns, present tense, and past tense. Two of these lesson plans were applied in Técnico12 de Abril School from Gualaceo with students in eight grades. When applying our research work, the results obtained in the English classroom were very positive. We could see how the fun activities created a motivational environment among the students and the teachers. In addition, the students succeeded in developing more reading skills by using a more enjoyable and interactive means which are games.

KEY WORDS:

Fun Activities, Reading Skill, Young Learners.

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AUTHORSHIP

All the content of this monograph is the exclusive responsibility of its authors.

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INTRODUCTION

The teaching-learning process includes a magnitude of different strategies to help students learn the material presented in the classroom. With so many strategies from teachers to choose from, it is difficult to specify which approaches to teaching help students learn more efficiently. The following research investigates the role of fun activities in the teaching-learning process. The research was carried out in Técnico 12 de Abril School from Gualaceo with a group of eight grades. The study focuses, in particular, the role of fun activities in regards to teaching students to read when they are learning a second language.

Reading is a receptive skill in the written mode. It can be developed independently from listening and speaking skills as well it is often developed along with them. Reading has been traditionally divided into two types; extensive and intensive reading. Intensive reading is a type of reading for a high degree of comprehension and retention over a long period of time. It aims to develop reading skills and build more language knowledge (e.g. grammar, language patterns, vocabulary, and detailed meaning).Extensive reading gives learners rich vocabulary recognition, a high motivation for more reading. Reading has been found to be the most important out of the four skills in the learning of a second language. Reading also builds vocabulary, which helps improve listening comprehension.

Where do fun activities play a role in teaching students how to read? According to Piaget theories, children must increase their capacity for understanding their world. In order to do so, young learner must be engaged, interactively studying the world around them. Vygotsky´s theories are in agreement with Piaget. He stresses the fundamental role of social interaction, and he believes that young learners are curious. Active young

learners will learn from social context. He focuses on the connections between people and the socio cultural context in which they act and interact in shared experiences.

An easy way to make students interact within this social context as well as actively participate in the classroom with the learning material is through fun activities.

Fun activities allow a suitable environment. In regards to learning a second language, fun activities are a useful tool to encourage students to improve their language skills and have a positive effect in the classroom especially with young learners. When using games in the classroom, teachers promote active participation from students in the class and give students the chance to use the language in real communication.

However, teachers have to know what games are appropriate and how to use them in the classroom. They must have a clear objective for using the activity and be thoughtful of the level of ability in their classroom. The following pages will define what fun activities are and how they can be used to benefit the teaching-learning process. In addition, this paper will also discuss in more detail the differences between extensive and intensive reading, how fun activities play a role in learning a second language, and present the results of the research study.

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CHAPTER I

FUN ACTIVITIES

1.1 WHAT ARE FUN ACTIVITIES?

Fun activities are defined as a form of playing with rules, goals, competitions, relaxations, and learning. (Hadfield, 5). Through fun activities we can capture students' attention; they can provide EFL strategies to improve students' skill. One useful strategy to encourage language acquisition is through fun activities. These activities are not just a diversion, a break from routine activities, but they are a way of getting the learner to use the language in the course of the game. As teachers, we have to choose an appropriate game according to the age and the level of the students. We also have to know when to use the game. In this chapter, we are going to present some advantages and disadvantages about fun activities as well as the appropriate time to use them and the suitable games according to the age and the level of the students in order to motivate the students' success learning.

Fun activities are all those activities that loosely involve play and enjoyment: Singing, clapping hands, chanting rhymes, solving puzzles, drawing, coloring model-making, and games. (Broomfit, Moon, and Tongue; 33).One useful strategy to encourage language acquisition is to use fun activities. When using games in the classroom, teachers encourage complete motivation of the students in the class and give students the chance for real communication.

Teachers need to assess how to use games properly in the classroom. It is important to choose an appropriate time and to integrate the

games into the regular syllabus and curriculum. However, because of the limitations of the syllabus, games often cannot be used as much as they should be. Therefore, it may be challenging for teachers to try to add some games in class in order to develop students' English language.

Some teachers think that developing fun activities are a waste of time and prefer not to use them in classroom since fun activities sometimes have been considered only for their one element that is fun. In fact, games can provide EFL and ESL students more than fun. Among several strategies used to improve students' proficiency such as visual aids, drama, role-play, and so on, fun activities are another useful strategy to promote students' language proficiency. The teachers only have to know what games are appropriate why and how to use them in the classroom.

Fun activities involve many factors: rules, competition, relaxation, and learning in particularly. The main focus of using games in class is to help students to learn and to have fun. To follow a game, the rules must be clearly explained and well understood by the students. Demonstrations also can be very helpful because they can help students understand the game and help them follow the rules. Otherwise, they will misunderstand the purpose of the game, and they may not get the benefits they should from the game.

In playing games, competition is very important because it can stimulate and encourage students to participate in the activity since naturally they want to defeat the other teams. While playing, students have fun, relax, and exercise. Apart from having fun, students learn at the same time. They acquire new vocabulary along with spelling and pronunciation. Students begin to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying.

