



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE
DE GUAYAQUIL**

EDUCATION FACULTY

EDUCATION CAREER ENGLISH MENTION

RESEARCH PROJECT

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADO EN LENGUA INGLESA MENCIÓN ENSEÑANZA EN
ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

**THE INFLUENCE OF THE USE OF PUPPETS AS A PEDAGOGICAL
RESOURCE TO IMPROVE THE ENGLISH ORAL PROFICIENCY IN
2ND GRADE STUDENTS**

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GUAYAQUIL

2019



REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA	
FICHA DE REGISTRO DE TESIS	
TÍTULO Y SUBTÍTULO: The Influence of the Use of Puppets as a Pedagogical Resource to Improve the English Oral Proficiency in 2nd Grade Students	
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INSTITUCIÓN: Universidad Laica Vicente Rocafuerte de Guayaquil	Grado obtenido: Licenciada En Lengua Inglesa Mención Enseñanza Administración De Sistemas Educativos En TELF
FACULTAD: EDUCACIÓN	CARRERA: CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS
FECHA DE PUBLICACIÓN: 2019	N. DE PAGS: 111.
ÁREAS TEMÁTICAS: Humanidades	
PALABRAS CLAVE: Puppets (títeres), Kindergarten (Escuela preescolar), Learning processes (Proceso de aprendizaje), Pedagogical research (Investigación pedagógica), Teaching materials (Material didáctico), Learning methods (Método de aprendizaje).	
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N. DE REGISTRO (en base de datos):	N. DE CLASIFICACIÓN:
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ADJUNTO PDF:	SI <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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Submitted: 6/22/2019 11:07:00 PM
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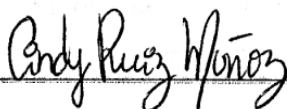
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En mi calidad de Tutor del Proyecto de Investigación THE INFLUENCE OF THE USE OF PUPPETS AS A PEDAGOGICAL RESOURCE TO IMPROVE THE ENGLISH ORAL PROFICIENCY IN 2ND GRADE STUDENTS, designada por el Consejo Directivo de la Facultad de Educación de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

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Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: THE INFLUENCE OF THE USE OF PUPPETS AS A PEDAGOGICAL RESOURCE TO IMPROVE THE ENGLISH ORAL PROFICIENCY IN 2ND GRADE STUDENTS, presentado por la estudiante CINDY IVETTE RUIZ MUÑOZ como requisito previo, para optar al Título de LICENCIADA EN LENGUA INGLESA MENCIÓN ENSEÑANZA ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TELF, encontrándose apto para su sustentación.

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ACKNOWLEDGMENT

A deep thanks to my family that has supported me in my long journey of study.

Also, I have the honor to thank my tutor MTEFL. Janet Mora Zapater, who was also my teacher for four years of career, for her guidance and dedication.

For my husband, who has been mainstay of support throughout these months.

To the Lcda. Jéssica Solís Moncada for opening the doors of her institution, the Escuela de Educación Básica Eduardo Kingman, and allow me to apply the appropriate instruments to collect the information necessary to apply my proposal in one of its rooms. Likewise, I thank Lcda. Sully Guadalupe Villacreses for her kindness and full collaboration with the investigation.

Finally, a special thanks to the Ph.D. Rosa Elena Ordoñez Vivero, because thanks to her advices and patience I have managed to go on track with the preparation of the present project.

DEDICATION

To my mother for helping me to understand the value of the study, for teaching me that conformism is easy, but hard work is worthy of pride and exaltation, for impelling me to study this career and mainly for all the effort and sacrifice that she has done all these years so that I can reach this stage of my life.

Also, to my grandfather who has taken some responsibility in my studies, and that with his support and concern I have managed to get to the university.

Finally, to my grandmother who in life yearned with pride to be a participant in my achievements.

To them I dedicate my research project prior to obtaining the degree of Licenciada en Lengua Inglesa mención Enseñanza Administración de Sistemas Educativos en TELF.

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ABSTRACT

The present research work search for determine the influence of the use of puppets as a pedagogical resource to improve the English oral proficiency in 2nd grade students, in which it seeks to respond to the use of puppets as a pedagogical resource to improve oral competence in English in 2nd grade students. Focusing on the second-grade children of EGB, who were the actors that helped the researcher to collect the data and show the results, in addition to the principal of the school, the coordinator of the kindergarten, and the teacher, who collaborated with an interview. The student population of Escuela de Educación Básica Eduardo Kingman in Durán was observed, with the collaboration of the English teacher, it was possible to teach classes with puppets and without puppet, in which the behavior of the students could be differentiated, the advantages were found that students receive when the teacher works with puppets and through a pre-test and post-test it was proved that the regular use of puppets provides a positive influence on the oral teaching of the 2nd grade students, also, the teachers realized the importance and the need to train themselves to apply puppets as pedagogical alternative in the process of learning the English language and to resume the use of puppets as a pedagogical resource to teach on a daily basis, besides giving them a special space in the school.

Keywords: Puppets, Kindergarten, Learning processes, Pedagogical research, Teaching materials, Learning methods.

INTRODUCTION

The puppets have been present accompanying to the man since prehistory being useful as a method of entertaining and related to the art and the theater; over the centuries they became pedagogical resources into school, however, technological advancement has banished this valuable tool for the audiovisual technological resources that they are more in the hands of teachers, parents and children.

In the present research work the influence of the use of puppets is determined as a pedagogical resource to improve the English oral proficiency specifically in 2nd grade students. Thus, for example, the advantages of using puppets in class, where children are able to capture the attention that teachers require for the teaching-learning relationship, In addition to that, the puppets serve as conductors to express feelings, ideas and emotions of the children. Also, to strengthen the cognitive, affective and psychomotor area.

English is the most spoken language in the world according to (Education First, 2019) being approximately 400 million native inhabitants. In addition, English is spoken in a quarter of the world and mainly, there is always a person who knows English with whom it can practice. Of course, it is also the international language of business, since the global business headquarters are located in the United Kingdom and the United States, with English being the default language for business.

In Ecuador there are quite a few bilingual schools, however, in 2014 it was reduced by order of the Ministry of Education that the study load of the English subject be lowered. As a result, the children moved away from the universal language such as English. Fortunately, schools now have the permission and obligation to include English in the syllabus.

The purpose of this project is to demonstrate that the regular use of puppets provides a positive influence on the oral teaching of the 2nd grade students, for this, the Escuela de Educación Básica Eduardo Kingman in Durán was considered as the institution to make the respective observations.

The investigative work is structured in four chapters. Being chapter 1, the study approach which analyzes the problem, establishes the broad and specific objectives, the study is justified and delimited, and the hypothesis is presented. Chapter 2 analyzes the methodology of the investigation where the research about the puppets is located, its history and types, in addition to the English oral dominance, the theories investigated and the explanation of the relationship between puppets and pedagogical resources, besides a brief review of the

puppets in Ecuador. Chapter 3 contains the study methodology, type of research and the approach, as well as data collection techniques and their respective analyzes. Finally, in chapter 4 is the proposal of the present investigation in which a justification, general and specific objectives are presented.

CHAPTER I

STUDY APPROACH

1.1 Title

“The Influence of the Use of Puppets as a Pedagogical Resource to Improve the English Oral Proficiency in 2nd Grade Students”

1.2 Problem Statement

It is common for students face of some difficulties at the moment of speaking English and the lack of learned predisposition, in addition to the lack of motivation of parents who think that the English subject is at the bottom of the hierarchy of study, in the same way, the students assimilate these comments from early ages, that is why the teacher has to face the lack of love and boredom that stigmatizes the learning of the English language.

Bilingual institutions are increasingly common in Ecuador. However, in 2014 there was a controversy in the educational area, given that the Ministry of Education promulgate information about the elimination of the subject of English as a second language in public schools, establishing that their teaching will be required from the 8th grade of Basic education. With a workload of 5 hours per week. At the same time, in the 2016-2017 cycle, the educational curriculum was reformed. Nowadays, with the new regulations, the learning of English as a subject must be mandatory from the second to the seventh year of General Basic Education in public institutions.

The Ministerio de Educación of Ecuador makes available the project of Fortalecimiento de la Enseñanza de Inglés como Lengua Extranjera for students of Ecuador to acquire a functional level of the use of English as a second language, therefore, there are nationals' syllabus updated, together with their respective textbooks aligned with these syllabus, the professional development of teachers in the English area, and the improvement of training in that professional career. The teacher as an actor of the institution has the role of searching educational tools and versatile, and original pedagogical external resources that help to understand in a better way the subject, considering that the brain of a second-grade child is like a sponge that absorbs information and in the same way, it is more difficult to maintain long-term attention.

As it is designated by the Constitución Política of Ecuador, in its article 26, so it refers to the fact that people throughout their lives have the right to education and it is an unavoidable and inexcusable duty of the State. Likewise, article 27 adds that education must be of quality.

According to this, technology goes along with students and teachers in the educational environment day by day, replacing traditional resources, given that technology may fail at some point, or being more common, it may be a lack in low-income schools, it is here where the use of traditional puppets is proposed as a tool in early education.

This project seeks to demonstrate the influence of the recurrent use of puppets as a pedagogical resource in the classroom. The educational institution which has allowed the application of the research is the Escuela de Educación Básica Eduardo Kingman. It is in Babahoyo 214 Sibambe Eloy Alfaro Durán, Guayas province.

It will be necessary to show that the influence of this resource through an interaction between the puppet and the child can stimulate the expression of feelings, practice the second language, and stimulate imagination and creativity. Escuela de Educación Básica Eduardo Kingman provides its teachers with the tools and versatility in the field of teaching. The principal is willing to implement new innovative ideas for the development and benefit of his students.

Therefore, the teaching staff of the institution is eager to collaborate voluntarily with the research, so that children learn by playing, which is beneficial because, in the same way, they develop autonomously, as well as being able to communicate easily and interact with their environment through gestures, emotions, new words, while understanding the meaning of concepts, improving pronunciation, losing the fear of speaking in front of their peers, expressing their ideas and expressing in a corporal way the handling of puppets.

Consequently, the present project exposes the importance that the puppets are implemented as a pedagogical resource through playful and educational activities that are attached to the culture of the region in which every individual life.

1.3 Problem Formulation

How can the use of puppets as a pedagogical resource improve oral competence in English in 2nd grade students?

1.4 Problem Systematization

What are the characteristics of the use of puppets as a pedagogical resource to catch the attention of students?

What are the advantages that 2nd grade students receive when working with puppets?

How can puppets be applied as pedagogical alternative in the process of learning the English language in 2nd grade students?

1.5 Broad Objectives

Determine the influence of the use of puppets as a pedagogical resource to improve oral competence in English in 2nd grade students

1.6 Specific Objectives

To identify the characteristics of use of puppets as a pedagogical resource to stimulate students' imagination and creativity.

To classify the advantages of use of puppets as a pedagogical resource in 2nd grade students.

To apply the technique of using puppets to stimulate imagination and creativity in 2nd grade students.

1.7 Justification of the Study

Considering the globalization of English language at present, it is necessary that English be taught as a subject in schools and the learning be from the initial level.

It is almost an obligation to learn a second language to aspire to have a better field of work. Indeed, the bilingual experience is unique for each individual; in the case of an adult, it is likely to be tired and tedious learning especially when there is no predisposition and love for the newly acquired language; therefore, the best age to increase cognitive development and, thus, the acquisition of a second language, is in the stage that begins around 2 years, when children begin to talk and lasts until approximately 7 years.

This is how the need arises from the need to analyze the influence of the use of puppets with the purpose of being a pedagogical tool that helps to improve the oral competence in English in 2nd grade students. That is why the research seeks to provide useful information to the educational community by applying the technique of using puppets to improve oral competence in English in the 2nd grade students of Escuela de Educación Básica Eduardo Kingman. In the same way, teachers, students and education agents in general will be benefited, allowing them to understand the importance of the dynamics at the moment of teaching habits and their impact on children's learning.

Teachers are suggested to provide quality education, moving away from the traditional point of view of teaching the English language; this is the reason why the teacher is responsible for designing tasks, look for external methods and resources, whereby interactive learning with puppets is proposed with which to apply the respective time to transmit an effective teaching.

Puppets can be used as resources to overcome difficulties, especially to overcome the feeling of shyness by developing emerging confidence skills when participating in class, which allows them to expand educational and work opportunities, develop fine motor coordination and stimulate oral expression based on the Montessori Method that aims at learning through play in line with Piaget's theory of cognitive development. Escuela de Educación Básica Eduardo Kingman has allowed with this research to analyze that puppets can improve the oral competence in English in second grade students.

1.8 Delimitations of the Study

Name of the Institution:	Escuela de Educación Básica Eduardo Kingman
Principal:	Lcda. Jéssika Solís Moncada
Location:	Sibambe 510 y Ambato
Province:	Guayas, Durán.
Area:	North
Parish:	Eloy Alfaro
Course:	2nd basic education year
Section:	"A"
Number of Ss:	28 students

1.9 Hypothetical Approach

The regular use of puppets as a pedagogical resource has a positive influence on the oral English proficiency in 2nd grade students on Escuela de Educación Básica Eduardo Kingman in Durán.

1.10 Line of Research

The integral formation of the teacher, the attention to the diversity and the inclusive education socio educative are part of the institutional guidelines of the education faculty of the Universidad Laica Vicente Rocafuerte.

CHAPTER II

THEORETICAL FRAMEWORK

2. 1. Theoretical Framework

Given that, nowadays, children spend more time at school than ten years ago according to Unesco; It should be highlighted that the responsibility of the mental development of a student not only rests with parents, but also with each one of the actors that make up the educational establishment.

The use of puppets has degraded to an ancient practice in education. Since the birth of the puppets, their function was oriented for entertainment, a literary and specifically dramatic event, but from another point of view, they can be used as a pedagogical tool, and to better illustrate the study, it will be important to define certain concepts to understand their participation in an educational level.

(Yugcha, 2015) agrees that, the teacher has the duty to develop creativity in his pupils. The only way is to create spaces and means of expression, which allow children to express their feelings and ideas, the game and the theater being a fundamental tool.

The Ecuadorian (Peña, 2015) in her project research summarizes that it is essential to use puppets in the school environment because they develop fine motor skills in children.

2.1.1. Puppets

The Oxford Advanced Learner's Dictionary defines the puppet as a pattern of a person or an animal that can be moved by means of strings or other procedure.

(Borda, 2010) adds that puppets can be made of materials such as rag, wood or any other component.

On the other hand, (Curci, 2007) emphasizes that the aspect is important but not enough. Definitely, it is necessary to give it personality, only then, it can be called puppet.

