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TOPIC

**LUDIC METHODOLOGICAL STRATEGIES TO IMPROVE THE SPEAKING
SKILL OF NINTH-GRADE STUDENTS OF A PUBLIC SCHOOL**

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DEDICATION

This work is dedicated to our children because they are the promoters of continuing to fulfill our dreams together will be the beneficiaries and sharing our successes and being an example of improvement for them and we will always be their support in good and bad times.



ABSTRACT

The present research has the purpose to implement different ludic strategies and techniques in order to motivate the English learning of students on Ninth Grade who study in "Primicias de la Cultura de Quito High School". These strategies helped teachers to develop the speaking skill which were used in class and motivate learners to express easily, besides; they could increase their knowledge in a Second Language.

The method applied in this research was synthetical method with qualitative approach based on statistical analysis of the collected data with a sampling of forty students who belong to this Public Educative Institution in the morning section with A1 level of English according to the Common European Framework. A survey was applied in order to obtain the importance they give to the English language and their learning styles. Followed by the diagnosis test to identify the students' level in the Second Language which they got a low level, and ludic strategies were applied in four weeks using rubrics of observation in order to know how much the English knowledge increased and improved in the time of the research, consequently the results of the post-test was positive because they learnt more vocabulary and were more confident in a short period of time and they tried to communicate easier than before. Also, these ludic strategies were used by students in their free time, outside the classroom and they realized that English Language is important for their daily life, and they have noticed that this language is not difficult as they thought.

KEY WORDS: STRATEGY, LUDIC RESOURCES, LUDIC METHODOLOGY, METHODOLOGY.

RESUMEN

La presente investigación tiene como propósito implementar diferentes estrategias y técnicas lúdicas con el fin de motivar el aprendizaje del inglés en estudiantes de noveno grado que estudian en el colegio "Primicias de la Cultura de Quito". Estas estrategias ayudaron a los profesores a desarrollar las habilidades orales que se utilizaron en clase y motivaron a los alumnos a expresarse fácilmente, además; pudieron aumentar sus conocimientos en un segundo idioma.

El método aplicado en esta investigación fue el método sintético con enfoque cualitativo basado en el análisis estadístico de los datos recolectados, con una muestra de cuarenta estudiantes que pertenecen a esta Institución Educativa Pública de la sección matutina con nivel A1 de inglés según el Marco Común Europeo. Se aplicó una encuesta con el fin de obtener la importancia que le dan al idioma inglés y sus estilos de aprendizaje. Seguido de la prueba de diagnóstico para identificar el nivel de los estudiantes en la Segunda Lengua el cual obtuvieron un nivel bajo, y se aplicaron estrategias lúdicas en cuatro semanas utilizando rúbricas de observación para conocer cuanto aumentó y mejoró el conocimiento del Inglés en el tiempo de la investigación, en consecuencia los resultados del post-test fueron positivos porque aprendieron más vocabulario y tuvieron más confianza en un corto período de tiempo, también trataron de comunicarse más fácilmente que antes. Además, estas estrategias lúdicas fueron utilizadas por los estudiantes en su tiempo libre, fuera del aula y se dieron cuenta de que el idioma inglés es importante para su vida diaria, y han notado que este idioma no es difícil como pensaban.

PALABRAS CLAVES: ESTRATEGIAS, RECURSOS LÚDICOS, METODOLOGIA, MÉTODO.

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INTRODUCTION

English teachers have looked for different and innovative ways to teach a second language in order to students acquire the new language which will not cause stress, boring or hate learning English. Nowadays teachers have implemented technology and different methods because the main objective for learning a second language is to develop the speaking skill. Most of students of ninth grade are scared to talk in front of the class or among them because they feel ashamed to express their opinion or point of view for not making mistakes when they are speaking English.

Working with teenagers demands a lot of effort and teachers must be prepared to teach using gestures and movements, use many resources to catch their attention, especially for teaching a foreign language and use flashcards and other ludic resources, because most of students are kinesthetic and learn through observation technique. All these strategies with the main purpose of students assimilate the new knowledge and try to comprehend vocabulary, sentences, or phrases in Second Language (L2). Education has changed time by time, and it demands teachers updated and use new strategies and technology in order to learners acquire knowledge in a funny and enjoyable way in a friendly environment.

This public high school “Primicias de la Cultura de Quito” is located in South of Quito. This Educational Institution works in three stages (morning, afternoon and night). It is a big school and there are around four thousand students and one hundred sixty-five teachers of all subjects. English subject is taught from Second Basic Education until Third of Baccalaureate. This kind of students belong to a low level, so they do not have enough money to take extra courses for learning English, so they are not able to prepare by themselves; in the high school there are not enough classrooms, each class is composed of forty five students included three students with special needs. Besides,



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there is sometimes lack of water consequently, educators teach students by classes online, or the electricity system is not working, for this reason teachers can not use their computers or speakers as resources in class for this reason students need to learn using the board; additionally, English Area work with the Ministry of Education from Ecuador and the government has not given books to facilitate the English Second Language to the learners who study in public schools.