In sum, fun activities let students to learn in a different way and help the teacher to capture the students' attention and motivate them. Also, they help to develop students´ skills, practice the language unconsciously, and use it in real communication.

1.1.1 ADVANTAGES OF FUN ACTIVITIES

Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication, so we should not lose sight of their pedagogical values, particularly in second language teaching.

The main reason why games are considered effective learning aids is that they spur motivation, so students become very absorbed in the competitive aspects of the games. Moreover, when playing games, students are trying to beat other teams and to behalf of their team. They are so competitive while playing because they want to have a turn to play, to score points and to win.

Through games, it is possible for a teacher to introduce students to new ideas, grammar, and knowledge to encourage them to develop some skills like reading. It can be clearly seen that games can capture students' attention and participation. They can motivate students to learn more. Moreover, they can transform a boring class into a challenging one.

Fun activities can help lower students´ anxiety, make them feel comfortable, and want to learn more because there is a high level of stress in the classroom. Students have to face unknown grammatical structures, words, texts, and so forth, which inevitably affect their ability to learn. It is believed that when students play games, they relax and have fun. Since

students know that they are playing games and want to communicate efficiently, they do not worry about making mistakes, and do not try to correct themselves in every single sentence. When students are free from worry and stress, they can improve their fluency and develop the skills easily such as speaking, reading, and so on.

Next, students learn without realizing that they are learning, apart from having fun. They do not worry about errors and punishment; moreover, they will learn a grammatical rule and have a chance to use it. Thus, they learn unconsciously-learn without realizing they are learning. Students stop thinking about language and begin using it in a spontaneous and natural way within the classroom.

Another advantage is to increase students' proficiency. Playing games in the classroom can enormously increase students' ability in using language because students have a chance to use it in a real situation. We consider that games provide as much concentrated practice as a traditional drill, and more importantly, they provide an opportunity for real communication. They link students to the real world because students can actually speak outside the classroom.

1.1.2 DISADVANTAGES OF FUN ACTIVITIES

In some cases, the teacher uses an unsuitable game which is distorted by the ingenuity of the young learners. If the teacher provides an activity which is absorbing in itself, but is an unimportant pay-off in terms of language acquisition or else takes too long for too little return, it is a waste of the limited time usually available for language learning.

1.2 THE ROLE OF FUN ACTIVITIES

The inclusion of games as an integral part of any language syllabus provides an opportunity for intensive language practice, offers a context in which language is used meaningfully and as a means to an end, acting as a diagnostic tool for the teacher, highlighting areas of difficulty. Lastly, one of the most important reasons for using games is simply they are immensely enjoyable for both the teacher and students.

1.3 HOW TO USE FUN ACTIVITIES TO TEACH ENGLISH IN A CLASSROOM?

There are hundreds of games that can be used in some connections with language teaching. An effective user of games in the classroom language is not necessarily the teacher who has a long list of them in his / her head, but someone who has really thought about them knows their ingredients, and how they can be varied to call forth different activities and skills from the players. The most obvious way to classify games from a language teacher´s point of view is according to the skill that the teacher wants to develop. (Rixon, 1)

Looking at the language skill is a good start when considering whether a particular game will be suitable for a particular purpose. The teacher has to know if the game needs a "master of ceremonies," someone who acts as a leader, or if the game will be played by groups or individually. These and other factors make different games practically as well as pedagogically suitable for different circumstances. (Rixon, 1&2)

1.3.1 DECIDING WHICH GAMES TO USE

Games can be used with a very wide range of students. They are not just for young learners or beginners. There are a great number of language games. So teachers have a variety of choices. However, in deciding which game to use in a particular class and which game will be the most appropriate and the most successful with their students, teachers must take many factors into account.

It is quite difficult to find a game that meets all of the teachers' requirements. Some games must be adapted in order to fit students' language level, natures, and characteristics. The most important factor is that games should be used when they are able to give students both fun and educational meaning. Otherwise, they will be a waste of time.

Teachers should first consider the level of the game to fit their students' language level. They should choose the game that fits the purposes of that class or the content. Moreover, teachers should consider students' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not. They should also consider when the game should be used because there is a big difference between using a game in the morning or in the afternoon, on Monday or on Friday. (Carrier, 11)

There are four factors that a teacher should be aware with particular students. Age, language level, interests, and educational background should be considered when choosing a game. (Richard,192)

In addition to the factors mentioned, teachers should also be able to play and overact sometimes to help students feel comfortable. In fact, teachers

should thoroughly understand the game and its nature in order to be able to lead the game.

1.3.2 WHEN TO USE FUN ACTIVITIES?

It is necessary for those who want to use games as a learning aid to be concerned about how to use them. We consider that games should be regarded as an integral part of the language syllabus and not as an amusing activity for Friday afternoon or for the end of the term. Games can contribute to students' skills if they are incorporated into the classroom, particularly if they are used to reinforce or introduce a grammatical rule or structure. It is quite a good idea to incorporate games in daily classes. For example, if teachers are going to introduce present tenses or conditionals, instead of teaching them in a traditional way, (by simply telling them the rules have them doing some written exercises, drilling, and answering questions).