Synthesizing the diverse definitions, the puppet is classified as a doll or an object that is moved by threads, in order to create a character regardless of the material with which it is made. In other words, the puppet is an object that is created to be animated by playing a character that makes an illusion of simulating life on stage that is convincing and is entertaining.

2.1.2. Puppets' History

The puppet arises since prehistory is present (Alccahuaman, Cusi, Mamani & Ramos, 2015), the effect of the shadows of the bodies of primitive men reflected in the walls of the caves, when moving formed images, this is the result of the elaboration of figures of materials such as animal skin. Their appearance was flat, precise for the first shadow theater.

The Argentinian-Spanish puppeteer (Melfi, 2016) agrees in the magazine “Esfinge” that the origin of the art of puppet theater is older than human theater, because in some periods, the theater of actors was banned, however, this taboo excluded the puppet theater. He also mentions that the group of former inhabitants of the central United States plateau called Hopi used puppets in rituals that represented legends.

The imagination of the first men impelled to seek means of entertaining finding materials around them that facilitated the construction of the first puppets. Wood, animal skin and branches were the first designs before these figures evolved over the centuries.

The story continues its course considering the Asian countries as the cradle of puppet theater and among them (Vesely, 1910) writes referring to India as a country with puppetry tradition, starting from there, explains that the puppets spread throughout the world becoming popular in Persia, to Arabia, until the gypsies took them to Europe through Greece and Italy.

(Skilton, 2011) says that China was one of the expert countries in puppets, its shadow theater being one of the most popular in the world. Besides that, it is a fact confirmed on the functions of puppets in ancient Egypt in which they have been found in tombs, small dolls articulated with threads which are presumed to be old puppets.

(Melfi, 2016) reflects again when Jean Baptiste Lully (1632-1687) spread the opera in France, under the reign of Louis XIV, the art of puppets was quickly promoted reaching the point of the eighteenth century several important nobles had his private theater.

Quoting again (Skilton, 2011), he writes that the first puppets in Europe were used by the church for performances of biblical acts, becoming popularized in the sixteenth century by wandering musicians who exhibited works using dance puppets moved by threads that had the purpose to entertain. These works are transmitted orally through generations of puppeteers.

In the seventeenth century the puppets' advances contrasted with a better set design, the itinerant puppeteers were prepared with wagons ready to give a performance and make their dolls dance while they sang merry melodies in any popular festivity.

Reflecting on what has been written before, the puppet has become, throughout history, the mouthpiece of the human being, it has accompanied man from his existence on earth, elaborated in his likeness and modeled from his shadow. Originally as an entertaining instrument for the theater or to represent legends or spread religious passages; evolving until it is used as an educational tool.

The puppets for centuries have been the voice of what the human being can not transmit, being a channeling tool that helps to understand the public what the man wants to express and from generations in generations this legacy has been transmitted to the present, but undoubtedly brings art wherever it is used.

2.1.3. Types of puppets

According to the authors (Santa Cruz & García, 2012) regarding to the form of grouping the puppets are classified by method of management, that mean, by how they must be manipulated to give life to the doll, or by manufacturing method, referring to the use of the material with which they are made.

Next, some of the main ones are described from the functional aspect of the puppet and the most used manufacturing methods:

Guignol puppet: The guignol puppet is a character with a head and camisole, often not used in education, because his face is rigid and very heavy for a child's hand, so they are made on mache paper.

As seen in the figure, two puppets used for a show. The head of the puppet is prominent, the body made of cloth and the hands of the same material of the head.



Figure 1. Guignol puppet
Source: (obrascortas.com, n.d)

Ventriloquist puppet: As its name says, is handled from the mouth, the puppets made with this management system they are extremely expressive, the synchronization of the voice with the movement of the mouth are basic.

In figure 2, a ventriloquist with his ventriloquist puppet in a presentation.

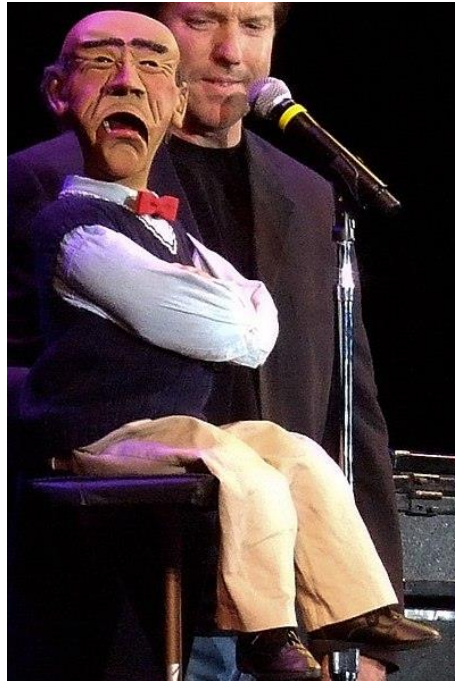


Figure 2. Ventriloquist puppet
Source: (Dunham, 2011)

Hand puppet: also known as glove puppets, are preferred for their simple but very striking handling system, operated by hand as they consist of a hole, hollow arms and a cloth body. The index finger is inserted in the head and the major fingers and thumb in each of the arms. They allow the movement of all the fingers of the hand favoring fine motor skills, because with them it can pick up and handle objects. They fit over the hand of the puppeteer who is able to manipulate the puppet like a real glove, since he can open and close his mouth flexibly because the material used is usually cloth.



Figure 3. Hand puppet
Source: (BransonShows.com, n.d)

Finger puppet: (Skilton, 2010) provides a simpler concept to understand, referring to small puppets that cover the first phalanx of the fingers. Being an interesting didactic resource for the teachers and attractive for the children, although difficult to implement in a theater.



Figure 4. Finger puppet
Source: (Sebestik, n.d)

Cone puppets: It is the one that hides through a rod inside a rigid cone of cardboard, it is quite striking for children, because it allows them to play making it appear and disappear.



Figure 5. Cone puppets
Source: (TITERES, n.d)

Marionette: They have a complex management system, it can use 1 to 2 wires, without crosshead which will facilitate their handling. In the image there is an old puppet hold with threads for the effective movement of its extremities.



Figure 6. Marionette
Source: (Pérez, 2018)

The Argentinian (Curci, 2007) adds other main types from the functional aspect of the puppet:

Shadow Puppet: they are flat figures that represent people, animals or things, being these projected behind a screen of cloth or paper illuminated by a focus from behind. A variant of these is the theater of shadow of hands, which consists in making figures with hands giving shape to the most common silhouettes of animals.



Figure 7. Shadow puppet
Source: (elpincho.net, n.d)

In the figure it can see how the shadow changes according to how the distance between the light and the puppet is determined.

Rod Puppet: it has articulated arms, but it lacks feet and is manipulated downwards when introducing the hand as the glove puppet, however, unlike this one, the hand holds a support that can be made of wood.

The figure shows a pair of rod puppets; however, these have legs as an ornament, but are not articulated even though the upper extremities are designed to move.



Figure 8. Rod Puppet
Source: (steemit, 2018)

Bunraku puppet: from Japan. It takes the last name of the puppeteer Bunraku-Ken Uemura (Bandiou, 2009, page 39). The puppets of Bunraku usually have a series of levers or springs inside that allow the movement of the mouth, the eyes, the fingers of the hand, etc., and that allow them to make delicate and accurate movements.



Figure 9. Bunraku puppet
Source: (Japan Zone, n.d)

The previous figure shows that the Bunraku has as characteristic that three men dressed in black are required to manipulate the puppet: the one that moves the feet, the one that moves the left hand of the puppet with his right hand, and the main manipulator, , these three people owe many years of practice and experience to access this responsibility; thus achieving a degree of delicacy and thoroughness in the representation far superior to that obtained with puppets of ropes or rods.

Nowadays, this technique, or variants created from it, are used profusely in puppet theater around the world as described before (Garcia, 2016).

Finally (Skilton, 2010) contributes with another variation of puppets.

Sock puppet: it is a variant of the glove puppet, where only the hand is introduced into the middle with the thumb opposing the other fingers giving movement to the puppet's mouth. At last, the author considers that there is no better glove puppet than a glove, because the hands are experts in communicating with gestures.



Figure 10. Sock puppet
Source: (Hunting Handmade, 2015)

There are no limits to the imagination in making puppets, they can be made of almost anything, take advantage of recycled materials such as the puppet of socks. Being these the most economical and the most accessible for children.

It is necessary to know which puppet is easy to use and better adapted to work with children as a pedagogical tool; the most used puppets in the initial and basic level are the finger and glove which can be manipulated daily in each activity that is done with the children, allowing that what is learned is not forgotten and in this way their behavior and self-esteem improve.

To conclude, there are different types of puppets and classifying them varies according to the authors, besides there is a great possibility of materials with which a puppet can be made, including recycling materials. However, it is necessary to know the main divisions that have emerged over the centuries and every time there are more possibilities of modification and variation following the classic construction of a puppet.

The Stage: For (Alccahuaman et al., 2015) the stage or theater is a resource for the setting of the correct use of puppets. To be more specific, the theater is called the space used for representation, either inside or where the puppets are manipulated representing a story. In some cases, it searches to hide the puppeteer or person who manipulates the puppets to maintain the illusion that the puppet has a life of its own.



Figure 11. The Stage
Source: (Wikimedia Commons, 2006)

2.1.4. English oral dominance

According to (Prastian, 2015: 12) he quotes that (Brewster & Ellis, 2003: 1) who support the belief of who learn languages better and easier are children. This means that learning at a younger age is an advantage for an individual's future (Brewster & Ellis, 2003: 3) they also say that learning a foreign language at a young age spends more years perfecting learning the language.

For a better explanation, it is concluded that teaching English to second grade students improves the practice of language; it is easier to understand and remember than an older student. That is why, there are some theories that had a crucial impact in the field.

2.1.5. Theories of language acquisition

Vygotsky

For Vygotsky, the human being is characterized by a primary sociability. This means that the human being is social genetically said (Wallon, 1959). Vygotsky defended the visionary ideas about a child being sociable actively at an early age, which helped him deduce the consequences of the child's development theory.

Vygotsky defended the idea that a child is capable of carrying out activities through an adult, in this way the behavior of a child is rooted to the social, being socially related with reality from a young age ("Prospects: quarterly review of education", 1999)

For a better comprehension, children are social individuals from an early age, because they are exposed to the influence of adults around their environment. The human being can neither exist or nor experience his own full development if he is isolated from his environment also from other individuals of his species. That is the reason why Vygotsky deduced his theory about the social development of learning. Then, it is meant that, for the continuous development of child, especially in the early childhood stage, it is so importance the interaction with an adult who teaches all the necessary to increase their knowledge.

(Yugcha, 2015) writes that the teacher is responsible for carrying out activities that help to stimulate children's autonomy and creativity, in order to develop skills which, allow the assimilation of knowledge. Yugcha relates the theory of social development in the educational field with the premise that both the teacher and the student must work together to generate new learning through bidirectional communication. The author is also based on the belief of Vygotsky what believes that cognitive change occurs within the zone of proximal development, so the instructions should be designed to reach the level of the student.

Briefly, the classroom environment must be adequate for the student's development. It will be necessary for the teacher to be responsible for the effective communication with the student. Therefore, it is proposed to perform activities designed for the student level, using puppets for interactive learning.

The relationship with puppets

It should be noted that it is a fundamental role of the teacher who must perform the appropriate activities to stimulate the autonomy and creativity of the students to develop the

skills to assimilate the knowledge. Therefore, and summarizing, we can say that according to Vygotsky the learning process is continuous throughout life and depends on social interaction. It is important to underline that the classroom environment should be cooperative where the student and the teacher exchange ideas to achieve interactive learning.

It is then, where the application of puppets can be used in the teaching-learning process of various subjects. They are suitable to be used perfectly in the presentation of activities and dramatization of stories that allow students to play small roles. They are a method for homeschooling where what is learned in school is reinforced. They help stimulate the development of oral language and creative thinking in children from the early stages of development.

It should be added that, for the teacher, it is useful at the moment of applying and justifying the rules of discipline and organization of the classroom. In this way, communication is assured, ideas are exchanged, values are reinforced, and they learn from each other.

Montessori education

Maria Montessori was an educator, pedagogue, scientist, doctor, psychiatrist, philosopher, anthropologist, biologist, psychologist, feminist and Italian humanist and the first Italian woman to graduate as a doctor in medicine. She was a woman who left a great impact on the pedagogical methods of the 20th century. (O'Donnell, 2014) exposes that Maria Montessori not only was interested in childhood mental illnesses, but also Montessori education is based on helping children become completely independent of adults, as well as in Montessori classrooms, democracy and harmony is a philosophy which is practiced and encourage children to be part of their own education.

Maria Montessori left a legacy in education and over the years takes its foundations to create a new theory of learning in which refers to inculcate children independence and the search for knowledge without the help of an adult.

O'Donnell mentions that the teacher of Anthropology at the University of Rome from 1884 to 1916, Giuseppe Sergi was of great influence for the philosophy of Montessori education. Sergi was convinced that educational methods needed to be reconstructed and encouraged teachers to join that movement. She was also influenced by the theories and writings of Locke, Rousseau, Froebler, Pestalozzi and Owen, who visualized education as the creation of a new ideal society

(November, 1980) highlights that several theorists of the time, including Jean Piaget, attacked the method of Maria Montessori, because she considered it a method of play. However, Montessori believed that the game develops the imaginary world, in addition to be an escape from the incomprehensible world of adults.

To be more specific, Montessori education looks to develop in the preschool child the initiative and self-confidence to enable them to do the things that interest them with freedom. On the other hand, the child not only thinks that he is playing, but also learning. Teaching through playing makes learning a pleasure and not an obligation.

To condense what has been said up to this point, (Foschi, 2014) makes its contribution with the brief concept which describes the Montessori pedagogy as a science that became favorable to the child's development through non-intrusive educational practices.

The teacher accomplishes the function of leading the first steps to avoid excessive efforts and to correct the erroneous habits in the process, after this the child learns by itself.

Principles of Montessori education

(Yugcha, 2015) explains three principles that are implicit in the Montessori educational model:

Principle of freedom

The objective of the schools is to teach children to be autonomous, allowing the exercise of being spontaneous and the children activity.

Activity

The child interacts with the environment through the activity and progressively develops intelligence and learning.

Self-education

Self-education is the principle in which Montessori schools are governed. Yugcha quotes (Ríbes, 2011, page 38) where he mentions that the role of the educator is limited to be a facilitator and driver of learning.