Teachers prepare their school plan using modules as a support, these modules are from the Ministry of Education webpage which are based to teach and take some worksheets to use in the classroom, students who are taken for this educational investigation are from basic education, they are around thirteen to fourteen years old, they are in A1 level according to the Council of Europe's Common European Framework of Reference (CEFR) but they have been presenting some problems at the moment to speak and to use of grammar hence it is necessary to look at some strategies to motivate them to reproduce the language learned to communicate and express their feelings and ideas, in a comfortable environment.

This proposal is focused on making an impact in the motivation of students in the application of Ludic Methodological Strategies by the teaching staff of the "Primicias de la Cultura de Quito" in the city of Quito - Ecuador in 2023 - 2024 school year. This research wants to support the teaching-learning process, satisfy and clarify doubts about how to act and how to apply the best strategies to be used within and outside the classroom, improve the ability to perceive knowledge of children and adolescents.

Ludic strategies can help people practice their English in a fun and engaging way, they are a great way for learners to practice their English-speaking skills, while also getting creative and



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having fun, also it encourages participants to engage with the research material in a interactive way, examples of activities used in ludic methodology include board games, role play, and even video games. it allows that students engaged and get experienced when they are learning.

Lack of motivation is one of the difficulties to develop when they are speaking and they feel embarrassed of making oral mistakes. Also, they think they are criticized with the others and they do not want to speak because the idea of having bad grades by teachers. This proposal wants to support the teaching-learning process, satisfy and clarify doubts about how to act and how to apply the best strategies to be used inside and outside the classroom, improve the ability to perceive knowledge of children and adolescents. Minimal motivation produces that some students feel bored to learn a new language, they think that English is complicated to learn which it has caused they do not want to learn vocabulary and acquire the second language in easy way. Students do not like to express ideas in English, also educative community thinks that English is not important for the future, for this reason, students do the minimal effort for learning and develop the speaking skill because they feel ashamed to communicate.

Looking for some ludic techniques and strategies which motivate students to learn in a friendly environment where they feel comfortable to learn a new language and to make mistakes will be part of the process for improving the language. This research will help English teachers to improve their methodology to work with the students who will feel comfortable for producing the speaking skill in a natural way.

According to Universidad Bolivariana del Ecuador with the research line, Pedagogy, didactics and management of higher education. which are connected with the principal aim of this



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research work to apply strategies to improve acquisition in English as a second language. This research will provide the effectiveness in using ludic methodology with the principal goal which is that students improve, produce and like learning the second language with this goal student will gain a better understanding and teachers can implement in their classes the best strategies in order to transform the education for future generations.

The methodology applied in this investigation was synthetic analytical method with a qualitative approach based on the statistical analysis of the collected data which showed low results in the pre-test, and after the application of the ludic strategies the results were positive.

This research was divided in three chapters:

Chapter I: It analyzed about the different styles of learning, its difficulties, its analysis about speaking skills which helped teachers how to engage students to improve their abilities in the English language acquisition. In addition, it identified the dependent and independent variable;

Chapter II, it referred about methods, instruments which were applied in this research, also the matrix of operationalization, the analysis of dependent an independent variable as well as, the sample, sampling and hypothesis of this project.

Chapter III, it mentioned the analysis of the results and the checking of the proposed objective, describing the strategies applied in class, how effective were the strategies and the reaction of students the proposal justification.

In conclusion the use of Ludic Strategies in teenagers of Ninth Grade are effective to implement because they have learnt and have been engaged in the use of language when they try to communicate or express their ideas in front of others, furthermore, these students were motivated to



speak using idiomatic phrases, creating dialogues, performing and doing different interactive and enjoyable activities in class and teachers have realized that these strategies engage students to learn more.

1 Object of the research

To apply the ludic strategies in order to improve the difficulties in the development of components to speak in the students of ninth grade while they are interacting with others.

1.1 General Objective

To implement ludic strategies and techniques in order to motivate the English Learning of students to produce the speaking skill properly following the structure in Second Language.

1.2 Specific objectives

- To identify the difficulties that students have when they are using the second language in oral way.
- To analyze ludic strategies in order to improve speaking skills in students of ninth grade.
- To improve students' fluency during spontaneous dialogues or conversations in students of Ninth grade.

1.3 Hypothesis

Ludic strategies help students to produce and use the second language in an easy, fun and natural way.

How helpful is to implement ludic activities to develop speaking skills in students of ninth grades of public school?

2 Identification of the two variables considered in the study.



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2.1 Independent Variable

According to the author Hassan, (2022) “Independent variable is a variable that is manipulated or changed by the researcher to observe its effect on the dependent variable. It is also known as the predictor variable or explanatory variable”, as the author mention if the researchers implement the Ludic methodological strategies as independent variable it has been manipulated to get new results, the purpose of this research is to identify how this variable can help them to learn in an easy way and this is the effect of the independent variable.