Teachers may help students understand these forms of grammar by playing games, which can also meet all the requirements of the traditional classes involving learning rules, drilling, and repeating. Moreover, students can take this opportunity to use them in real communication.

Even though games sometimes do not work since students have different learning styles and preferences, and some other factors such as being used in an inappropriate time, the nature of games themselves, and even the nature of teachers, it is still worthy to try to use them in class because they offer several good advantages to students. Language games used in the classroom are a very effective and supportive activity that contributes to students' language skills and proficiency. Unfortunately, because of limitations of time and curriculum, teachers normally have to

cover all the contents, which students will be tested on, so it is not always easy to incorporate games into the class.

Nevertheless, it can be seen that games are a very useful tool, and they can be used to develop students' language learning in order to provide the students opportunity to practice communication. Therefore, it is recommended for teachers to try to incorporate games that may be useful to their students in this way enhance students' proficiency and help them meet their goals.

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CHAPTER II

READING SKILL

2.1 DEFINITION

Reading is a receptive skill in the written mode. It can be developed independently from listening and speaking skills as well it is often developed along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary to improve listening comprehension at the later stages.

Reading is a receptive language process. It is one of the four skills in the learning of a second language, particularly English. Besides there is an essential interaction between language and thought. Reading is also the reason why students learn the language.

Barnett (1989) stated that reading is an important skill in foreign and second language programs and reading is seen "as communication, as a mental process, as the reader's active participation in the creation of meaning, as manipulation of strategies, and as a receptive rather than a passive skill".

Anderson (1999) also confirmed that reading is a needed skill for ESL and EFL students and the most important skill to acquire. It is clear that reading becomes valuable in the communicative class when authentic materials are used. Students can develop reading skills and understand cultures.

Reading is one of the skills that most of the learners will probably need at a certain point of their lives. Furthermore, the main purpose of reading in a foreign language will be to gain access to information that they cannot find in their own language. It does not mean that some learners will not read English for pleasure. We know also that the way people learn to read is by reading. Reading has traditionally been divided into two types: intensive and extensive reading.

2.1.1 INTENSIVE READING

Intensive reading is a type of reading for a high degree of comprehension and retention over a long period of time. It aims to develop reading skills and build more language knowledge (e.g. grammar, language patterns, vocabulary, detailed meaning). A learner will not be able to read at his / her own level of reading ability because the reading material is set by the curriculum. Most of the time, the teacher chooses the material, so the learners may or may not be interested in it. It seems that the instruction is more teacher-centered; that means teachers have to spend a lot of time supervising what skills or reading techniques to use. This approach serves different purposes compared to extensive reading which aims to improve students' reading skills, reading fluency, and reading confidence. Teachers assist and guide students by allowing students choose what and how much they want to read. In this way students learn to read more, improving reading comprehension.

2.1.2 EXTENSIVE READING

Extensive reading gives learners rich vocabulary recognition, a high motivation for more reading. It is evident that the importance of extensive

reading has been used for the improvement of reading skill (Day and Bamford, 1998; Grabe, 1997). Because the intensive approach is already used in the classroom, the researcher integrates "extensive reading" with emphasis on reading as much as possible selecting freely and individually what to read based on their own linguistic competence as an approach to encourage further reading of English texts.

Studying only the classroom textbook is not enough for students majoring in English. They should be directed to external reading of their own selection and read at their own pace.

In conclusion, language learners are successful when they have different ways of learning available to improve their level of performance. Students can improve the reading skill if they are allowed to choose what they want to read, what influence their motivation to read, without the pressure of undertaking an uninteresting reading. Besides those factors, teachers can use a number of strategies to increase their students' self-confidence and interest in reading English.

Helping students to connect language learning to their personal goals is a great way for teachers to begin addressing the motivation issue in their classrooms. One suggestion is to ask students to write what they want to do to be successful in reading. For example, in a reading class, teachers can ask students what they like to read and explain them how reading is beneficial for them and how it can lead them to achieve their goals. After reading supplementary materials, in order to check their comprehension or improve their reading skills, students want to get feedback from teachers. They may be unsure about how they should perform certain language tasks, so teachers and students need to communicate.

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2.2 READING PROCESS

As the readers move through the cycles of reading, they employ five processes. The brain is the employed organ that processes information. It decides which tasks must handle, which information is available, and which strategies must employ. The five processes it employs in reading are below.

Recognition Initiation.-The brain must recognize a graphic display in the visual field as written language and initiate reading. Normally, this would occur once in each reading activity, even though it is possible for reading to be interrupted by other activities.

Prediction. - The brain is always anticipating and predicting as it seeks order and significance in sensory input.

Confirmation. - If the brain predicts, it must also seek to verify its predictions.

Corrections. - The brain reprocesses when it finds inconsistencies or its predictions are disconfirmed.

Termination. - The brain terminates the reading when the reading tasks are completed.

2.3 HOW DO YOUNG LEARNERS LEARN?

"Primary education has generally been influenced by attempts to discover the ways in which people think and learn, most notably in Britain by Piaget (1967), Vygotsky (1962), and Bruner (1966)." (Brumfit, Moon, and Tongue 2)

The well known aspect of Piaget´s theory holds that all young learners pass through a series of stages before they construct the ability to perceive, reason, and understand in mature rational terms.