Education according to Maria Montessori must be free, active, spontaneous and autonomous where children are able to learn by discovering on their own.

The relationship with puppets

Puppets are didactic materials used in teaching as a tool that helps teachers to conduct their classes more dynamically. They are pedagogical materials that capture the curiosity of the child, the instinct to want to play at the same time that they learn and develop their senses, with their imagination they represent things of daily life, of the world that surrounds them according to the direction that the teacher leads. Puppets can be used individually or in a group by introducing them as storytelling, talking, discussing, singing, playing materials, including the introduction to a new topic teaching in the classroom.

Jean Piaget

Piaget was a psychologist who deeply influenced the way of projecting the development of the child to be an adult. Jean Piaget was one of the first theorists to contribute the ideas of constructivism. He had the idea that children's active knowledge is built according to the environment that surrounds them, being able to learn and interpret new facts and objects. (Linares, n,d)

Linares explains that the Cognitive Development Theory explains that children try to interpret the world in their own way, under its own logic and under its own form of exploration, this follows a predictable pattern of development that is reaching maturity according to how they interact with the environment.

Table 1
Piaget's stages of Cognitive Development

Stage	Age range	What happens at this stage?
Sensorimotor	0-2 years old	Coordination of senses with motor responses, sensory curiosity about the world. Language used for demands and cataloguing. Object permanence is developed.
Preoperational	2-7 years old	Symbolic thinking, use of proper syntax and grammar to express concepts. Imagination and intuition are strong, but complex abstract thoughts are still difficult. Conservation is developed.
Concrete Operational	7-11 years old	Concepts attached to concrete situations. Time, space, and quantity are understood and can be applied, but not as independent concepts.
Formal Operational	11 years old and older	Theoretical, hypothetical, and counterfactual thinking. Abstract logic and reasoning. Strategy and planning become possible. Concepts learned in one context can be applied to another.

Source: (Psychology Notes HQ ·, 2018)

The relationship with puppets

Linares says that, According to the constructivists, the child must form his own knowledge of the world where the adults live, adults who direct the process with support and guidance; this is the case of the teachers, who play the role of a guide as the child matures in his intellectual development. It adapts to the environment and new knowledge is integrated and organized to the assimilated schemes.

For this reason, that, puppets are suitable for the first years of childhood, since in the first sensory-motor stage, from 2 to 7 years of age, where the child begins to use words, numbers, gestures and images to represent the objects in their environment. Besides to formulate intuitive theories to explain the phenomena of the environment that can apply a long influence on learning.

2.1.6. Pedagogical Resources

It is classified according to the tool that is useful or stimulates development, as described (Pérez & Gardey, 2014), in the same way, portrays the didactic adjective as a reference to formation, training, instruction or teaching. This means that, it can be considered a didactic resource to the material used as a tool to facilitate the interpretation of content that the teacher applies for teaching of a topic.

According to the article "The didactic resource. Uses and resources for learning in the classroom" (El recurso didáctico. Usos y recursos para el aprendizaje dentro del aula in spanish) written by (González, 2015) posted on the website of the of Palermo University, defends that the pedagogical resources provide a support for the teacher with which is able to reinforce and optimize the learning process in an interactive way. Likewise, to obtain the expected results, it is necessary that these resources must correspond to the educational context in this way the teaching-learning process will be lasting.

Therefore, the researcher concluded that Elementary school teachers need appropriate methods, media and materials to teach the students. The teacher should know that the proportions of the materials for young learners are different from adult learners. The way of teaching vocabulary to children is not the same as teaching vocabulary to adult learners. They have different characteristics and different attitudes (Prastian, 2015: 2).

In short, when using a pedagogical resource, it is necessary to think over that, as well as the Ministerio de Educación of Ecuador requires aligned textbooks to the national syllabus, in

the same way, the didactic resources to be used; they must be adapted to the level of education of each student by enforcing the guidelines that have been established.

In the same way, (González, 2015) in his article he quotes to (San Martín,1991), who explains that, the term resource describes all tool which, when applied through teaching strategies, contributes to the construction of knowledge. Likewise, they are called didactic, because they offer a different and alternative form of learning, generally providing interactive methods which are essential to catch attention so that spreads the student's need to participate in the class.

On the other hand (Puente, 2016) refers to (Garton & Graves, 2014). The authors consider that the didactic materials have a fundamental role in the use of learning English as a second language (English Language Teaching, E.L.T.) which must have a relevant place in the pedagogical scope, not only using it inside, but also outside the programming of the syllabus stipulated by the institution.

As it has been expressed in previous paragraphs, the search to impart high quality teachings drives the teacher in the search of alternative materials to raise the motivation to learn. For this reason, the teachers (Richards & Rogers, 2014) present orientation that can serve as a guide for English teachers when they select a certain resource or teaching material in class. For this, they propose different aspects related to the role of didactic materials in a foreign language class, such as:

- The main objective of the materials: to present and practice the contents, to facilitates communication between the students, to encourages the students to practice content with the help of the teacher, etc.
- The format: refers to textbooks, audiovisual material.
- The relationship between materials.
- The teacher's experience.

In the 21st century, the most used resource in the learning process was paper. Fortunately, in nowadays the diversity of teaching materials is within reach of the teacher's hands. In other words, the printed materials are all those based on written texts, but not only limited to use paper, on the other hand, are audiovisual materials such as real objects that can be found in the same educational environment and finally technological resources.

(Puente, 2016) synthesizes that the didactic materials determine the success or failure of the class because each class is different and demands attitudes of intelligence, creativity and adaptation by the teacher while for the student requires flexibility and motivation, especially,

to cross the barrier of cultural shock in the pupils when they are studying English as a second language, where the teacher is responsible for activating the production of language skills

2.1.7. Teachers and pedagogical resources

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), children in Latin America spend an average of between 11 and 12 years in school, likewise the Ministerio de Educación informs that the general scheme in the class day of the students who attend kindergarten centers have a workload of approximately five hours with class periods of 40 minutes. Each educational institution is free to organize the daily routine according to its context and needs such as recreation and feeding time, so that the structure of a class is made up of:

Initial and greeting activities; Semi-directed activities (two or three activities); Final activities; Farewell.

The Ministerio de Educación of Ecuador designates the professionals who work as mentors that transmit a quality education, which should provide equal opportunities to all. Therefore, it is available for teachers and other actors of the institution, a syllabus educational program that allows to guide the teaching and learning processes in each educational level for all public institutions, particular and fiscomisionales at national level according to the Ministerial agreement 0042-14 of March 11, 2014. In addition, as reflected in the Currículo fortalecimiento del inglés, aligned to the Common European Framework of Reference for Languages (CEFR) In daily practice, the teacher must fulfill three main objectives of the curriculum of EFL.

1. To develop in the students an understanding of their own culture and those of the world, as well as being able to communicate in English what they have understood and express their points of view.
2. To develop personal, social and intellectual skills to face a globalized world that operates in English, contributing to the active performance.
3. To create love for learning languages, from an early age, through participation and positive learning experiences. To create love for learning languages, from an early age, through participation and positive learning experiences.

For the present research, we intend to link the three objectives of the EFL syllabus in Ecuador with the Teaching Professional Performance Standards which establish that the teacher must provide learning opportunities to all students to develop a quality teaching process so that

Ecuadorian students reach the learning profiles stipulated by the national curriculum for education. These standards ensure the application of inclusive institutional processes and practices; in addition to, the performance to the quality improvement of teaching-learning processes as indicated by the Ministerio de Educación.

Briefly, the Ministerio de Educación of Ecuador dispose of an educational Syllabus for strengthening English where it stipulates that the Ecuadorian teacher in service must be prepared and trained to look for strategies, didactic actions and pedagogical resources so that a high quality of teaching-learning is effective, in which students get in love the introduction to the English language from an early age. Besides this, it demands to the teacher to be involved to motivating the attention process by efficiently handling information to teach. The educator should seek their own didactic resources in a justified, and appropriate manner, but, inside of the educational process. Also, the teacher should explore beyond the textbooks and materials that the institution provides. Considering making the class more receptive, participative, practical and entertaining between the role of teacher and students.

It should be mentioned that we must not forget that there are several learning styles. (Howard Gardner, 1993) showed that all people have different basic ways of learning. From the perspective of Gardner's multiple intelligences (Ford, 2005) brings the experience of the Kennedy Center, an institution in the United States that offers ongoing training to teachers, taking this institution as an example. Ford considers vitally important that artists and teachers find blogs to share concerns and exchange training, useful and necessary information.

2.1.8. The puppet as a pedagogical resource

It is necessary to point out (Hidalgo et al., 2015) who makes reference to (O'Hare, 2005) who affirms that puppets are a means of entertainment and learning, and also, their use in the pedagogical field is due to their proximity to children's language. As well, he mentions that recreating characters and stories, it helps to absorb and remember what they have learned.

Keeping in mind that children while they are susceptible to get distracted and get bored easily. Therefore, the learning environment is important in teaching young children. The teacher must leave the everyday and look for the tools for active learning. It should be emphasized that using puppets is a suitable tool for the teacher and the student.

For (Lema, 2016) the importance of using puppets in the classroom lies in the valuable role that they play in school activities. It must be mentioned that through them, an individual can

express their feelings, ideas, and what happens in their daily lives. In the case of a child, puppets are effective as an instrument to improve communication in children.

To be more specific, the puppets are a didactic medium of extraordinary value that facilitate education and at the same time, promote entertainment, being an ideal resource to capture the attention of school children. Simultaneously, they are cataloged as means to unload emotions, feelings and other human manifestations. In this way, they transcend to the common thinking in which puppets are of limited use to represent plays in general, aimed at children.

Considering that not only educational administrations, but also teachers in service are increasingly inclined using other means that generally offer technical or technological supports. Learning by playing is a technique that has been standardized over the years in the pedagogical field, mainly in kindergarten education and primary education. Leaving the everyday, the puppets are a didactic means of extraordinary value that facilitate education and entertain. (Yugcha, 2015) exposes that using puppets in kindergarten result very useful because through them, children can express their ideas, feelings and also represent everyday life.

It is necessary to show that puppets are the ideal resource to catch the attention of young children, as they are the canalization means to unload emotions, fears, tension, anger, hatred and other related human manifestations surrounding them.

After knowing the concept of puppet and comparing the definition of several authors, it is considered that all coincide in two main characteristics: it is an object of any material and can be given movement. The puppets are a tool with which teachers can take advantage in the field of learning. The use of puppets, in the process of learning, incorporates the body, senses, emotions, imagination and fantasy, increasing mental connections that facilitate the fixation of knowledge, that's mean, the deep learning, and with it, they manage to provoke a change in behavior (Álvarez & Hechenleitner, 2018).

2.1.9. Functions and purposes of puppets

The puppets comply with different functions in the development of children's literature and therefore in the development of the oral language of children. According to (Bruner, 2006); among these we can mention the following:

- Contribute to verbal development (diction, vocabulary, syntax)

- Enrich the language and the practice of good habits.
- Improve the expression of the boy and the girl, in terms of the resolution of conflicts and needs.
- They stimulate the participation of shy children.
- The children can make it by themselves
- They allow children to enjoy, laugh and feel pleasure.
- They help to develop the creativity and appreciation that the child feels for things full of color and fantasy.

2.1.10. Puppets in Ecuador

(Hidalgo et al., 2015) In Ecuador there are several groups, whose works are immersed in the world of creativity of puppets such as:

- La Puerta Títeres in Quito
- La Rana Sabia in Quito
- Taller Mis Enanos in Quito
- Teatro de Títeres La Marea in Quito
- Títeres Fantagiró in Quito
- Travesuras Teatro de Títeres in Quito

Most of these groups are located in Quito, but currently in the city of Guayaquil the “Casa de Títeres” has been opened. The (Municipal de Guayaquil, 2018) informs that the new museum of family fun is in charge of Ana von Buchwald, distinguished puppeteer guayaquileña who has made each of one of the puppets of the exhibition. The museum focuses on children who can watch children's shows with the whole family.



Figure 12. “Casa de Títeres”
Source: (Municipal de Guayaquil, 2018)

2.2. Conceptual framework

Puppet: It is a lifeless figure that moves thanks to human effort in front of an audience (Baird, 1965).

Puppeteer: A person specialized in entertaining an audience through puppets. (the Cambridge English Dictionary, 2019)

Foreign Language: Is the learning of foreign languages to achieve communication with places that the native language has not been able to reach. (Jespersen, 2007)

Pedagogical Resource: (Yoshida et al, n.d). Defined teaching resources or pedagogical resources are whatever instrument to promote learning in teaching area and help the student to stimulate the perception and attention.

Schema: It is a way of organizing knowledge. (Piaget, 1952)

Oral fluency: Considered as a measure of how oral communication occurs in a person, and how easy it is to express oneself ideas. (Keith, 2019)

Proficiency (noun): high degree of skill; expertise: he demonstrated his proficiency in Chinese” (The Oxford Dictionary of English, 2011).

Montessori teachers: They are trained teachers under Montessori education. (Montessori, 2014)

Ludic: (Merriam-Webster, 2019) relates the adjective ludic to characterization within play.

Pupil: According to (Dictionaries, Oxford, 2019) pupil is a noun that refers to the person who learns by another, especially a scholar or student in relation to a teacher.

2.3. Legal framework

According to the Ley Orgánica de Educación Intercultural established in the Constitución de la Republica del Ecuador Official Registry 449 of October 20, 2008 states that.

- Título I - de los Principios Generales- Capítulo Único del Ámbito, Principios y Fines

Art. 2.-Principios. -La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

z. Interculturalidad y plurinacionalidad. - La interculturalidad y plurinacionalidad garantizan a los actores del Sistema el conocimiento, el reconocimiento, el respeto, la valoración, la recreación de las diferentes nacionalidades, culturas y pueblos que conforman el Ecuador y el mundo; así como sus saberes ancestrales, propugnando la unidad en la diversidad, propiciando el diálogo intercultural e intracultural, y propendiendo a la valoración de las formas y usos de las diferentes culturas que sean consonantes con los derechos humanos; (Asamblea Nacional Constituyente de Ecuador, 2008)

Art. 80.-Fines. -Los fines del SEIB se fundamentan en la Constitución de la República y en los tratados e instrumentos internacionales; y son los siguientes:

e. El impulso de una educación de calidad integral, articulada con la producción, la investigación, la ciencia y los saberes ancestrales;

Art. 87.-Son atribuciones y deberes de la subsecretaría del Sistema de Educación Intercultural Bilingüe:

e. Impulsar, en coordinación con la Universidad de la Educación, el Instituto Nacional de Evaluación y el Instituto de Lenguas y Saberes Ancestrales, la formación y evaluación continua de los educandos y profesionales de las comunidades, pueblos y nacionalidades indígenas con enfoque intercultural y plurinacional mediante el aprendizaje de los idiomas ancestrales en los ámbitos filosófico, científico, tecnológico y artístico; y,

f. Las demás que la Ley y los reglamentos determinen. (Asamblea Nacional Constituyente de Ecuador, 2008)

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CHAPTER III

RESEARCH METHODOLOGY

3. 1. Methodology

Through qualitative methodology, scientific investigation seeks to defend a previously established idea, as well as the objectives. The data was collected, and the information obtained was analyzed.