2.2 Dependent variable

A dependent variable is measured and is being observed or depends on other factors that are measured to determine the effect of the independent variable, Buendía, Colás, Hernández (2001) says that a “dependent variable is the factor that the researcher measures to determine the effect of the independent variable” (pp 3). as the author mention the dependent variable has been measured. In this research the results of a successful speaking skill in students will be according to the correct Ludic Strategies applied in students from Ninth Grade.

According to this research the variables to be implemented are:

Chart 1

Dependent and Independent Variable

INDEPENDENT VARIABLES	DEPENDENT VARIABLES
LUDIC METHODOLOGICAL STRATEGIES	SPEAKING SKILL OF NINTH GRADE STUDENTS OF A PUBLIC SCHOOL

Elaborated by Alejandra Chamorro and Tatiana Portilla.



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Note: in this chart, it has classified the independent an depend variable .

3 Description of the research approaches, methods, data collection.

The method to be applied for the development of this proposal is through the Synthetic Analytical Method, with a qualitative approach according to the research carried out by Lopera Echavarria, Ramírez Gómez, Zuluaga Aristazába, & Ortiz Vanegas, (2010) "The analytical method is a path to reach a result through the decomposition of a phenomenon into its constituent elements" (p. 18). Therefore, it is the one that allows analyzing the information that is collected, selecting the data collected, useful for the development of this work such as the interpretation of results obtained in the survey and thus adopt pertinent conclusions.

According to Jalal Caál, Ramos Ramírez, Ajcuc Ortiz, Lorenty, & Diéguez Hernández, (2015) "The Synthetic Method is a reasoning process that tends to reconstruct a whole, from the elements distinguished by the analysis; Consequently, it is about making a methodical and brief explosion, in summary" (p. 17). That is to say, when applying this method, aspects that require going from the general to the particular (Deductive or Analytical) or other parts in which that it will be required to go from the particular to the general (Inductive or Synthetic).

This research will be based and focused in a quality manner because Qualitative analysis, in contrast, is based on the thinking of authors such as Max Weber. It is inductive, which implies that it "uses data collection to finalize research questions or reveal new questions in the process of interpretation" (Hernández, Fernández and Baptista, 2014: 7).

3.1 Instruments

- Students' questionnaire (to be applied to 40 students) it contains 10 closed questions and rang



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using always, sometimes, hardly ever and never.

- Pre-test
- Post-test
- Observation

This research will use a Synthetic analytical method with a qualitative approach based on the statistical analysis of the collected data in order to respond to the research questions and draw the corresponding conclusions. This study will be carried out at public high schools in Ecuador. The data from the students will be gathered to obtain students' perceptions regarding the use of English, furthermore, the emotional factors that affect the students' oral communication skills. Moreover, three class observations will be carried out in order to contrast and compare the information obtained from the pre-test and post-test. The gathered information will be tabulated by using charts and descriptive statistics. The tabulated data will be analyzed taking into account the research questions proposed and finally, based on the analyzed information, conclusions and recommendations will be drawn.

3.2 Description of the beneficiaries and their main characteristics.

“Primicias de la Cultura de Quito” High School is located in South of Quito, this Educational Institution works in three stages (morning, afternoon and night). It is a big school and there are around four thousand students and one hundred fifty teachers of all subjects. English subject is thought from Second Basic Education until Third of Baccalaureate, there are six English teacher in the morning section and there are seven English teachers in the evening section and there are two English teachers, according to ninth grades two English teacher share the second language in the morning section, the students in this class have a low level because they do not have enough



interested of learning and they do not have enough money to prepare by themselves; they do not think how important is English for traveling, to get a better , to have a good curriculum and earn money. They belong to lower socio-economic class and most of their parents have not finished the high-school and comes from large family living in puberty without any opportunities to get a good job most of them are street sellers.

3.3 Description of research context

Researchers will analyze how effective the ludic strategies are, with the implementation of the survey in order to identify if the students like to learn English and know if teachers use ludic strategies in class then the pre-test will be implemented to recognize the student's level of English to be conscious of how import is to perform ludic strategies. Besides through the observation and the use of ludic strategies which were applied by teacher , it could be useful to see the progress of speaking skill function in these students after that, the post-test will be executed to identify if the application of these ludic strategies help them to lose the fear of public speaking and they are able to express their opinions and interact with others, also if they are changing their point of view about the use of English.

3.4 Research context

The national program for teaching English as a foreign language (EFL) in Ecuador at the level of General Basic Education addresses ninth-grade learners as being in the breakthrough stage of EFL learning. It is supposed that students do not count on any prior formal language instruction, and through this course, they will acquire the basis of the language. The EFL teaching program is oriented to become students familiar with English, guiding them to the achievement of an A1.1 level



at the end of the course, according to the CEFR standards (Ministerio de Educación del Ecuador, 2019).

The present needs analysis was conducted in a group of ninth-grade students in junior high attending classes at Primicias de la Cultura de Quito High School in Quito, Ecuador. The following research was conducted by taking a sample of forty students from a population of one hundred sixty students in ninth level who take mandatory English Foreign Language(EFL) lessons as part of the school program. The population forms part of a universe of about four thousand students attending classes at the school per year.