Operations

Operations are mental transformations or manipulations that occur in the mind. Piaget believed that it was operations that provided the rules by which the child is able to understand the world. While schemas develop with experience, operations only develop as the child´s brain develops. So young learners in the two first stages do not possess operations, hence "preoperational". As the brain matures, the child is capable of even more complex understanding.

2.3.1 COGNITIVIST THEORY BY PIAGET

Piaget establishes four stages in cognitive development
1. Sensorimotor stage
2. Pre-operational stage
3. Concrete operations stage
4. Formal operations stage

1.-Sensorimotor (0-2 years)

It is the first of the four stages in cognitive development which extends from birth to the acquisition of the language. At this age, the child constructs an understanding of the world by coordinating experiences with physical, motoric actions. Young learners just have senses like vision, hearing, and motor skills.

At this age, the child is egocentrist. He/she has no concept of "self", so is unable to distinguish itself from its environment. Unlike some of the other concepts, Piaget believes that egocentrism gradually reduces as the child gets older.

2. - Preoperational stage (2 to 7)

This is the second cognitive stage; at this age, the child begins to use symbols to represent objects. The child is still dominated by the external world, rather than its thoughts. However, they are able to form some simple internal presentations of their world through increasing the ability to acquire the language. At this age, the child is unable to perform operations. An operation, according to Piaget, is a mental rule for manipulating objects or ideas into new forms.

3. - Concrete Operations Stage (7 to 11 years)

At this age, the child is now able to carry out operations on its environment and develops logical thought. However, he/she still requires concrete examples, being unable to think in abstract terms. Young learners are now able to group certain things into categories, number order, and any other types of systematic ordering.

4. - Formal Operational Stage (11 years onwards)

Children in this stage can concentrate on the form of an argument without being distracted by the content, and also they are established and consolidated. Piaget maintained that everyone would reach this stage eventually, even if it took us until age 20. At this stage, thinking involves abstractions, and new capabilities are developed in a child, such as providing logic reason and establishing abstract relationships. By the end of this stage, a child begins to think more as an adult and he/she can use a formal and abstract logic.

In sum, Piaget´s cognitive theories assume that children's increase their capacity to understand their world. Children cannot undertake certain tasks until they are psychologically mature enough to do so.

2.3.2 VYGOTSKY'S SOCIAL DEVELOPMENT THEORY

Vygotsky's theories stress the fundamental role of social interaction in the development of cognition *(Vygotsky, 1978)*, as he believed strongly that community plays a central role in the process of "making meaning." He believes that young learners are curious and actively involved in their own learning and the discovery and development of new understandings/schema, Social Development Theory argues that social interaction precedes development; consciousness and cognition are the end products of socialization and social behavior.

Vygotsky's theory is one of the foundations of constructivism. It asserts two major themes:

Social Interaction

Social interaction plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky felt social learning precedes development. He states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)." (Vygotsky, 1978)

The Zone of Proximal Development.

The ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently. According to Vygotsky, learning occurred in this zone.

In sum, Vygotsky focused on the connections between people and the sociocultural context in which they act and interact in shared experiences (Crawford, 1996). According to Vygotsky, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially young learners develop these tools to serve solely as social functions, ways to communicate needs. Vygotsky believed that the internalization of these tools led to higher thinking skills.

Piaget and Vigotsky differed in their views of the nature of language and its effect on intellectual development. Piaget argues that the language exerts no formative effects on the structure on thinking; mental actions and operations are derived from action, not talk. Vigotsky argued that in the beginning speech serves a regulative, communicative function. It becomes an instrument or tool of thought, not only providing a system for representing the world, but also the means by which planning and self-regulation to achieve goals takes place (Brumfit, Moon and Tongue; 3)

2.4 THE APPROPRIATE WAY THAT 11-12 YEARS OLD YOUNG LEARNERS DEVELOP THE READING SKILL

Young learners from 11 to 12 are relatively mature, so their basics concepts are formed. They have their own views of the world; establishing differences between fact and fiction. They are able to make some decisions about their own learning**.** They have definite views about what they like and

do not like doing. They have a developed sense about what happens in the classroom. They are able to work with others and learn from others. They are competent users of their mother tongue, and in this connection, they are aware of the main rules of syntax in their own language.

Some of the earliest studies of the effect of age on the acquisition of a second language focused on proving or disproving Lenneberg's (1967) critical period hypothesis. Lenneberg theorized that the acquisition of language is an innate process determined by biological factors which limit the critical period for acquisition of a language from roughly two years of age to puberty. Lenneberg believed that after lateralization (a process by which the two sides of the brain develop specialized functions), the brain loses plasticity. Lenneberg claimed that lateralization of the language function is normally completed at puberty, making post-adolescent language acquisition difficult.

Students between the ages of 11 and 12 are faster in early acquisition of second language skills, and over several years' time they maintain this advantage over younger students. These students are faster, more efficient acquirers of school language than younger students. Young learners beginning the study of a second language between the ages of 5 and 9 take much longer to master skills needed for academic purposes than older young learners do.