3.2. Type of Research Description

The defendant investigation is descriptive, because it describes the qualities of the use of puppets, their influence as a pedagogical resource that they attribute in teaching, to improve the oral competence in English to a specific population and the frequency in which the teacher uses the puppets in the students of second of EGB.

3. 3. Approach

The present work will be elaborated under the methodological planning of the qualitative approach.

Since it seeks to prove a hypothesis, previously established, as well as the objectives set, in addition to exploring trying to gather information from criteria established by the researcher in which data are collected through techniques such as observation, interview and instruments such as the observation guide through the experiences of the participants.

3.4 Technique and Instruments

Non-participant observation: It allows diagnosing the partial evaluation of research in the development of oral competence. The reality is observed directly to the children's experience without intervening; in this way is how the girls and boys are observed, the same that will guide the information of the development of the methodology using as an instrument an observation guide that will be applied to the second of EGB of the education center.

Interview: Given that the population is small and manageable interviews will be applied to know the predisposition of the school principal, the area coordinator and the teacher in charge of the 2nd year of EGB for the use of puppets in teaching. As an instrument, a questionnaire is used to conduct the interview.

Evaluation: In this study, the data is collected through a pre-test to identify problems and evaluate previous knowledge of oral English proficiency, then the intervention of the research using puppets as a pedagogical resource to increase vocabulary, attention and confidence to participate in class and, finally, taking a post-test to collect the favorable results.

3.4.1. Research Population

The population for the present investigation corresponds to the total of 28 individuals with homogeneous characteristics, of students of the 2nd grade of EGB of Escuela de Educación Básica Eduardo Kingman, located in the parish Eloy Alfaro of the canton of Durán.

3.4.1. Research Sample

The selected sample in 2nd grade students of Escuela de Educación Básica Eduardo Kingman has been intentional because it has been directly and intentionally selected to the 2nd grade section "a" which corresponds to 28 individuals of the population.

Table 2

Population and Sample

Group/ individual	Population	Sample	Type of sample	Instrument
Students	28	28	Intentional	Observation
Teachers	2	2		Interview
legal representative	1	1		Evaluation Questionnaire

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

Table 1 indicates a selective sampling that leads to the results through selecting from the population a sample that provides data that are interpreted and reanalyzed for the issuance of conclusions and recommendations, to then elaborate the proposal.

3.5. Results Analysis

3.5.1. Interview Analysis

A flexible and dynamic interview was conducted with the principal of the institution, the area coordinator and the teacher corresponding to the 2nd of EGB of Escuela de Educación Básica Eduardo Kingman to know the rank of knowledge and application on the use of puppet. See annexes 3, 4 and 5.

Principal's Interview

Interviewer's name: Cindy Ivette Ruiz Muñoz

School: Escuela de Educación Básica Eduardo Kingman

City: Guayaquil

Canton: Durán

Date: 10/05/2019

Do you know how the group of teachers in charge, stimulates the imagination and creativity of students?

The teachers of my school always work with their own creativity and in their favor, they take the imagination of the students, because at all times they face situations in which they always learn new things that must be explained and due to age sometimes.

It is complicated for children to understand a topic with words, even with the use of didactic resources such as flashcards, it is for this reason you should look for other means such as gestures, movements or toys; Therefore, the teachers in my charge are always expressive and to be able to express themselves, they need to be creative in order to reach the student..

Should kindergarten teachers have prior knowledge about the use of puppets?

Yes, we should have previous knowledge especially if we are going to work with young children.

Do your teachers apply the use of puppets as a pedagogical resource in the classroom?

Yes, they apply it, but more often the kindergarten teachers, with respect to the second-grade teachers of EGB, they do it less often.

Have your teachers received training in the institution about the use of puppets as a pedagogical resource?

Years ago, there was a workshop about how to make puppets and how to use them, but now the use of puppets is under the imagination of each teacher.

According to your experience, is it more dynamic to teach a class with puppets than to use the text assigned by the syllabus?

For children it is more interesting and dynamic, they even pay more attention when the teacher pulls out a puppet ... even, the children stay more time sitting.

I also think that using puppets should have a time limit, I calculate that no more than 10 minutes, because I think that children can get bored, otherwise we have more varieties of puppets for different times.

Do you think that puppets are a tool to stimulate student learning?

Of course, it is an important tool! Even with the toys that the children bring to school, they can play the role of puppets for a teacher, since they serve to teach or explain a topic.

Do you consider it important that there is adequate space in your institution for the use of puppets?

At present we do not have an adequate space in the institution to use puppets, but there is a little box of surprises that is used daily, in it there are some puppets. Puppets come out of the box with their respective names "Panchito", "Luchito" being the puppet who does the greeting, performs activities, the teachers give the puppet to the children and this is how the puppets are used in school.

What type of puppets do you consider appropriate for active teaching?

Puppets of friendly appearance, which resemble reality, as is the case of puppets representing to the father, mother and family in general, but it must be important that they are dolls that do not scare the children.

Are you looking for other pedagogical methods to teach in order to share them to your teachers?

Nosotros trabajamos mucho con la editorial "Santillana" que es quien viene a impartir los seminarios y talleres. Sin embargo, son pocos los seminarios en los que nos brindan la explicación de otros métodos de enseñanza.

Todo lo que ellos nos explican tratamos de adaptarlo a nuestra realidad.

According to your experience, children have different ways of learning. Do you recommend your teachers teach through the game?

Well, in the kindergarten all the teaching is through games, since it is difficult to sit the children so that they receive the proper explanations, that is why everything is based on playing, songs, rhymes, poetry, tongue twisters, even with costumes for children, the party of color yellow, of color blue is performed; everything is through the game.

Analysis

The interview was conducted anonymously to the owner of the school of Educación Básica Eduardo Kingman who also occupies the position of principal, with the objective of determining the influence of the use of puppets as a pedagogical resource to improve oral competence in English in particular to the second group of EGB.

Female, she is 44 years old. The seniority in the position is 15 years, in its academic preparation she has a bachelor's degree in Supervision and Educational Administration in addition she has a Nursery school degree; does not have a postgraduate degree.

The principal remembered that in their university academic preparation, she received a subject in which her teacher gave classes with puppets made by the own students. He also showed his desire to implement puppets in second grade, since in the institution the use of puppets is limited only to the preschool area.

Coordinator's Interview

Interviewer's name: Cindy Ivette Ruiz Muñoz

School: Escuela de Educación Básica Eduardo Kingman

City: Guayaquil

Canton: Durán

Date: 8/05/2019

As the coordinator of the institution. Do you think that the use of puppets as a pedagogical resource should be implemented in the kindergarten until 2nd grade of EGB? Why?

In our institution if we work with puppets, the reason is because children learn more experiential, then when we catch a puppet, we designate a theme, for example, the fruits, then we, by means of the puppet, teach the child the name of the fruit or the meaning of eating the fruit, including the colors of the fruit.

Do you think that kindergarten teachers should have prior knowledge about the use of puppets?

Currently, the professionals graduated in the Nursery school have knowledge about teaching with puppets. I believe that in every school the use of puppets should be used as teaching-learning.

Do you think that the use of puppets as a pedagogical resource helps in the active communication between the teacher and the student?

Of course, for example, preschool children who have just entered school are immersed in an unknown world, they begin to cry and do not want to stay in school. The moment the teacher pulls out a puppet, it's something new for them, draws attention and motivate the child, reaching the point of stop crying.

As coordinator of the institution, do you think that the authorities of the institution should offer their teachers the proper training on the use of puppets as a pedagogical resource?

The institution offers its teachers the proper training.

According to your experience, is teaching a puppet class more dynamic than using the text assigned by the curriculum?

Of course, as I mentioned earlier, education is experiential and should not only be limited to being verbal, but a class should be dynamic, with the puppet, and in that way learning will be more enjoyable.

What do you think about the use of puppets as a pedagogical resource?

In my opinion it is quite important to use puppets, I consider that the puppets should not only be used in the preschool area, but also use them up to the 4th grade of EGB.

Do you consider it important that the principal of the institution offers an adequate space for the use of puppets?

Previously in our institution there was a very nice theater. In addition, there was a room where it was used for games, but over the years, the school has been growing and the space allocated for the "rincones" area was occupied, at present we do not have space to recreate another area oriented to the puppets. But in my opinion all schools should have a room only for the use of puppets.

Would you recommend teachers use the game as a way of learning?

It is necessary, because if there is no game, there is no learning, education has changed, nowadays education is not only verbal, now everything revolves around the game.

What type of puppets do you consider appropriate for active teaching?

I do not know the name of each type of puppet, but I can assure you that, from the simplest puppet, the puppet that the teacher can make with recycled material from an old stocking or a glove with a piece of fomi or cardboard is better and more convenient.

According to your experience, children have different forms of learning. Have you tried teaching by using puppets?

Of course, we previously used puppets, and when I was a teacher, I used the puppets we had in the institution, I used it to close the class. The puppets will never become obsolete, it is necessary to regain the value of puppets in schools.

Analysis

The interview was conducted anonymously to one of the important authorities of the institution, such as the area coordinator of Escuela de Educación Básica Eduardo Kingman. Female, with an age of 54 years and 5 years in the position of coordinator of area in the institution, does not have a bachelor's degree.

At first glance, it is noted that she is an eloquent teacher, with a lot of experience with kindergarten children, besides promoting the development of the teachers under her charge. Support with the initiative of retaking the use of puppets for teaching in school children, especially for second grade, where the use of this valuable and simple resource has been ignored.

As an observation, it is necessary to emphasize that at the moment of interviewing the teacher coordinator of the school, a conflict arises when he was asked to give his opinion that the authorities of the institution should offer seminars on the use of puppets as a pedagogical resource for their teachers, Although the researcher explained the answer in her own words, the coordinator felt that it was prudent to expose her thinking in a limited way; compared to the other two interviewed who answered the question without problems.

Teacher's Interview

Interviewer's name: Cindy Ivette Ruiz Muñoz

School: Escuela de Educación Básica Eduardo Kingman

City: Guayaquil

Canton: Durán

Date: 8/05/2019

How do you stimulate the imagination and creativity of your students?

For example, through a drawing because if you give the order to the children to draw their family they will be drawing beyond the order as their imagination allows.

What do you think about the use of puppets as a pedagogical resource?

It seems new to me, because for example in the institution the preschool teachers use puppets and they have told me that when the students are studying at the level, leaving the preschool behind, sometimes the children become very realistic.

For example, One of my co-workers told me that once, she used a puppet representing a sad child, because its belly hurt, one of her students answered that it was impossible for a doll to have a pain in her belly, this happened in the 1st grade of EGB. This lets us see how children gradually lose their imagination.

Do you have previous knowledge about the use of puppets?

Honestly, I've never used them.

Based on your experience, have you applied the puppets as a pedagogical resource in the classroom?

No, I've never done that.

Have you received training in the institution about the use of puppets as a pedagogical resource?

No, I have not received it either.

According to your experience. What is more dynamic, teaching a class with puppets or using the text assigned by the syllabus?

I believe that, apart from apply the syllabus, despite being something important, in my opinion, teaching must always be combined with another resource, be it digital. Personally, I work more with digital resources, like videos, songs, worksheets. I do not just follow the syllabus.

Do you consider important that there is adequate space in your institution for the use of puppets?

I think so; it would be nice to have a space of this kind. In fact, here in the institution there is a reading room.

Do you recommend other pedagogical methods to teach? Which?

For my other method that I recommend is the playful methodology because through games children learn, especially the children in my living room love games, then when I explain the class or the activity through games, the children assimilate it better.

Are you looking for other pedagogical methods to teach your class?

As I answered in a previous question, I really like to use multimedia and playful resources.

According to their experience, children have different ways of learning. Have you tried teaching through the game?

Yes, however, I have faced different cases, for example there are children with learning problems, attention deficit, even autism, so it is necessary to know how to work with them apart dynamically, because sometimes they apparently are listening, but his mind is elsewhere, as in the case of the second "A" where we have two autistic children.

Analysis

The interview with the English teacher of the second year of EGB of Escuela de Educación Básica Eduardo Kingman, It was quite pleasant, the teacher cooperated at all times and easily answered all the questions asked by the interviewer. The teacher has three years of seniority in the institution, this has been his only job experience, and she has a bachelor's degree in Ciencias de la Educación mention Sistemas Multimedia, He does not have a postgraduate. She also shared a bit of her personal opinion about the time she spends in the search to implement teaching resources in her classes in order to teach a dynamic and meaningful class. It should be noted that the interview responses were somewhat limited, since the teacher has not had experience using puppets and therefore, the answers to some questions were based on their beliefs and opinions.

The teacher expressed her desire to work with puppets; however, she feels that one limitation is the age of the children, since at the initial level it is where the potential of the puppets can be exploited as an educational resource. Despite this, she likes to work with digital audiovisual materials outside of syllabus.

Finally, she mentioned that having an area to work only with puppets would be quite helpful both for the students and for the preschool teachers in general.

3. 5. 2. Observations Analysis

A concrete and intensive relationship was established between the researcher and the actors of the institution through the results obtained from the research carried out through observation; see annex 6. The English teacher collaborated in all the requested aspects, making the researcher's work easier.

**Observation sheet for second grade children of EGB of Escuela de Educación Básica
Eduardo Kingman**

1) Do students pay attention to the stories told by the teacher?