The school program follows the National Curriculum for EFL teaching in force by the Ministry of Education of Ecuador, which has been adapted to the Sierra regime. The school offers classes in two cycles: mornings, afternoons, and nights. The program is addressed to General Basic Education and Bachillerato instruction.

The study group is composed of seventeen females and thirteen males, twelve -thirteen years old on average, in a starter level, who are striving to achieve an A1.1 proficiency level at the end of the school year.

The sample group of learners attends classes three times a week, forty five minutes-long lessons each, scheduled on Thursdays (two pedagogical hours) and Fridays (one pedagogical hour) in the morning. There are no language labs allocated to the teaching-learning context. EFL learning sessions take place in a regular classroom, where other subject matters also take place on daily basis. No special settings have been facilitated for the instruction of the English language and the development of its related competencies.



The needs analysis procedure was conducted following the natural approach was developed by Tracy D. Terrell and Stephen D. Krashen in 1983 and introduced in their book *The Natural Approach: Language Acquisition in the Classroom*. The natural approach is based on their observation that children acquire language in a more natural, spherical, and engaging way than adults do. They argued that language learners must be provided with a comfortable and supportive learning environment, as well as exposure to the language through comprehensible input, meaningful interaction, and in-context activities. They argued that when language learners are forced to pay attention to a certain grammar point or structure, it creates unnecessary pressure and effort that could be better invested in receiving, comprehending, and producing language. (Terrell, T., Krashen, S. 1983).as the author mention the natural approach is the best method to learn through the natural sound , by repeating, by interacting in natural way with the nearest people with this method the student who are are part of this research are going to learn and use English as natural as can.

4 Description of the practical contributions of the following proposal.

Based on the aforementioned information, the purpose of this study focuses on investigating the ludic strategies that influence and improve English oral communication in face-to-face learning environments at high schools in Ecuador. The principal contribution of this research is that the learning teaching in second language will be enjoyable and motivational for the future generations and teachers modify their plans inserting games, songs, description of pictures and role plays.

5 Importance of the proposal from the following perspectives.

The importance that the research of this proposal in a professional perspective is develop the



student's ability to interact and communicate with others. Also, it encourages engagement and motivation, as participants are able to practice their communication skills through the collaborative ludic activities. Besides, the use of ludic strategies in speaking skills will reinforce more creativity in a relaxed way and increase more vocabulary for expressing their opinions and can interact easily with others allowing them to foster successful conversations.

Regarding to methodological perspective these ludic activities such as role play, description of pictures, singing, storytelling allows learners to practice the pronunciation of the language, while also working on their fluency interchanging opinions, ideas in conversations, these methodological strategies will give the learners to improve their abilities to communicate and interact with each other successfully.

Finally, ludic strategies motivate students to become more comfortable in social events where require oral explanations, social interaction where the speaking skill will be developed for interchanging information. Also, it is necessary the communication when they are finishing the university and in jobs interviews.



CHAPTER I

6 Theoretical Framework

In this chapter the author will explain about the different types of learning styles and how they will reinforce the speaking skill and the different strategies to students develop this ability in the most appropriate way, learning English includes four skills: speaking, listening, reading, and writing; they are essentials in order to learn a new language, English is the most important language around the world, however, speaking is the most difficult skill to develop, and it becomes challenging for some learners to express their thoughts, ideas, opinions and communicate, on one hand, to understand the information they are listening and answer properly also they are going to get pronunciation in a correct manner, on the other hand, this skill will swot up to them, the importance to motivate and use some ludic strategies in order to develop and improve the oral communication is that using them, the students will interact as natural as possible.

6.1 Dependent Variable

Speaking Skills

“Speaking is the process building and sharing meaning through the use of verbal and nonverbal symbols which is important in language learning and teaching because learner need to learn to speak in different communicative circumstances” (Tambunan , 2018) as this author said human beings are social by nature so people need to communicate with others and try to use all the possible strategies in order to interact with others.

Colle, (2022) mention in her article that “Bygate (1987) defined speaking as producing auditory signals to produce different verbal responses in listeners. In line with this statement, Brown



(1994) and Burns and Joyce (1997) state that speaking is an interactive process of making meaning that includes producing, receiving, and processing information. It is regarded as combining sounds systematically to form meaningful sentences” as the author analyzes is to have a good communication it is necessary to process and produce the information using gestures sound and comprehensible phrases to socialized properly.

7 Learning Styles

“There are different kind of learning styles such as visual, kinesthetic, auditory or communicative learning, every people have a different kind of learning” (Thomas, 2021) It is important to identify the learning styles in each learner, in fact, if students do not receive instruction, that fits their assumed learning style, they may attribute these negative experiences to a lack of fit and even become demotivated in the future, according to the research it is important to mention the following styles :

Audio-Visual -

According to Kuok Ho, Daniel Tang. (2017).