Students in the 11-12 age range on arrival may be the most advantaged acquirers of school skills in the second language, since they have some first language skills to transfer, and they still have time to make up the years of academic instruction lost while acquiring basic second language skills and beginning to acquire school skills in the second language. Even though adolescents can acquire second language school

skills at a fast pace, they have less time to make up lost years of academic instruction easily.

Once young learners feel secure and content in the classroom, they can be encouraged to become independent and adventurous in the learning of the language. Security is not an attitude or ability, it is essential if we want our pupils to get the maximum out of the language lessons.

Summarizing, we can say that young learners from 11 to 12 years old learn faster and in a different way than younger children because the older children are able to recognize different words and its functions. Also, at this age, it is easier for them to learn a foreign language because they already know their mother tongue, its written and oral form.

FUN ACTIVITIES TO DEVELOP READING SKILL

"LESSON PLANS"

3.1 LESSON PLAN

Age: 11-12   **Theme:** Adjectives
Course: Eight   **Level:** Beginners
Subject: English   **Time:** Fifty minutes
Aim: At the end of the lesson, students will be able to identify adjectives, learn how to pronounce them well, and apply them in sentences.

SKILLS/ COMPETENCES	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
-To read a short passage about fashion clothes. - To recognize and underline the adjectives in the reading. -To find the adjectives about clothes in the puzzle.	**1.Conceptual** -Adjectives: casual, dirty, new, bright, large, small, trendy, baggy, formal, etc. **2. Procedures** -Reading -Individual reading -Fill in the blanks. -Students identify adjectives and use them correctly in sentences. -Comprehension of the word in context. -Students practice two of the four main skills: reading and writing.	-Teacher begins the class with a warm up. -Teacher activates student's previous knowledge. - Review about adjectives. -Teacher gives instructions to the students -Students work in pairs. -Teacher checks students´ understanding. -Students practice their reading skill by reading a passage. -Teacher monitors the students' tasks.	**Human Resources** Teacher Students **Material Resources** Board Markers Eraser Pencils Handouts Pictures Copies	-Underline the adjectives in the passage. -Find the adjectives in the word search. -Fill in the blanks

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	3. Attitudinal -Student's active participation. -Respect, tolerance, and cooperation.	- Students practice their reading through searching adjectives in the puzzle.		

Read the passage about fashion and underline the adjectives.

Fashion

Fashion changes. A hundred years ago, clothes were more dressy than they are now. Men used to wear heavy jackets and trousers. Women used to wear long skirts and dresses. In the 1960s, young women used to wear miniskirts. Today, men´s and women´s clothes are very similar. Many people wear jeans, T-shirts and other casual clothes. Nowadays, people wear clothes to look good and be comfortable. Casual clothes are always comfortable. They look good both in men and women. Sports clothes are very comfortable. Teenagers like to wear casual clothes like jeans, jackets, and trainers, too. Women wear colorful sandals and formal black shoes. There are elegant black or brown shoes for men.

Look at the pictures and write the correct adjective. Choose the adjective from the box.

Baggy Casual Dirty FloweryDressy Small Striped Large

B_____   F_____   F_____   D_____

C_____   S_____   L_____   S_____

Find the adjectives in the word search.

Clothes Word Search

```
U R W L O N G S L E E V E O L
P O L K A D O T M L R T B A O
T C B A G G Y C A E H F U R A
O H R S E Q F M O G D S L G S
R E I H U S R U I T A I N S T
N C P O B O E T F C T I U E R
E K P R F D H C E L H O L M I
S E E T O S W G O C O B N X P
F L D S I F R F T N A W W Z E
S N E L L A C A Y N D W E B D
F F Y E L I M D O N L H I R E
Y T D E V L N I A F E S A F Y
S P I V O E H E S O A M S N Q
V L R E R S L B Q W T A N R D
A A T T A C T E X H H L K E I
Z I Y F H H S G S V E L X F W
U D Z B R I G H T S R W O O L
```

Baggy   BrightCasual   Clean   Dirty   Flowery   Formal

Large   Medium   New   Small   Tight   Trendy   Stylish

Striped

3.2 LESSON PLAN

Age: 11 – 12   **Theme:** Nouns
Course: Eight   **Level:** Beginners
Subject: English   **Time:** Fifty minutes
Aim: At the end of the lesson, students will be able to recognize nouns, and know how to use them

SKILLS/ COMPETENCES	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
-To read the text about "A day in the zoo" and underline the nouns. -To find some nouns in the puzzle	**1.Conceptual** Nouns: Paul, friends, elephant, zoo, tiger, crocodile, giraffe, jungle, monkey, lion, banana, kangaroo, etc. **2. Procedures** -Read in pairs -Demonstration -Motivation -Students identify nouns and write them. -Comprehension of the word in context. -Students practice two of the four main skills: reading and writing. **3. Attitudinal** -Student's active participation -Respect, tolerance, and cooperation	-Teacher begins the class with a warm up. -Teacher activates student's previous knowledge. -Teacher gives instructions to the students. -Students work in pairs. -Teacher checks students understanding. -Students practice their reading skill by reading the text " A day in the zoo" -Teacher monitors the students' tasks. -Teacher checks the students understanding through comprehensive exercises. -Students practice their speaking.	**Human Resources** Teacher Students **Material Resources** Board Markers Eraser Pencils Photocopies Pictures Notebooks	-Read the text about "A day in the zoo" and recognize the nouns in the text. -Write the correct noun under the pictures. -Find the nouns in the puzzle