Table 3

Observation Guide. Question 1

Descriptions	Never 1	Seldom 2	Sometimes 3	Often 4	Almost always 5
Without puppets			X		
With puppets				X	

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

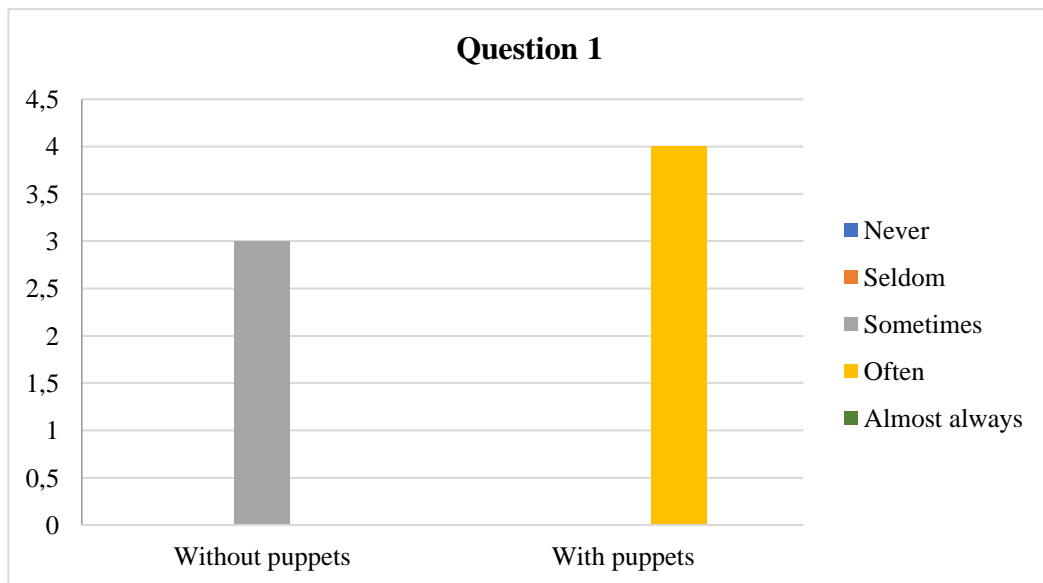


Figure 13. Observations Analysis Question 1

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

Interpretation:

When the class started the teacher, it took a little effort to maintain the students' acceptable behavior until after several minutes, considering that sometimes the children talked and were entertained, however, not all the population paid attention to the story told by the teacher.

As regards the class presented with puppets, the population showed a better result, the attention obtained from the moment in which the children saw how the scenario was set was quite evident. Some of the children in the front row tried to help, others were impatient to see the presentation.

To conclude, the behavior of the population improved from the moment in which the teacher presented the didactic tool being able to complete the class without distractions or interruptions.

2) Do children assimilate the message of the class taught by the teacher?

Table 4

Observation Guide. Question 2

Descriptions	Never 1	Seldom 2	Sometimes 3	Often 4	Almost always 5
Without puppets				X	
With puppets					X

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

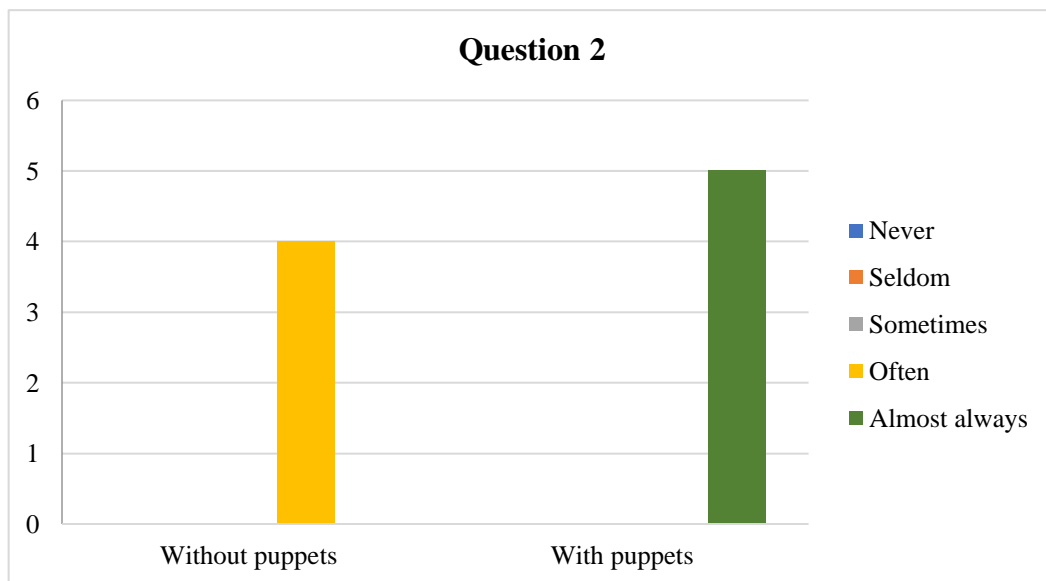


Figure 14. Observations Analysis Question 2

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

Interpretation:

The message of the story told was transmitted to the population; however, the teacher sometimes chose to give clues so that the responses of the children are complete when making a summary.

Regarding the message captured by the population when the teacher used the didactic tool of the puppets, it was observed that the message was more easily captured by receiving complete answers from all the children when the teacher asked the respective questions. The teacher did not need to give clues to get answers.

3) Is there active communication between teacher and student?

Table 5

Observation Guide. Question 3

Descriptions	Never 1	Seldom 2	Sometimes 3	Often 4	Almost always 5
Without puppets				X	
With puppets					X

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

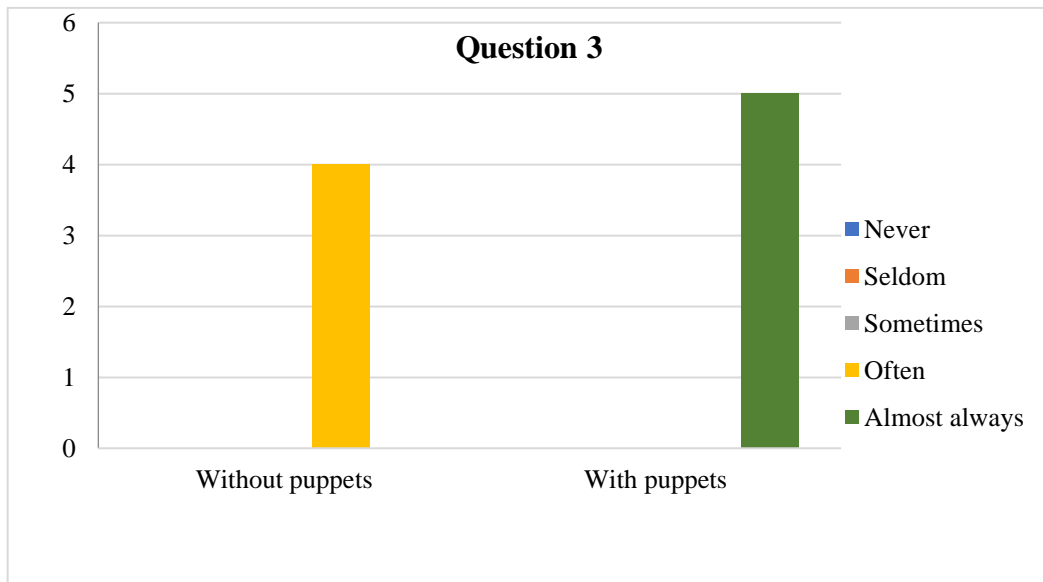


Figure 15. Observations Analysis Question 3

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

Interpretation:

According to the results obtained in the observation file it was possible to contemplate that the active communication between teacher and student was produced in a forced way. The teacher had to ask questions expecting the population to interact, however, when the teacher transmitted the ideas through the puppets, the children responded and interacted voluntarily, without the need for the teacher to make an effort to encourage participation.

4) Is the information delivered by the teacher effectively captured by the students?

Table 6
Observation Guide. Question 4

Descriptions	Never 1	Seldom 2	Sometimes 3	Often 4	Almost always 5
Without puppets			X		
With puppets				X	

Source: Escuela de Educación Básica Eduardo Kingman
Elaborated: (Ruiz, 2019)

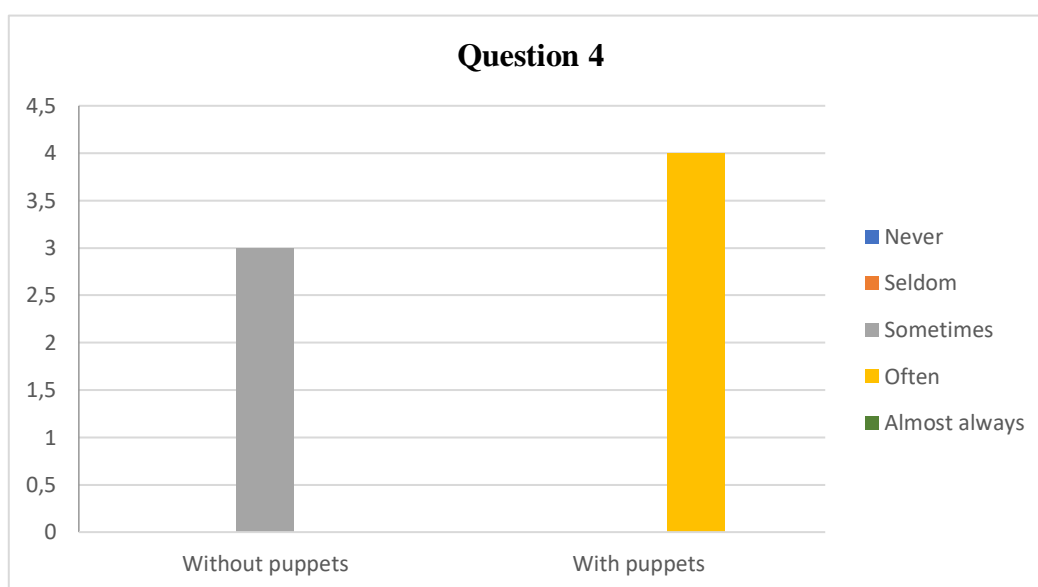


Figure 16. Observations Analysis Question 4
Source: Escuela de Educación Básica Eduardo Kingman
Elaborated: (Ruiz, 2019)

Interpretation:

The teacher had to correct each time she asked the names of the family members despite having been learned in the previous class. This contrasts with the immediate positive response of the population, by effectively capturing the ideas that the teacher transmits through the puppets, besides that the children were able to remember and associate the family members with each puppet that was used to personify them. As additional learning, the teacher used the advantage that the puppets' clothes were bright colors to revise the colors.

5) Does the teacher manage to maintain the attention of the group until the end of the class?

Table 7

Observation Guide. Question 5

Descriptions	Never 1	Seldom 2	Sometimes 3	Often 4	Almost always 5
Without puppets			X		
With puppets				X	

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

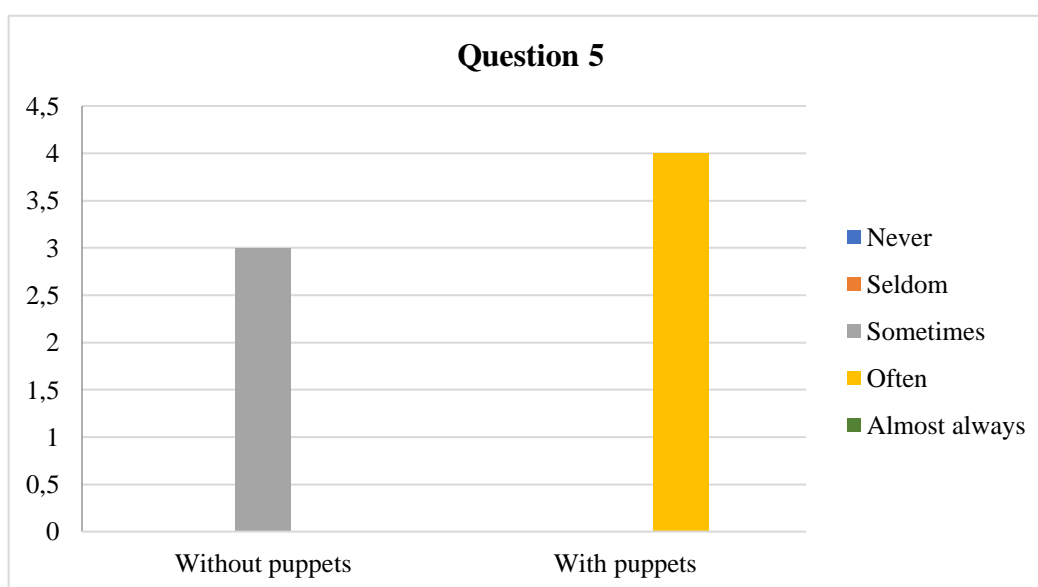


Figure 17. Observations Analysis Question 5

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

Interpretation:

Today Children are exposed to hundreds of technological stimuli and the teacher, of the second EGB of Escuela de Educación Básica Eduardo Kingman, takes advantage of them, despite this, the population maintained intermittent attention to the class that the teacher taught, despite the fact that she used flashcards as a teaching resource and a speaker to play songs, however, the students' response was not the most animated.

On the other hand, the difference in teaching puppets was radical, as the students were enthusiastic and collaborators with the teacher who managed to effectively capture the attention of the group until the end of the class.

6) Does the teacher encourage students to interact and exchange ideas?

Table 8

Observation Guide. Question 6

Descriptions	Never 1	Seldom 2	Sometimes 3	Often 4	Almost always 5
Without puppets				X	
With puppets					X

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

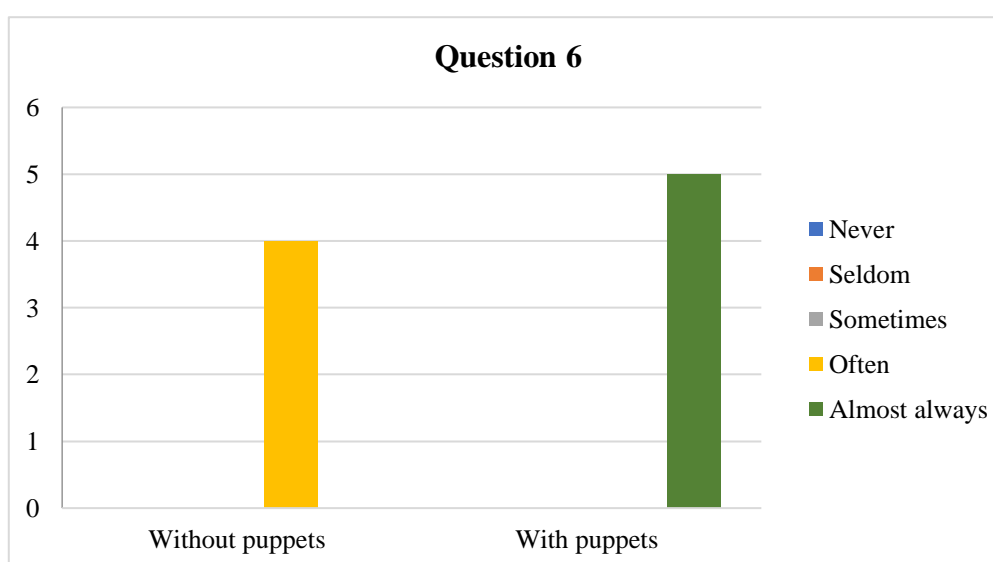


Figure 18. Observations Analysis Question 6

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

Interpretation:

The teacher used all the resources at her disposal to teach a dynamic class that encourages student participation and tests her skills and abilities, finding acceptable results, however, not all students attended the class taught, and not all children interacted despite the fact that the teacher encouraged them to do so.