A visual learner may have a photographic memory and remember where information is on a page, visual learner includes the need to have verbal instructions repeated, like being organized and tidy, are skilled at making visual presentations (posters, graphs, display boards), and may be detail oriented. Visual learners are better able to retain information when it is presented to them in a graphic description, such as flashcards, graphics, comics, arrows, charts, diagrams, symbols, and more. Like how designers use visual hierarchy to emphasize specific design elements, visual learners thrive with clear pictures of information



hierarchy (p.91-106).

In the same way, most students retain information by watching, in the classroom they will enjoy the process by using ludic activities namely watching trendy movies or posters which get their attention.

According to Halwani (2017)

The role of visual aids and how it is used can be highly engaging in the educational structure to develop English as a second language. The studies showed how visual techniques are integrated into the educational setting for the pre-service and in-service teachers. The value of picture books:

- Value for students: it is great for the English-speaking language and special educational needs (SEN) students because it uses the visual-verbal connection.
- Interactivity: picture books have an advantage over videotapes, a popular visual resource used by classroom teachers, in that they are interactive (p.53). Moreover, students prefer to study when they have enough motivation and visual resources provided them, on one hand, learners prefer to watch than write in fact, working with visual learner must be a challenge for traditional teachers thus, they have to design some colorful activities.

Auditory -

Listening is the skill which might be complicated for learners in order to understand the main ideas in English, many times are difficult for students to understand information which they are listening, however listening must be an important part of learning, thus reinforced their pronunciation modeled by the native speakers, as a result of, Yusroh,(2018) “Reinforce their speech provide them the effective pronunciation of different words” as the author mention when they listen



to a real conversation from other speakers, it must contribute to work in an interactive class, many teachers have already taught to their students by repeating words but, auditory learners must help them to identify different accents it has to help the learners not to get custom only to one teacher's accent.

Students must be more confident when they are learning a new language if they have more audiovisual issues such as films, videos furthermore if they listen to a native speaker ,they will get the new accent and develop the listening skill, in fact, this resource help learners to interact in a confident manner and they have lost the fear to speak.

Kinesthetic -

“Taking a physically active role, kinesthetic learners are hands-on and thrive when engaging all their senses during course work. These learners tend to work well in scientific studies due to the hands-on lab component of the course” (Lengel & Kuczala, 2018, p. 8)

Kinesthetics must engage students to learn in a simple way, manipulating objects will offer them the opportunity to get a significative learning. Kinesthetic students like to interact, move and make gestures while they are learning, many students are kinesthetic, they like to learn by experimenting, singing songs and touching, learning through the games do friendly kind of losing the fear of speaking, roleplay or doing an experiment or just by simple singing, all can help learners to get new language in a natural way.

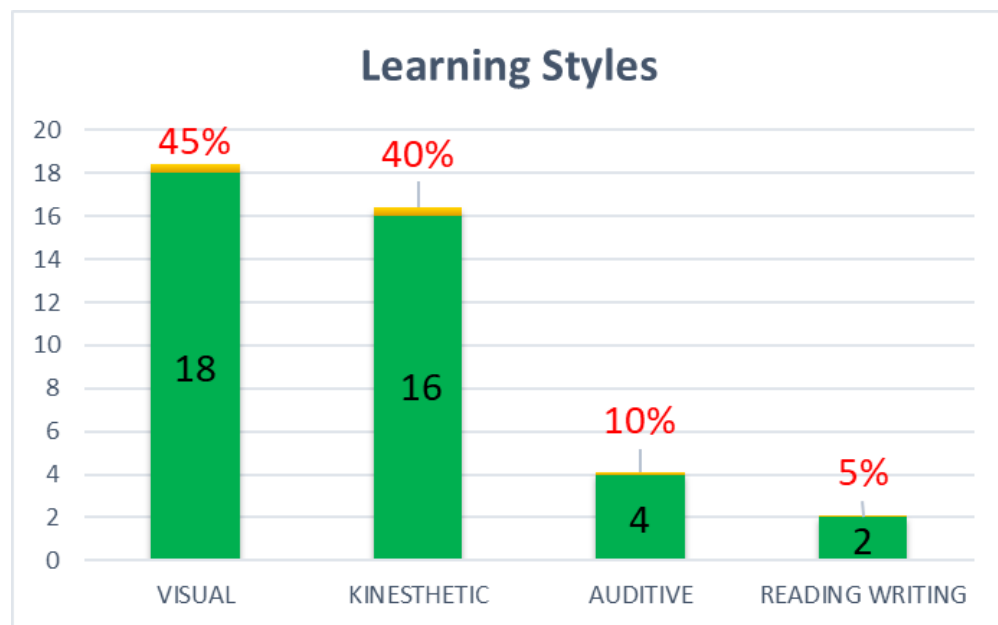
Kinesthetic learning refers to the need for movement and realistic, situational examples when acquiring information. Part of the VARK Modalities (visual, aural, read/write, kinesthetic) that describe the different ways students acquire information,



kinesthetic learning is often best suited to situations like role plays, field trips, hands-on projects and competitions, with learners typically possessing good motor memory and the ability to respond quickly. (Halwani, 2017). Analyzing the author's word ,students can learn by playing and being challenging because interchange information and try to be the best when they are working in groups moreover their brain is working actively and they will not forget what they have learned.