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Read the text and underline the nouns.
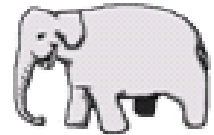
A day in the zoo

Paul and his friends are at the zoo. There, they know a lot of animals, and they are amazed. There is an elephant. This is a very big and intelligent animal, which has a very long nose called a trunk. It makes a trumpet sound. It lives in Africa.

This is a lion. It is the king of the jungle. It has very big teeth and lives in the jungle. This is a monkey. It spends a lot of time up in trees and like to eat fruits. This one has a banana. He really likes it.

This is a kangaroo from Australia. It bounces anywhere it goes. The Kangaroo lives in the desert. This is a giraffe. It has a very long neck to reach the leaveson a tree. They are very tall and very quiet animals.

This is a tiger. It is a big cat that hunts in the jungle. Be careful not to run into one of these big cats in the jungle.

This is an alligator. They have a lot of teeth and spend most of the time in water. Don't go near these big creatures. And finally, this is a flamingo. It is a big beautiful bird. They are very noisy. They live in the sea. Paul and his friends are happy at the end of the day. They really enjoy it.

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PET PUZZLE

Write the words from the word bank under the correct pictures and find them in the grid.

Word bank

bird cat	dog	fish	hamster	rabbit	snake
turtle.					
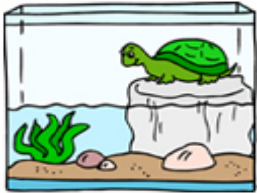

```
V K V J S K L O N N X I E I L J W C Z
Q E L E E F E C C L Z K J V S C W M A
O R Q K J E C M M C U G T T M J N A Y
L U A R G F T W B Z Q U K U K T A G W
X N R V H R H T J U H E G R A T A E H
S X E F J A A L D U N E P T I F O L A
G T Z J C C M Q W I G N P L D X G X U
L R A B B I T S O L X F B E L D B Y S
Q I A Q X L M I T B V F I K T O O O B
R T Q S F I S H G E S E R L I Z T G H
R C D C N F D B F J R B D H N V Z W O
```

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3.3 LESSON PLAN

Age: 11 – 12
Course*:* Eight
Subject: English Language

Theme: Simple Present Tense
Level Beginners
Time: Fifty minutes

Aim: At the end of the lesson, students will be able to use the simple present correctly and know how to use it.

SKILLS/ COMPETENCES	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
-To read the story and guess its title. -To underline the verbs which are in simple present in the reading.	**1.Conceptual** -Verbs **2. Procedures** **-**Reading -Individual practice -Demonstrations -Motivation -Fill in the blanks -Students identify verbs and use them correctly in sentences -Comprehension of the vocabulary in context. -Students practice two of the four main skills: reading and writing	-Teacher begins the class with a warm up -Teacher activates student's previous knowledge -Teacher gives instructions to the students. -Students work in pairs -Teacher checks students understanding. -Students practice their reading skill by reading a story. -Teacher monitors the students' tasks -Teacher checks the students understanding through	**Human Resources** Teacher Students **Material Resources** Board Markers Eraser Pencils Photocopies Pictures scissors	-Read the text and guess the title of the story. -Underline the verbs which are in the simple present tense in the text. -Cut the stripes, read the words, and form the correct sentences. _Write the third person singular form

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	3. Attitudinal -Student's active participation. -Respect, tolerance, and cooperation.	comprehensive exercises.		of the verbs. _ Find some verbs in the puzzle.

READ THE STORY AND TRY TO GUESS ITS TITLE.

_____

This story is about a little princess whose mother is dead. After that, her father gets married with another woman. He gets married to give her daughter a mother. The stepmother is jealous of her beauty. Sheorders Snow White to be killed, but the hunter doesn´t do that. He leaves her in the woods pretending that the wild beasts to kill her. Snow White finds a little cottage in the woods and falls asleep in one of the beds. Then the seven dwarfs that live there return home. At the beginning, they are scared and surprised, but finally they allow her to live with them. One day, when the dwarfs leave her alone in the cottage, the evil queen comes and tries to kill her with a poison apple. However, snow white just falls asleep. Then a handsome prince comes and kisses her. They ride away together on his horse, get married, and live happily forever.

GrimmsFairytales:postedbyrarrayanov. 05 March 2011. Web.02 Nov.2011.

Cut the stripes and form the correct sentences.

A   A

A

A

farmer

pilot

dentist

chef

is	is
is	is
a	a
a	a

person   person

person   person

who   who

who   who

fixes

flies

grows

cooks

teeth

crops

food planes

Answer key

A farmer is a person who grows crops.
A chef is a person who cooks food.
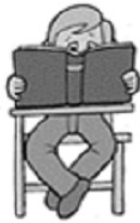A dentist is a person who fixes teeth.
A pilot is a person who flies planes.