The teacher conducted a competition game between boys and girls, resulting in the full participation of all students in the classroom, for those who did not participate were encouraged to their respective teams. Something similar happened with the game conducted by the teacher through the puppet. She gave the order giving voice to the doll inviting students to participate voluntarily giving effective and immediate results.

7) Do students demonstrate confidence in interacting in the classroom?

Table 9

Observation Guide. Question 7

Descriptions	Never 1	Seldom 2	Sometimes 3	Often 4	Almost always 5
Without puppets		X			
With puppets				X	

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

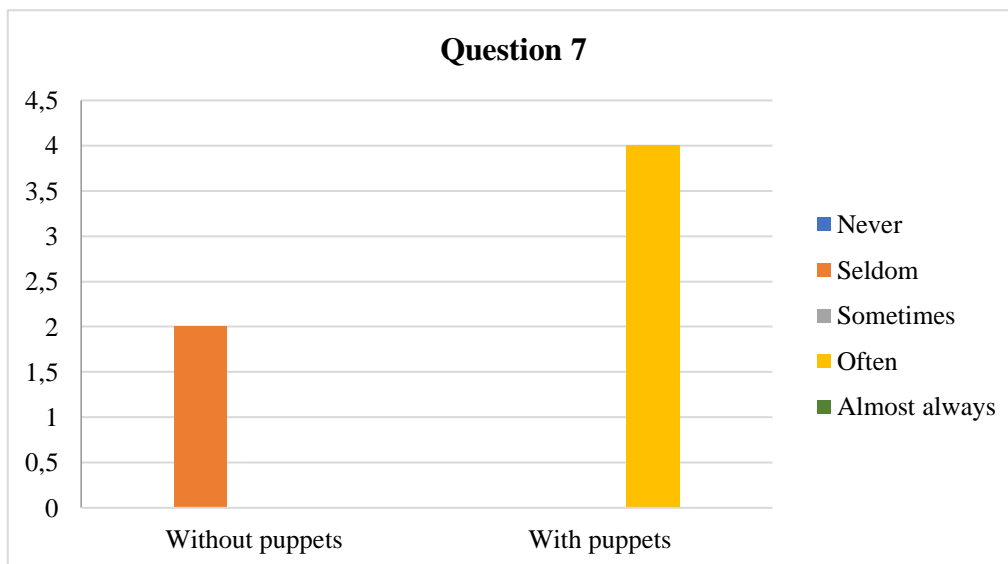


Figure 19. Observations Analysis Question 7

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

Interpretation:

Regarding the following question, the teacher considers that games should be used to encourage children to better integrate and interact in the classroom, which is why she used a competitive game based on the popular “Simon Says”, but in contrast to the minutes where the class is taught without playing, the students do not show confidence when interacting in the classroom.

Conversely when the teacher used the puppets, the confidence at the moment of interaction was quite evident, it was clearly observed that all the children had the need to answer the questions asked at the end of the story that the teacher told and the questions about family members.

8) Do students easily exchange ideas with their classmates and the teacher?

Table 10

Observation Guide. Question 8

Descriptions	Never 1	Seldom 2	Sometimes 3	Often 4	Almost always 5
Without puppets		X			
With puppets			X		

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

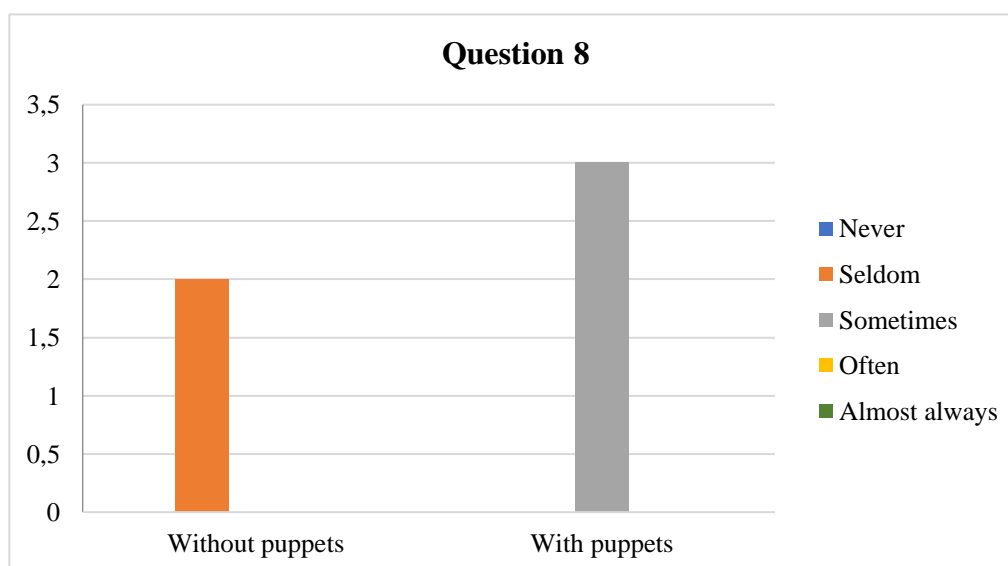


Figure 20. Observations Analysis Question 8

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

Interpretation:

According to the first observation sheet, it was notable that the interaction of the children was quite reduced and the exchange of ideas between classmates was not limited to the subject of class, but also to topics related to daily experiences, that interrupted the class and the teacher was forced to call them attention.

On the other hand, the change was noticeable when the teacher used the puppets and through them performed the respective questions that incited to respond to the students. In the same way, the children wanted to participate on their own when observing the puppet, associating it with the family member learned, in a similar way the students associated the colors of each puppet's clothes expressing their previous knowledge without the need for the teacher to ask questions, but giving rise to that she can make a review of the colors.

9) Do students easily solve the questions that the teacher asks throughout the class?

Tabla 11

Observation Guide. Question 9

Descriptions	Never 1	Seldom 2	Sometimes 3	Often 4	Almost always 5
Without puppets		X			
With puppets				X	

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

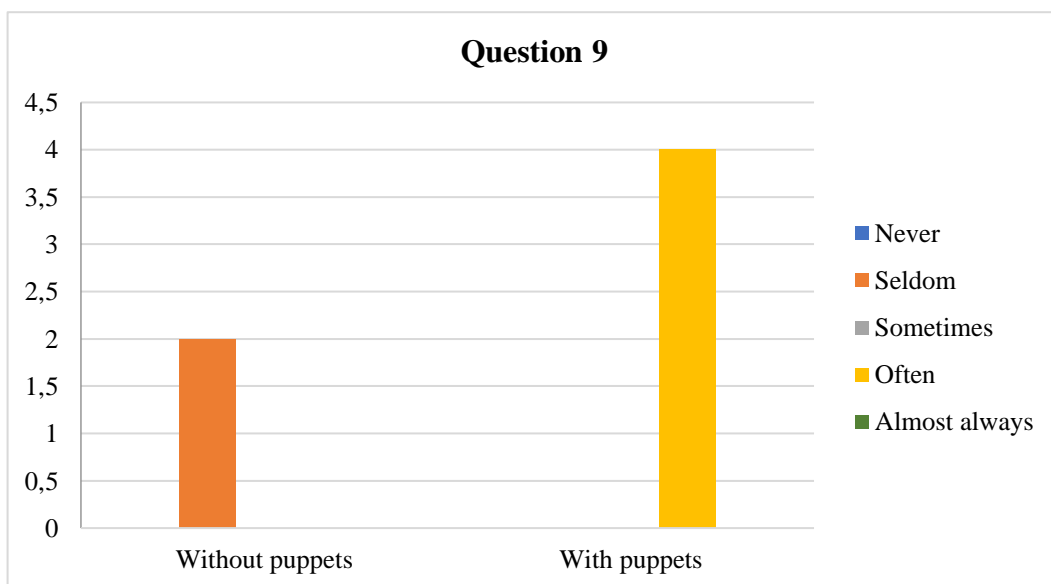


Figure 21. Observations Analysis Question 9

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

Interpretation:

It was observed that, with the use of this pedagogical tool, the effectiveness of teaching through puppets could be corroborated, since being an audiovisual medium it is attractive and novel for a six-year-old child. The puppets being an unusual stimulus for the second-grade students of Escuela de Educación Básica Eduardo Kingman.

10) Do students get excited when they recognize their learning achievements?

Tabla 12

Observation Guide. Question 10

Descriptions	Never 1	Seldom 2	Sometimes 3	Often 4	Almost always 5
Without puppets					X
With puppets					X

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

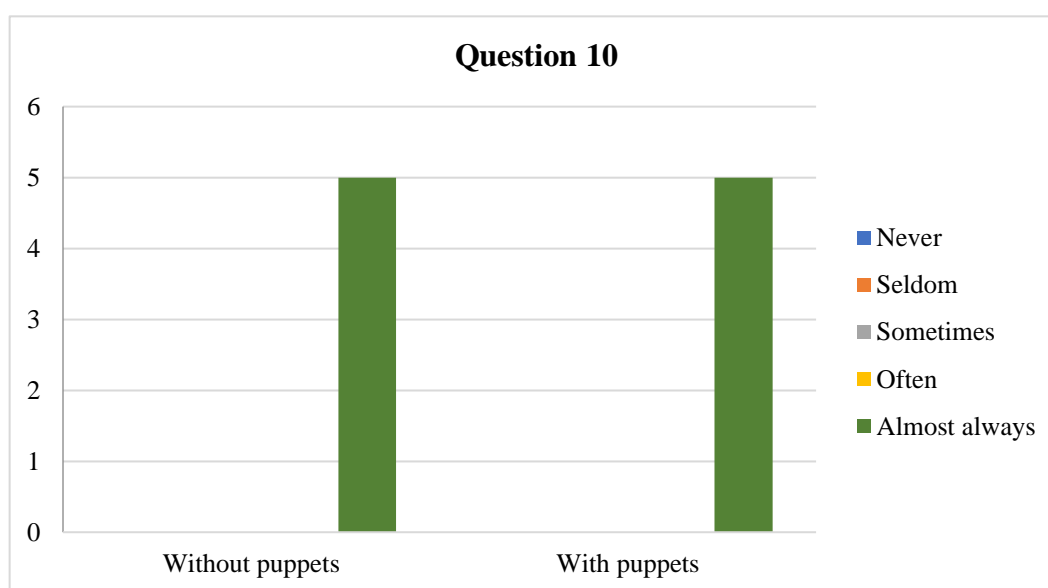


Figure 22. Observations Analysis Question 10

Source: Escuela de Educación Básica Eduardo Kingman

Elaborated: (Ruiz, 2019)

Interpretation:

It can be observed that children feel enthusiastic when their achievements are recognized without using puppets since the action of a congratulation in front of a positive act is synonymous with pride for a child.

Consequently, the puppets in the hands of the teacher cause children to keep the focus of attention in the didactic instruments, being remarkable the enthusiasm and the pleasant moment that happened in a different, dynamic and natural class.

3.7.3. Pre-test and Post-test Analysis

Table 13

Pre-test Analysis

Descriptions	Relevance	Percentage
11	Excellent	39%
13	Somewhat	47%
4	Poor	14%

Source: Escuela de Educación Básica Eduardo Kingman
Elaborated: (Ruiz, 2019)

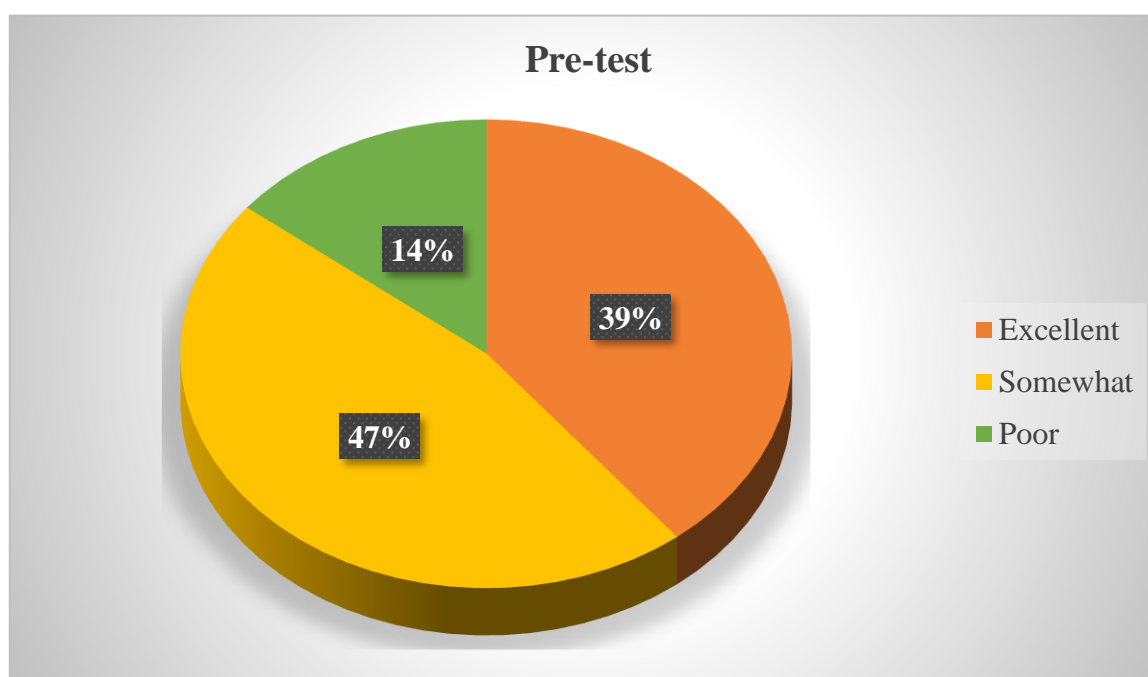


Figure 23. Pre-test Analysis

Source: Escuela de Educación Básica Eduardo Kingman
Elaborated: (Ruiz, 2019)

The Escuela de Educación Básica Eduardo Kingman has prepared English teachers, despite this and without doubting the teaching abilities of the teachers or the learning abilities of the students, it is necessary to apply a pre-test and a post-test that helps the researcher determine the influence of the use of puppets as a pedagogical resource to improve oral competence in English in second grade students of EGB.