Students who are part of the research had many different styles which were analyzed through the survey, they had mentioned their interest and how they would like to learn, learning styles are crucial to teachers when they need to plan every day activities because nobody learn at the same way and the same time, observing the students who are part of this research they were classified with the following learning styles.

Figure 1
Classification of Learning Styles of Ninth Grade



Elaborated by Alejandra Chamorro and Tatiana Portilla.

Note: in this graphic is possible to see the percentage of learning styles in students of ninth grade.

Interpretation: 18 students who represent 45% of the total of students of this class are **visual learners**, because they like to see and observe the things that they are learning about, so, they make lists or take notes to interact, internalize the information better when they have a graphical representation to analyze. On the other hand, 16 students who represent 40% of the total of students of this class who are **kinesthetic learners**, they learn better through movements, so, when they were asked to act out scenes, they had spoken, using movements during the learning process, they feel comfortable also they tried to memorized dialogues asking the correct pronunciation and repeating. Meanwhile, 4 students 10% from students of this class are **auditory learners**, they learn by listening, repeating words, they like to watch videos and like to pronounce in order to imitate the correct native pronunciation. Also, 2 students from this class which represent 5% are **reading – writing learners**, they like to learn using the written word, it is the way to express themselves. They also enjoy reading articles, writing in diaries or journals, taking notes. Learners prefer written information presented in class in the form of handouts, reading assignments, looking for words in the dictionary and research online, as many information as possible, too.

English oral communication skills

Good communication helps learners to function in any field like educational or productive, the skills that are framed in this develop the necessary skills for communication to be effective without affecting the channel or the communication message, English has become one of the most important languages of communication. However, this skill is usually one of the complex ones to



develop since it can cause panic when interacting, Speaking, as the most difficult skill to master, is more than simply knowing the grammatical and semantic rules of a language which is why it is important to motivate and look for good strategies and methodology so that this is a process that is carried out naturally.

“The basic function of language is communication. Oral and written communication skills in English need to be acquired by students to increase their employability in the global market” (Walcott, 2019). Globalization has changed the used of English for specific purpose for that reason communication using the target language will be important as well as Education as for business.

According to Ministry of Education of Ecuador (2018)

The main objectives of the English as a foreign language curriculum are:

- Develop students' understanding of the world, other cultures and their own and their ability to communicate their points of view through the foreign language.
- Develop the personal, social and intellectual skills necessary to reach your potential and participate productively in an increasingly globalized world that operates in other languages.
- Create a love for language learning from an early age, through interesting and positive learning experiences, in order to encourage students' motivation to continue learning. According to the Ministry it is important to learn the second language in order to transmit , culture, custom and interchange with other countries without losing the native culture .



Learning EFL speaking

Speaking is considered the most difficult skill to develop. Knowing the grammatical and semantic rules of a language and for EFL students will be easier than speaking. International measures require that this skill will be developed according to levels including A1, A2.B1, B2, C1, C2 for instance; these levels have been graded by Common European Framework. According to these levels, learners need to acquire a high-level reference in order to be able to communicate at a high-level demonstrating fluency. In fact, many language learners measure their performance by how well they can speak it.

Achieve the exit profile proposed in the national curriculum for EGB and BGU.

Levels of proficiency according to Common European Framework

Figure 2

Levels According to Common European Framework



Elaborated by Ministry of Education

Note: in this figure it can see the levels according to Common European Framework

classified and mandatory in high school

The students who are part of this research are in Ninth Grade and they must have gotten an A2 according to the Ministry, they will reinforce all the skills, especially the speaking skill such as understand short dialogues and be part of common conversation in a daily life, ask and answer questions, get new vocabulary to use when they are expressing their opinions.

8 Elements of Speaking

Learners have many difficulties when trying to communicate their ideas. In other terms, teachers must use techniques to develop speaking skills according to the level required eventually, a traditional classroom would not help the learners to reach this skill, consequently, it is important that, the use of technology to implement visual and audiovisual materials as they prompt more interactive use of the spoken language in learning settings.

If they are not motivated it is difficult to remember the vocabulary in order to express and interact with others using the vocabulary learnt in class and they are going to continue feeling ashamed because they do not how to develop the Second Language with others for this reason this research focus in applying the best strategies which help students of ninth grade to improve little by little the speaking skill.

8.1 Pronunciation

To acquire a good pronunciation of words by listening to those around us, such as our parents, friends and teachers. Pronunciation varies from country to country, and even city to city, having a correct pronunciation must be guided by teacher from the first words speaking. There are many difficulties when students try to speak, using words incorrectly, the new language must be a



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challenge for them, as a matter of fact, “stressing individual words incorrectly, having incorrect articulation, hearing, or pronouncing as the writing words is the most typical things which occur when the learners try to get a new language” (Kenneth Beare, 2019) as the author mention children's education must include instruction in pronunciation. Others can comprehend someone more easily when they know how to pronounce a word. Additionally, it speeds up their language learning, teaching students the proper pronunciation is a difficult challenge for educators. At each level, they could have different problems. For instance, it could be challenging for teachers to locate appropriate materials and exercises for teaching youngsters' pronunciation however teachers have to be patient and try to teach in a good manner pronunciation and the use of ludic materials must be a good idea.