READ THE VERBS AND WRITE THE THIRD PERSON SINGULAR FORM.

Write _____   Talk _____   Watch _____

Listen _____   Wash _____   Speak _____

FIND THE FOLLOWING VERBS IN THE PUZZLE.

Verbs

```
p  s  u  h  j  x  z  t  d  y  r  z
f  t  w  r  w  g  u  r  c  q  a  f
a  u  g  a  r  u  o  t  b  c  g  a
r  d  z  q  e  c  h  p  f  n  j  f
t  y  i  s  a  o  f  l  k  v  b  g
t  f  m  l  d  m  s  n  y  h  l  h
o  d  o  e  y  e  r  b  o  z  s  y
f  r  d  e  j  o  q  f  w  j  i  p
w  h  g  p  b  u  n  f  r  d  t  l
k  l  u  p  w  b  v  y  b  u  t  a
p  s  i  e  a  t  j  p  y  a  l  y
b  d  d  r  i  n  k  f  g  o  n  j
```

eat   play   drink

read   sit   study   sleep

do   go   come

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3.4 LESSON PLAN FOR PAST TENSE

Age: 11 – 12   **Theme:** Simple Past Tense
Course: Eight   .   **Level:** Beginners
Subject: English   **Time:** Fifty minutes
Aim: At the end of the lesson, students will be able to use the correct form of the verb in the past tense.

SKILLS/ COMPETENCES	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
-To read the sentences and match them with the corresponding picture. -To recognize the verbs which are in the past tense.	**1.Conceptual** Verbs in the past tense: Regular and Irregular verbs. **2. Procedures:** -Individual reading -Demonstrations -Motivation -Fill in the blanks -Students answer the teacher's questions -Students practice three of the four main skills: reading, speaking, and writing. **3. Attitudinal** -Student's active participation -Respect, tolerance, and cooperation	-Teacher begins the class with a warm up. -Teacher activates student's previous knowledge. -Teacher gives students instructions. -Students work in pairs. -Teacher checks students understanding. -Students practice their reading and speaking. -Teacher monitors the students' tasks. -Students practice their speaking by sharing and debating information based on the reading.	**Human Resources** Teacher Students **Material Resources** Board Markers Eraser Pencils Photocopies Pictures handouts	-Match the sentences with the corresponding picture. -Read the sentences. -Play a game making sentences using the simple past. -Write sentences in the past tense according to the picture.

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LEGENDS OF ECUADOR

READ THE SENTENCES AND ORDER THE EVENTS OF THE STORY ACCORDING TO THE PICTURES. USE NUMBERS TO ORDER THE STATEMENTS.

☐ She always covered her face with a veil.

☐ One night, a man followed her to find out who she was.

☐ She walked in the streets after midnight.

☐ When the beautiful lady turned round, she lifted her veil to show her face; it was a skull.

☐ Some men followed her every night, but she suddenly disappeared.

☐ A woman once lived in Guayaquil. People named her The Veiled Lady.

(Rita Ponce, Marlene Rivera, Irene Rosero, and Kari Killer, 60)

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Write affirmative sentences using Simple Past tense under each picture. Use the correct form of the verb.

Play   (On vacation)

_____

Ride (Last weekend)

_____

Drink (Last night)

_____

Go (Last month)

_____

Do homework (Yesterday)

_____

Eat (This morning)

_____

Let´s Play — Past Tense Talk

Rules: Roll the dice and move your piece. You must make a past tense sentence with the words in the square. You must also use an expression of time. Example;
I played baseball last week.

Start	go to school	Paint a house	do the homework
	play baseball	meet some friends	Go back 2 squares
	read a book	buy some bread	score a goal
			win a prize
	sing a song	Clean the room	get A+
	fix a bike		
	Play the piano	Go Ahead 2 squares	get angry
	go to the park		finish the homework

take the bus	write a letter	Send an email	Climb a tree	study math
Ride a horse				
go hiking				
Trade Places				
make a snowman				

When you roll the dice you have to use the expression below:

(1) yesterday
(2) last weekend
(3) two days ago
(4) last month
(5) two months ago
(6) last year

drink milk		call a friend	brush your teeth
Trade places			Kiss a frog
			watch a game
			Go Ahead 2

Go Back 1	go fishing	take bath	draw picture	start homework
eat bug				
take a picture		find some money	win a game	

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catch a cold		See a movie		go skiing		say "hello"		go camping	say "thanks"	listen to music		FINISH

APPLICATION AND RESULTS

For the present research work, we have developed four lesson plans based on diverse readings to practice the reading skill through some fun activities like games and other activities to use it in a motivational learning process. The lesson plans are developed for beginner levels. We applied the two lesson plans. The students who worked in this project were from the eight year of Basic Education.