A simple two-question test was presented for the pre-test; see annex 1: With the order of the first item, the aim was to evaluate the level of writing and if the children were able to recognize and write the family members on the corresponding figure. For the second item, a crossword puzzle was applied that challenges children to look up the names of the family members they have learned.

Table 14
Post-test Analysis

Descriptions	Relevance	Percentage
18	Excellent	64%
10	Somewhat	36%
0	Poor	0%

Source: Escuela de Educación Básica Eduardo Kingman
Elaborated: (Ruiz, 2019)

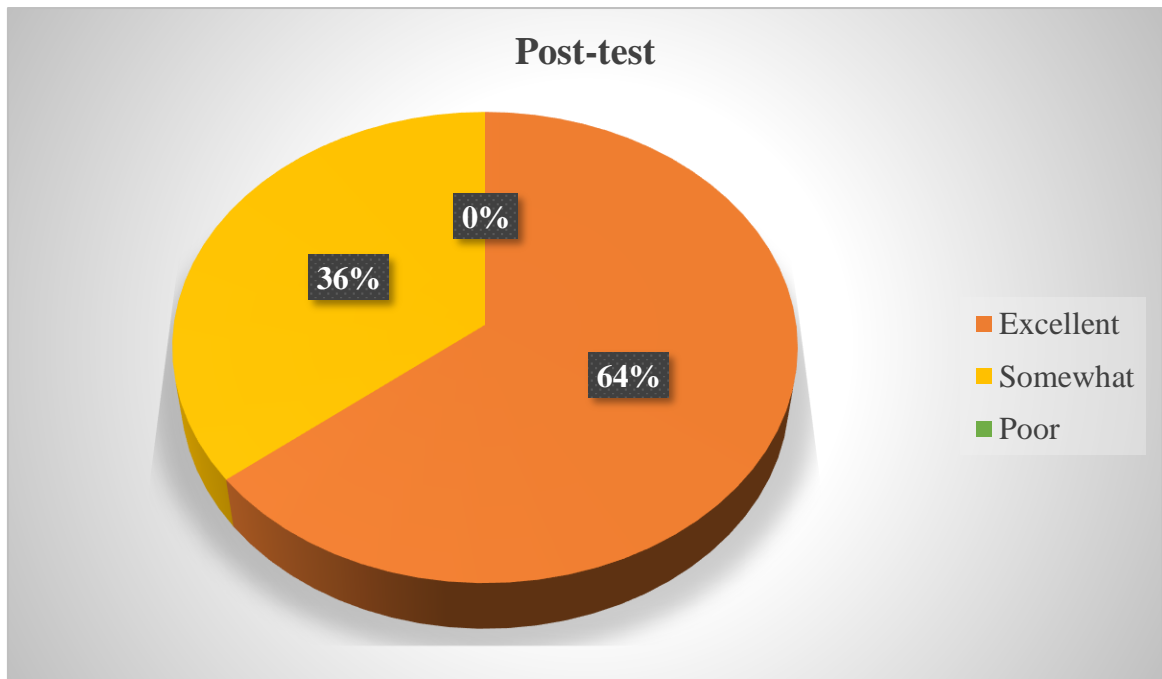


Figure 24. Post-test Analysis
Source: Escuela de Educación Básica Eduardo Kingman
Elaborated: (Ruiz, 2019)

For the post-test a simple test was presented; see annex 2, after having carried out the activities, applied a class with puppets as pedagogical resources and the methodology of learning through the game, it is necessary to mention that, in addition, one more question was added than in the pre-test: The order of the first item was the same, however, small changes were made, but with a similar image. For the second question, it was decided to use a match with a line with the family member with its names and in the third one a review was made of the questions that the teacher asked in the class.

Analysis

It is necessary to clarify that the decision to apply a simple test to children is because the recommendation that the English teacher made when the researcher proposed the proposal was considered. To better understand, children in the second grade of EGB section "A" have little prior knowledge of writing and reading, for this reason, the teacher has been working with their students to level them for some children the level learned is lower than a child of the second degree of Escuela de Educación Básica Eduardo Kingman.

From where it turns out that 39% of the population obtained an excellent rating in the pre-test, the highest percentage of 47% of the population obtained somewhat and 14% obtained a poor score. In contrast to the results of the post-test where the technique of using puppets as a pedagogical resource was previously applied in a class which demonstrates the change in the percentage. It can be observed that after the class with puppets, the test shows favorable results such as the poor 0%, 36% in somewhat and 64% of the population reached excellent,

PROPOSAL REPORT

Puppets in the classroom as a pedagogical resource

of language acquisition



CHAPTER IV

PROPOSAL REPORT

4. 1. Title of Proposal

Puppets in the classroom as a pedagogical resource of language acquisition.

4. 2. Broad Objective

To show the analysis of an English class with the most common pedagogical resources that teachers use, contrasting with the analysis of a class where the use of puppets as a pedagogical resource is an alternative material to improve the English oral proficiency in 2nd grade students.

4. 3. Specific Objectives

To demonstrate the difference in the results between teaching a class with puppets as support material and a class teaching in a traditional way.

To motivate students to participate in class by exchanging their ideas in public with the teacher and their classmates.

To apply the methodology through the game using puppets as a pedagogical resource to maintain the attention of the children throughout the class.

4. 4. Proposal Scheme

MOTIVATION ACTIVITIES

Greetings

Song: **The Finger Family**

Presentation of aims and objectives of the class

Presentation of the material: puppets

PERFORMANCE ACTIVITIES

Students pay attention and listen carefully while teacher uses the talking puppet

Story: **The puppeteer and his Master**

Class Participation

Individual Participation

Game: Neither one nor the other

EVALUATION ACTIVITIES

Students use the words in the box, write the correct name in your family tree.

Students try to remember the new vocabulary given in the story.

CLOSING

The teacher uses the puppet to ask her students whether they find any difficulties or not

The teacher uses the puppet to ask her students if they have question related to the class.

The teacher uses the puppet to ask her students for a very short summary

Table 15
Planning Acitivity

Escuela de Educación Básica Eduardo Kingman			
Teacher´s name:		Course: 2nd	No. of plan: 1
Group: A	Date: 14/May/2019	Time: 8:35 – 9:45 am.	No. of students: 28
Recent topic work: My family		Recent language work: Vocabulary and description.	Value: Responsibility and Honesty
Lesson topic work: Family members			
Aims: To learn new vocabulary family member and describe correctly the family members.			
Objectives: To learn new vocabulary about family member.			
Assessment: Song, class participation, game.			
Materials: Puppets, notebook, board, market, pen drive, speakers.			
Anticipated problems: Students can´t answer the questions about family member, they don´t remember all the new words.			
Solve the problems: Give more details about the family member, repeat on the notebook ten times the difficult words.			
Timing:	Teacher activities		Success indicators
8:35 – 9:45	MOTIVATION ACTIVITIES Greetings WARM UP Song: The Finger Family Presentation of aims and objectives of the class Presentation of the material: puppets PERFORMANCE ACTIVITIES Students pay attention and listen carefully while teacher uses the talking puppet		-Ss pay attention to the class. -Ss participate in class. -Ss participate in the game.

	<p>Story: The puppeteer and his Master</p> <p>Class Participation</p> <p>Individual Participation</p> <p>CLOSING</p> <p>The teacher uses the puppet to ask her students whether they find any difficulties or not</p> <p>The teacher uses the puppet to ask her students if they have question related to the class.</p>	<p>-Ss remember the song and the new vocabulary.</p>
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Elaborated: (Ruiz, 2019)

Table 16
Planning Activity

Escuela de Educación Básica Eduardo Kingman			
Teacher's name:		Course: 2nd	No. of plan: 2
Group: A	Date: 14/May/2019	Time: 8:35 – 9:45 am.	No. of students: 28
Recent topic work: My family		Recent language work: Vocabulary and description.	Value: Responsibility and Honesty
Lesson topic work: Family members			
Aims: To learn new vocabulary family member and describe correctly the family members.			
Objectives: To learn new vocabulary about family member.			
Assessment: Song, class participation, game.			
Materials: Puppets, notebook, board, market, pen drive, speakers.			
Anticipated problems: Students can't answer the questions about family member, they don't remember all the new words.			
Solve the problems: Give more details about the family member, repeat on the notebook ten times the difficult words.			
Timing:	Teacher activities		Success indicators
8:35 – 9:45	MOTIVATION ACTIVITIES Greetings Song: Hello song Presentation of aims and objectives of the class Presentation of the material: puppets PERFORMANCE ACTIVITIES Role play: A box which can be used to make a homemade puppet theater.		-Ss pay attention to the class. -Ss participate in class. -Ss participate in the game.

	<p>Individual Participation</p> <p>EVALUATION ACTIVITIES Students use the words in the box, write the correct name in your family tree.</p> <p>Students try to remember the new vocabulary given in the story.</p> <p>CLOSING The teacher uses the puppet to ask her students for a very short summary</p>	<p>-Ss remember the song and the new vocabulary.</p>
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Elaborated: (Ruiz, 2019)

Table 17
Planning Acitivity

Escuela de Educación Básica Eduardo Kingman			
Teacher´s name:		Course: 2nd	No. of plan: 3
Group: A	Date: 14/May/2019	Time: 8:35 – 9:45 am.	No. of students: 28
Recent topic work: My family		Recent language work: Vocabulary and description.	Value: Responsibility and Honesty
Lesson topic work: Family members			
Aims: To learn new vocabulary family member and describe correctly the family members.			
Objectives: To learn new vocabulary about family member.			
Assessment: Song, class participation, game.			
Materials: Puppets, notebook, board, market, pen drive, speakers.			
Anticipated problems: Students can´t answer the questions about family member, they don´t remember all the new words.			
Solve the problems: Give more details about the family member, repeat on the notebook ten times the difficult words.			
Timing:	Teacher activities		Success indicators
8:35 – 9:45	MOTIVATION ACTIVITIES Greetings Presentation of aims and objectives of the class Presentation of the material: puppets PERFORMANCE ACTIVITIES Motor skills: An obstacle course presented as a treasure hunt. Children search for puppets along the way.		-Ss pay attention to the class. -Ss participate in class. -Ss participate in the game.

	Encourage children to walk like string puppets. A friend pretends to pull the strings to direct their movements.	-Ss remember the song and the new vocabulary.
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Elaborated: (Ruiz, 2019)

Song:

The Finger Family (Danielson, 1905)

Daddy finger, daddy finger,
where are you?

Here I am, here I am.

How do you do?

Mommy finger, Mommy finger,
where are you?

Here I am, here I am.

How do you do?

Brother finger, Brother finger,
where are you?

Here I am, here I am.

How do you do?

Sister finger, Sister finger,
where are you?

Here I am, here I am.

How do you do?

Baby finger, Baby finger,
where are you?

Here I am, here I am.

How do you do?

Story

The puppeteer and his Master (De Jesús, 1969)

There was once a child who wandered through the city, always passed by a theater and saw with sadness an announcement that said:

"Today marvelous puppet show", unfortunately they never let him into the theater.

Nearby, a man always watched him, until that day he called him,

—Boy. Do you like puppet shows? — He asked, receiving an affirmative response from the child. Suddenly the man took the child's hand.

— Follow me.

With a trembling voice the boy asked

— Where does it take me?

—To my house —. Received in response.

The road was long until at last they came to a slightly old house.

— This is your house? — Asked the boy still scared.

The man nodded affirmatively while opening the door for the child to enter the house

Upon entering the boy changed the sad expression for one of enthusiasm when he saw the large number of puppets, he took one of them and began to play with him.

— If you want to learn how to handle it, you can come to my house whenever you want — exclaimed the man.

The days and months passed, and the boy went every day to the house of the puppet master, he became an expert in puppets until the day came when he was able to make his own puppet theater where I have entertained many people.

Later the work came to him in droves making a lot of money.

Time passed and the boy who was now a young man again saw the man who was once his teacher.

— I owe you my great triumph — he exclaimed giving him a bag of money as a gratitude for the years spent in teaching him, that is how together they built a new house for the master puppeteer.

Game:

Neither one nor the other

This game is played in pairs or in a group. It's a funny game to laugh a little. This game is ideal to be included in the dynamics for elementary school children in the classroom using puppets. Start the person with the puppet in its hand and through the puppet it gives two options to choose from (neither of them must be good) and the students group have to decide which of the two would prefer. (Cabal, 2017)



Figure 25. Neither one nor the other Game

Source: (Tercer Momento Estelar de la Lingüística, n.d.)

Example:

If you had to choose between lick a frog or not play video games in 5 days,
What would you prefer?

CONCLUSIONS

The research conducted determines that the characteristics of the use of puppets as a pedagogical resource contribute to improving oral competence in English in 2nd grade students in the Escuela de Educación Básica Eduardo Kingman in the canton Durán. The technique of using puppets was applied, having as a result the stimulation of students' imagination and creativity, further, knowing the advantages of using puppets as a pedagogical resource when introducing a new topic in students with previous lack of knowledge

As regards the hypothesis raised in the research, it is verified according to the results obtained in the observations and the tests applied in the 2nd grade students in the Escuela de Educación Básica Eduardo Kingman that the regular use of puppets as a pedagogical resource has a positive influence on the English oral proficiency.

As it has been exposed in this investigation, the preparation of the teachers of the institution is the suitable one, the principal worries about her workers and takes care of the reputation of them. The cooperation of the area coordinator of EGB was obtained and the institution's English teacher, being able to dialogue about the past and current situation of the puppet relationship between the Escuela de Eduardo Kingman, in addition to listening to their opinions regarding working a class using puppets.

In the first instance, all the information obtained was analyzed individually. Then an observation was made to the student group of the second-grade section "A", the material product of observations, interviews to the field staff served as a data collector whose analysis followed the qualitative techniques.

RECOMMENDATIONS

It is necessary to emphasize that teachers should use puppets continuously as a pedagogical resource in children up to the second grade, waiting for the teacher to leave the comfort zone and be willing not to listen to the experiences of her classmates, but also that she experiences working with puppets to teach classes.

For the above, it is recommended to the teachers of Escuela de Educación Básica Eduardo Kingman mainly to the kindergarten teachers, as well as to the second grade of basic English teachers, to look for trainings or seminars on their own about how to use puppets as a pedagogical resource.

Likewise, the school principal is advised, with the help of the teachers of the kindergarten area, to prepare a playful activities guide that responds to the needs of the kindergarten syllabus where the child is the creator of their learning and the explorer of their environment, whereas, the teacher is only an instructor that guides that learning.