8.2 Fluency/accuracy

Fluency is often difficult for students when learning a new language. At first, communication will be slow and with some delay or obstacles at the time of communication. Speaking fluently the student is able to have a high level of accuracy which means that they will speak correctly, with very few errors. As well as he will speak easily, quickly and with few pauses.

“When a learner tries to use a second or foreign language, “accuracy” is the degree to which their usage follows the correct structures. The teacher is looking for understanding and the ability to communicate effectively. This ability to be spontaneously communicative is called “fluency” (Lindsay, 2022), as the author say, it is important to learn fluency and accuracy to get the ability to read as naturally as possible and also to speak appropriately, in class it is necessary to practice with these important facts by listening and watching videos as a ludic resource to get an appropriate pronunciation. Collins (2023) mentions that “Accuracy refers to the correctness and precision of



language use, encompassing proper grammar, vocabulary, and pronunciation. On the other hand, fluency revolves around the ability to speak smoothly, confidently, and without unnecessary pauses or hesitations, even if some mistakes occur”, therefore, in class learners do not feel confident when they have to speak, lack of confidence must get them feel frustrated to learn a new language, in addition they give up to speak in class; in fact, the necessity of applying strategies in the classroom could be an excellent idea to improve the speaking skill, using topics which they are interested in, the use of videos or movies must help them to get some vocabulary and to acquire native pronunciation and the listening skill will be improving, fluency will be acquired by listening also to get vocabulary moreover by repeating words they must get a correct pronunciation and the accuracy and fluency will be easier to the students.

8.3 Vocabulary use

Vocabulary is necessary in the speaking process, and it is very important for them to know as many words as possible to express their ideas. Students learn the meaning of most words through everyday experiences in spoken and written language. It is important in the use of vocabulary that students apply such complex words, compound words, link words, which are learned through guided instructions, on one hand the components of vocabulary are **Compound words** which the author mentions (Kilambi, 2020) argued in his study that “feelings, thoughts and opinions are involved in the use of compound words”. (pp3) as Kilambi argued when students develop their speaking, they could interact and transmit their feelings at the same time listening to others, speak about their problems and argue their ideas using compound words and the vocabulary learnt in order to communicate their way of thinking. Also **Link words** must help students to increase vocabulary, Pendidikan (2018) affirms that “The purpose of linking words (which are different from linking



verbs) is to make communication smoother and more logical when moving from one idea to another” .(pp 24), as the author had mentioned in the previous study the use of vocabulary in class is necessary for learners to communicate, on one hand, increasing the vocabulary will be difficult for students but using ludic strategies not only enjoys and entertain with the language they learn, it must provide them the opportunity to connect ideas proper and **Complex words** which Students could use complex words, nevertheless, using them could be the most stressful thing for them, “a complex word is a word made up of two or more morphemes” (Nordquist, 2019) Too many complex words are like hurdles in a race, barriers to understanding which slow readers down. Replacing complex words with simpler words whenever possible lets students concentrate on their ideas and information, teachers have to guide learners in order to use these words as natural as possible.

8.4 Grammar use

Grammar is important to speak, to build a good conversation using syntax must get fluent communication. Applying grammar structures will be difficult for learners because they must build sentences to communicate, it is necessary to emphasis and focus to teach grammar in order the learners feel self-confident when they communicate in a correct way.

Children do not need to know the names of these grammatical terms, but they must need to develop understanding of how sentences work in natural speech and in text. Working with sentences can be part of a class's engagement with complex text. Complex text offers rich language; teachers can facilitate a discussion of short snippets of text to help students to build sentences and develop understanding. Knowledge of morphology helps students acquire the meaning of derived and inflected words, which in turn promotes reading



comprehension. In teaching morphemes, the student is made aware of semantic connections between words and consistent spellings in word families. Teach sentence structure, sentence types, and how to build sentences developing syntax can involve examining how sentences are built, learning to expand sentences, and learning to combine short, choppy sentences into longer, grammatically correct sentences. So is important to get the best strategies and methodology in order to engage learners to apply syntax in a good manner. **Syntax** sometimes teach syntaxis will be difficult for teachers, however, it is important to focus on this because syntax could help them to order and combine words in a correct manner.