The lesson plan for Adjectives and Simple Present Tense were applied in Técnico"12 de Abril" high school according to the following schema:

Target group: Eight grade

Level: beginners

Time: 50 minutes

Aim: At the end of the lesson, students will be able to recognize the following adjectives from the reading: casual, dirty, new, striped, flowery, bright, large, small, baggy, dressy, and trendy.

Materials: Handouts of the reading, handouts of other activities in pairs and individually.

Warm up: Quick Link

Presentation: Theteacher gives students a few minutes to get familiarized with the adjectives given in the handout. If necessary, the teacher helps with the meanings of the adjectives. After that, students have to read the text, recognize the adjectives, and underline them.

Practice: In this activity, students have to recognize and write the correct adjective under the picture and find adjectives in the puzzle. This activity takes 5 minutes.

Meaningful practice: At the beginning, the teacher presents the meaning of the adjectives by showing some flashcards to the students and forming sentences orally. After that, the teacher gives a little paper with a different adjective for every student in the classroom. Next, the teacher asks questions like "what kind of clothes do you like to wear?" the students answer "casual clothes" or some other word according to the paper he or she has.

Production: At the end of the class, the teacher asks some questions to the students, and they have to answer the questions in a written form.

Evaluation: Students have to talk about their close friends and describe their wearing clothes by using adjectives. The teacher models the sentence, *"My best friend likes to wear baggy jeans*, and the students follow the representation in order to create their own sentences. For grading purposes, students are asked to talk about their close friends.

Target group: Eight grade

Level: Beginners

Time: 50 minutes

Aim: At the end of the lesson, students will be able to recognize the following verbs from the reading. Sleep, get, let, live, come, ride, marry, hires, find, fall, etc.

Materials: A copy of the reading and a handout of exercises per students.

Warm up: Bingo

Presentation: Students are given a few minutes to observe the pictures, and the teacher explains the meanings of the verbs. If necessary, teacher helps with the meanings of the unknown verbs. At the beginning, the teacher gives the handout with the reading. Students have to read the text, and then they have to guess the title of the story.

Practice: First, students have to underline the verbs in the present tense in the story. Second, students have to read aloud after they finish underlining the verbs. Third, the teacher gives some cut stripes. Next, students have to work in groups of three, by forming correct sentences in present tense.

Meaningful practice: The teacher gives a list of verbs written in their basic forms. Students have to change them into the third person singular form by adding -**s** or -**es**.Also, they have to find some verbs in the puzzle.

Evaluation: The evaluation is being considered in every activity along the whole lesson since it cannot be physically graded.

With this reading, students have the opportunity to practice reading and recognize verbs in the simple present tense and use them in the different contexts.

Since the moment these activities were presented in the classroom, they provoked created great expectations, and students showed their interest for being involved in these tasks, performing all of them without any difficulties.

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CONCLUSION

After concluding our research, we were really pleased with the results since developing reading skills through fun activities brought positive emotions in the classroom. When the students were encouraged to improve their reading through fun activities, they felt more confident in their reading abilities and started to read without fear.

Fun activities offer the opportunity to make students participate, interact, and learn effectively the target language. José Quichimbo, a student from eight grades from Técnico12 de AbrilSchool from Gualaceo, told us that he really enjoyed reading a passage or a text using these interactive strategies since they allow him to feel more confident about the use of the language.

Fun activities can be applied to improve not only the reading skill, but also speaking, writing, and listening. Teachers can use fun activities in each lesson in order to motivate and engage students, making the class more successful. One of the most important suggestions is that teachers have to be very creative in facilitating the teaching-learning process, employing motivating activities such as games.

Teachers must vary the fun activities in order to avoid students' inattention to class. Teachers have to select different fun activities that would be implemented in the lessons.

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APPENDIX

WARM-UPS

QUICK LINK

Size of Group: 20

Focus: energizer, socialization, fun

Description: As the group leader shouts out "get into groups of four," everyone quickly joins in a group of four. At any time, even before the group of four is formed, the leader shouts out another instruction. For example, everyone with the same color shoes, people born in the same month, or people with the same Zodiac sign, etc.

Expected Outcome: group cohesion, fun.

BINGO GAME

Focus: Socialization and fun

Group: 20

Description: Bingo is a simple game that people from many different ages can enjoy. Bingo is also a convenient game as it doesn't require a lot of instructions to play. Prepare different BINGO cards for each child and a grid. Cut out the call sheet and put the squares into a hat or a bowl. Distribute Bingo charts to each child (each card should be different). They should pull out one image, describe it, and show it to the young learners. The young learners will then place pennies, fun foam pieces or something similar on the called word if it is on their card. Winning, once a predetermined pattern is made on a card, the child with that card calls out BINGO.

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B	I	N	G	O
belt	blouse	boots	button	coat
dress	laces	gloves	hat	jacket
jeans	jumper	Free Space	skirt	overall
raincoat	sandals	scarf	shirt	shoes
shorts	slippers	socks	suit	sweater

APPLICATION

Students play bingo at the beginning of the class. They felt happy because they won some prizes.

Solving a puzzle during the application of the activity.

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Teacher explaining about adjectives, and how to use them.

Students from eight year of Basic Education, making some activities during the application of our lesson plan project.

Teacher controlling students' activities during the class

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