Last but not least, the main managers of the institution are advised to designate a specific and special place so that the children can learn and become familiar with the puppets according to the age of the students, manipulating them freely and autonomously.

In recent years, the English language has become globalized and is almost an obligation learn English to obtain a better work field, especially in communication, that is why the roots of learning a second language should be planted, since the individual in the initial stage of cognitive development. With the current antecedents in most Ecuadorian institutions, there are students with writing problems and lack of knowledge in the five skills, so this is a problem for the most of English teachers because, the children's attitude is not correct at the moment to face an exam or a simply class.

Students find some difficulties at the moment to speak English, deficits in acquiring speaking comprehension strategies and applying them to speak in front of the class, the lack of confidence to use English oral skills, the not well-motivation to collaborate with the directions of the tutor, the fear of mistakes and shy feeling at the moment to participate in class, shortfalls in developing and maintaining the motivation to learn to speak, no previous knowledge and difference in knowledge between young learners are the most common problems faced on students and teachers in daily academic process.

This requires a great effort from teachers in the class. Communication is once of principal necessity in a classroom and the practice of speaking comprehension is a goal for young

learners thus, the best age to increase the cognitive development is on the preoperational stage.

Traditional strategies given by teachers did not provide enough tools to second graders to get an effective oral comprehension skill while listen a story or any piece of information. This issue link with parents because when they are studying with their children at home, they only focused on the others English skills, but speaking is the less language skill covered.

This project attempts to break with the traditional point of view of the English language that includes words as a: "bored", "tired" and "incensory". While, students are in higher courses level, English teachers face of a lack vocabulary even if students have practiced some of these words in the previous courses, this aspect affects the other English skills (reading, writing, listening and speaking). In that way, they need to reinforce what they already know to be able to produce a communicative process. So effective education must be developed since kindergarten level, where the teacher must encourage their pupils to exchange the oral comprehension using the second language.

The bilingual experience is unique to every individual, but the teacher is responsible to guide and be dynamic using the experience, design tasks, topics, and applying the respective time for transmit an effective teaching. Use puppets as a pedagogical resource allows developing confidence emerging abilities in young learner, developing fine motor coordination, and stimulating oral expression basing on the Montessori Method related with Piaget's theory of cognitive development.

This research benefit teachers, students and agents of education in general, allowing them to understand about the importance of dynamic at the moment of teach habits and its impact on learning children.

Furthermore, this study works as a contribution for educators to generate reflection on the teaching methodologies for their improvement. The development of this research benefits students in general. Puppets could be use as resources to overcome difficulties, especially to overcome the shy feeling at the moment to participate in class, allowing them to expand educational opportunities and labor, including social and leisure skills.

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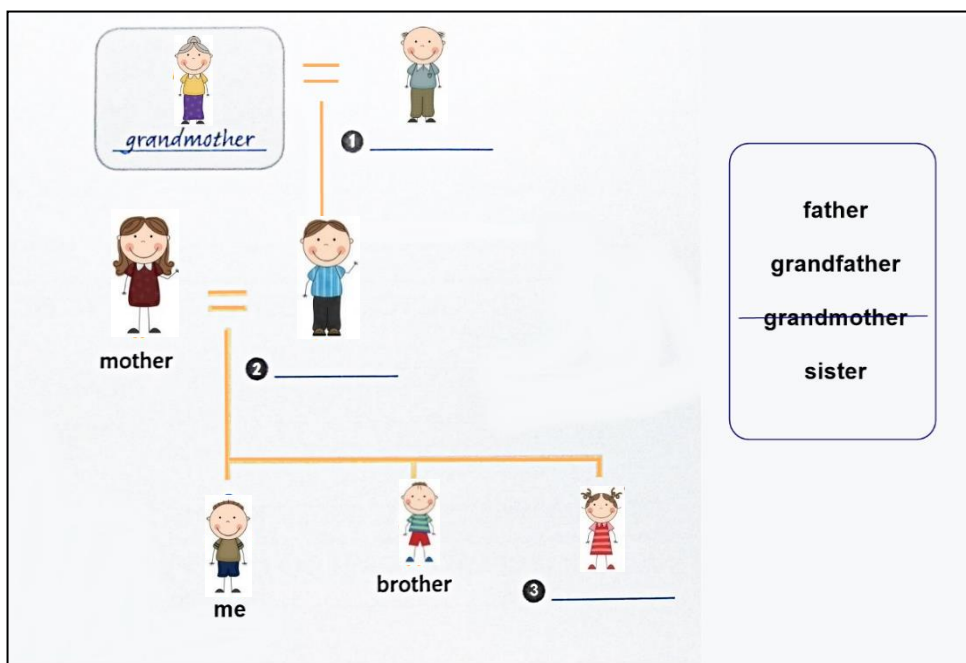
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ANNEXES

Annex 1: Pre-test Format

My family:

Using the words in the box, write the correct name in your family tree.



Search for the members of the family in the word search puzzle

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

Brother

Father

Grandmother

Grandfather

Mother

sister

Annex 2: Post-test Format

My family:

Using the words of the box, write the correct name in the family tree of your family.

grandparents

father

SARAH

grandfather
~~father~~
mother
grandmoder
brother

Match with a line the family member with its names.

Brother

Father

Grandmother

Grandfather

Mother

Sister

Answer the next questions.

Who is she?



Who is she?



Who is he?



Who is he?



Who is she?



Who is he?



Annex 3: Interview



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE
DE GUAYAQUIL**

Interviewer's name: Cindy Ivette Ruiz Muñoz

School: Escuela de Educación Básica Eduardo Kingman

City: Guayaquil

Canton: Durán

Date: _____

Questionnaire number: 1

Dear:

The purpose of this interview is to determine the influence of the use of puppets as a pedagogical resource to improve the English oral proficiency in 2nd Grade Students of Eduardo Kingman Basic Education School.

The following interview is anonymous, whereby you are invited to answer with sincerity, because the information will only be used for academic purposes.

Instructions: Answer the following questions.

Position: _____ **Seniority in the position:** _____

Bachelor's degree: _____ **Postgraduate:** _____

Age: _____ **Gender:** _____

- 1. Do you know how the group of teachers in charge, stimulates the imagination and creativity of students?**
- 2. Should kindergarten teachers have prior knowledge about the use of puppets?**
- 3. Do your teachers apply the use of puppets as a pedagogical resource in the classroom?**
- 4. Have your teachers received training in the institution about the use of puppets as a pedagogical resource**
- 5. According to your experience, is it more dynamic to teach a class with puppets than to use the text assigned by the syllabus?**
- 6. Do you think that puppets are a tool to stimulate student learning?**
- 7. Do you consider it important that there is adequate space in your institution for the use of puppets?**

- 8. What type of puppets do you consider appropriate for active teaching?**
- 9. Are you looking for other pedagogical methods to teach in order to share them to your teachers?**
- 10. According to your experience, children have different ways of learning. Do you recommend your teachers teach through the game?**

Thank you for your cooperation!



UNIVERSIDAD LAICA VICENTE ROCAFUERTE
DE GUAYAQUIL

Interviewer's name: Cindy Ivette Ruiz Muñoz

School: Escuela de Educación Básica Eduardo Kingman

City: Guayaquil

Canton: Durán

Date: _____

Questionnaire number: 2

Dear:

The purpose of this survey is to determine the influence of the use of puppets as a pedagogical resource to improve the English oral proficiency in 2nd Grade Students of Eduardo Kingman Basic Education School.

The following survey is anonymous, whereby you are invited to answer with sincerity, because the information will only be used for academic purposes.

Instructions: Answer the following questions.

Position: _____ **Seniority in the position:** _____

Bachelor's degree: _____ **Postgraduate:** _____

Age: _____ **Gender:** _____

1. As the coordinator of the institution. Do you think that the use of puppets as a pedagogical resource should be implemented in the kindergarten until 2nd grade of EGB? Why?
2. Do you think that kindergarten teachers should have prior knowledge about the use of puppets?
3. Do you think that the use of puppets as a pedagogical resource helps in the active communication between the teacher and the student?
4. As coordinator of the institution, do you think that the authorities of the institution should offer their teachers the proper training on the use of puppets as a pedagogical resource?
5. According to your experience, is teaching a puppet class more dynamic than using the text assigned by the curriculum?
6. What do you think about the use of puppets as a pedagogical resource?

- 7. Do you consider it important that the principal of the institution offers an adequate space for the use of puppets?**
- 8. Would you recommend teachers use the game as a way of learning?**
- 9. What type of puppets do you consider appropriate for active teaching?**
- 10. According to your experience, children have different forms of learning. Have you tried teaching by using puppets?**

Thank you for your cooperation!



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DE GUAYAQUIL

Interviewer's name: Cindy Ivette Ruiz Muñoz

School: Escuela de Educación Básica Eduardo Kingman

City: Guayaquil **Canton:** Durán **Date:** _____

Questionnaire number: 3

The purpose of this survey is to determine the influence of the use of puppets as a pedagogical resource to improve the English oral proficiency in 2nd Grade Students of Eduardo Kingman Basic Education School.

The following survey is anonymous, whereby you are invited to answer with sincerity, because the information will only be used for academic purposes.

Instructions: Answer the following questions.

Position: _____ **Seniority in the position:** _____

Bachelor's degree: _____ **postgraduate:** _____

Age: _____ **Gender:** _____

1. How do you stimulate the imagination and creativity of your students?
2. What do you think about the use of puppets as a pedagogical resource?
3. Do you have previous knowledge about the use of puppets?
4. Based on your experience, have you applied the puppets as a pedagogical resource in the classroom?
5. Have you received training in the institution about the use of puppets as a pedagogical resource?
6. According to your experience. What is more dynamic, teaching a class with puppets or using the text assigned by the syllabus?
7. Do you consider important that there is adequate space in your institution for the use of puppets?
8. Do you recommend other pedagogical methods to teach? Which?
9. Are you looking for other pedagogical methods to teach your class?

10. According to their experience, children have different ways of learning. Have you tried teaching through the game?

Thank you for your cooperation!

Annex 4: Classroom observation format



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DE GUAYAQUIL

OBSERVATION FORM

Observer: Cindy Ivette Ruiz Muñoz

Teacher: _____

Course: _____

Date: _____

General Objective of the investigation: Is to determine the influence of the use of puppets as a pedagogical resource to improve the English oral proficiency in 2nd Grade Students of Eduardo Kingman Basic Education School.

Purpose: Observe an English class in the 2nd grade section A of the Eduardo Kingman Basic Education School.

No	DOMAINS AND SELECTED COMPONENTS	Never 1	Seldom 2	Sometimes 3	Often 4	Almost always 5
1	Do students pay attention to the stories told by the teacher?					
2	Do children assimilate the message of the class taught by the teacher?					
3	Is there active communication between teacher and student?					
4	Is the information delivered by the teacher effectively captured by the students?					
5	Does the teacher manage to maintain the attention of the group until the end of the class?					

6	Does the teacher encourage students to interact and exchange ideas?					
7	Do students demonstrate confidence in interacting in the classroom?					
8	Do students easily exchange ideas with their classmates and the teacher?					
9	Do students easily solve the questions that the teacher asks throughout the class?					
10	Do students get excited when they recognize their learning achievements?					

Observations:

Annex 5: Photographic evidences



Figure 26. Hand puppets
Source: (Ruiz, 2019)



Figure 27. Finger puppets
Source: (Ruiz, 2019)



Figure 28. Sock puppets
Source: (Ruiz, 2019)



Figure 29. shadow puppets
Source: (Ruiz, 2019)



Figure 30. Setting the stage
Source: (Ruiz, 2019)



Figure 31. Finished stage
Source: (Ruiz, 2019)



Figure 32. The stage
Source: (Ruiz, 2019)



Figure 33. The stage
Source: (Ruiz, 2019)



Figure 34. Principal's interview
Source: (Ruiz, 2019)

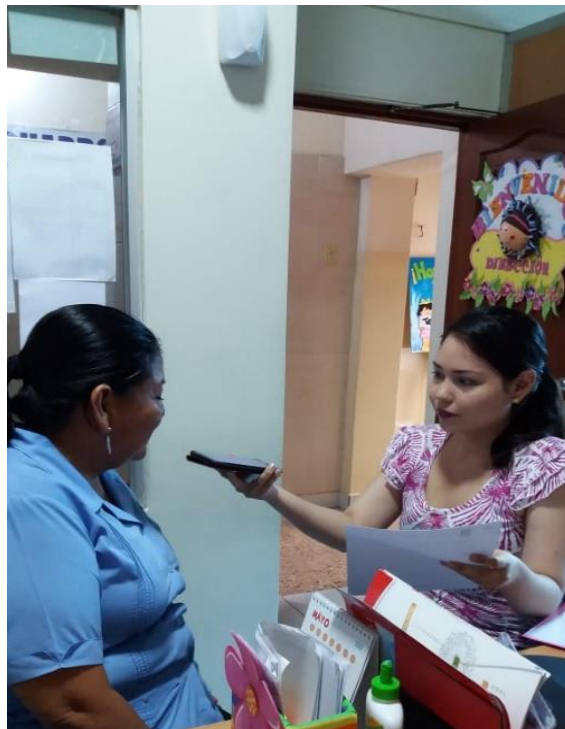


Figure 35. Coordinator's interview
Source: (Ruiz, 2019)



Figure 36. Teacher's interview
Source: (Ruiz, 2019)



Figure 37. class without puppets
Source: (Ruiz, 2019)



Figure 38. Class with puppets
Source: (Ruiz, 2019)



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Validation of the proposed Project Plan

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improve the English Oral Proficiency in 2nd Grade students

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	x				
Social impact	x				
Feasibility	x				
Relevance	x				
Originality	x				
Language	x				
Comprehension	x				
Creativity	x				

Comments

Nice activities for the development of motor and oral skills.

Name:	Msc. Gerald Alberto Yépez Jouvín	
Occupation:	English Teacher	
Phone number	0980168492	

Author: Cindy Ivette Ruiz Muñoz



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Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments

Nice activities for the development of motor and oral skills.

Name:	Msc. Norma Hinojosa Garcés	
Occupation:	Coordinadora de Área	
Phone number	0993742876.	

Author: Cindy Ivette Ruiz Muñoz



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Scientific aspect	X				
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Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments

The topic develops all the skills for children of preschool age and also primary level. The proposal is interesting and can be applied in schools.

Name:	Lic. Wilmer Adolfo Chuya Chuya	
Occupation:	English Teacher	
Phone number	0982781830	

Author: *Cindy Ivette Ruiz Muñoz*