“Knowledge of how grammatical elements such as pronouns, lexical references, and connectives function in sentences allows young children to follow the ideas in a sentence and understand its meaning” (Oakhill, Cain, & Elbro, 2015). As the author mention syntax can be used in a variety of ways to improve the teaching-learning process, from providing students with visual representations of syntactical patterns to engaging them in meaningful conversations about syntax and creating an immersive environment that allows them to practice what they have learned, these approaches can help to reinforce the importance of syntax in a student's development, by giving them a concrete example to reference, students will be able to recognize and understand common syntactical structures. For example, diagrams or tables showing the basic parts of speech and how they fit together in a sentence can provide students with a starting point for understanding how syntax works. Additionally, stories or poems which focus on syntax can be used to contextualize the syntactical structures that students are studying. Another way to engage students with syntax is to discuss the underlying meanings behind syntactical patterns. On the other hand, **Morphology** is the study



of the parts of speech must contribute to the learners to build the sentences well, morphemes are important for phonics for reading, spelling, as well as in vocabulary and comprehension, teachers have to guide the correct use of morphology, furthermore, the correct spelling in order to use the language in a correct way. As this author “Morphological awareness contributes to the improvement of the comprehension of student reading and vocabulary learning, interest in the importance of language acquisition and instruction of morphological awareness is increasing” (Sulistyawati et al., 2021)

Natural method applying in class is a good idea to focus the learning in the students to understand, listen and speak as natural as can; in this process teachers have to use ludic methods because the learners will be able to understand and communicate using the target language. English has been changed, as the fact that some social problems around the world, the education never stops to evolution and teacher has had to adapt a new reality about teaching, either teaching virtual or in the schools facing the problems, according to the way of teaching with or without internet or computers, consequently to teach English is not the exception and there are many approaches in order to choose to be effective about teaching English and obviously to get a great result. Teachers must be creative to engage the student’s attention; they must be innovators because it is known that grammar plays a very important role in language learning. Although most English learners find grammar difficult and boring to learn so the teachers must play an important role in the learning-teaching process in the classroom and try to find new ideas, methods and techniques in order to motivate the students to learn.

8.5 Comprehension



Language comprehension is to understand the words, the orders of sentences and phrases, directions at the moment of the speaking with others also to understand the conversations, interact with others in public, and understand explanation and dramatization. All of these things require language comprehension skills. (Orpi, 2022).

9 Emotional difficulties for developing speaking

Most learners have experimented fear about people speaking due to fear to make mistakes they will feel anxiety, learners feel blocked about speaking and usually boils down because the fear of having mistaken or the ideas will not fluent could get lack of confidences about themselves, motivation when they are learning must help them to lose fear about speaking, transforming the strength in weakness.

9.1 Anxiety

Learners are often afraid when interacting, they may panic, sweat or tremble when interacting with other people and even more so if it is in a new language, it means the students speaking anxiety are caused by many factors, such as fear of making mistakes, lack in vocabulary, and lack in pronunciation.

According to Eysenck (1979) who claimed “The feelings of fear and nervousness are closely connected to the cognitive side of anxiety, which is worried. Worry wastes energy that should be used for memory and processing on a type of thinking which in no way facilitates the task at hand”. (H. & T.T., 2021) (p21) as the author said students could experiment anxiety in front of the class most of them could not remember the words easily so their communication will be blocked and they could stand in a low level of speaking.



9.2 Fear

In many cases it is usually the fear of making a mistake, this could negatively influence the process of acquiring a new language. In fact, “the fear of speaking a foreign language is far more common than you might think. There is a name for this fear or so-called phobia: xenoglossophobia, the fear of learning and speaking foreign languages”. (Clark, 2020).

Students have interesting and innovative ideas when they write or but they may not speak of them for fear of ridicule, it may be due to different factors like little vocabulary, there has not been a teacher who has taught students how to express their opinion in public, or some students have low self-esteem as a result they do not develop the speaking skill as Johan (2023) says “the students with high self-esteem reaches the highest score in speaking ability”(p.24), so it is necessary improve strategies to students feel confident to express their opinion, increasing vocabulary and practicing speaking with them in public.

9.3 Lack of confidence

Learning a foreign language can be a big problem for many students. In a learning environment, students who are not comfortable expressing themselves in English and tend to limit communication may demonstrate a decline and progress in learning, as well as lack the necessary interpersonal interaction, communication with other students and the tutor in the studied language is crucial to fully understand the subject and constantly improve language proficiency.

9.4 Willingness

People who make an effort to learn and want to learn will do their best to be able to interact and communicate in English. They will look for the best resources, whether on their own or in a



guided way, to be able to adequately develop their new language.

“A lack of willingness results in ineffective interaction and language production” (Riasati, 2018) as the author mention lack of willingness had been a difficult when learners try to communicate, when the goal of language teaching is to encourage learners to communicate effectively, it is really crucial to find out why some learners are reluctant to speak in language classrooms.

10 Factors that affect the development in the learning of speaking in the Second Language.

Learning a second language implies time, effort and the interaction with others to improve pronunciation, communication and understanding at the moment of speaking so it is important that students have to invest time. For this reason, there are some factors which make difficult the learning process.

10.1 Lack of practice:

There is not enough time at school for teachers and students practice the English signature because there are many students and it is difficult for teachers checking pronunciation one by one, so it is recommendable that students practice at their homes by themselves in order to learn more if they feel interested in learning they are going to reinforce using online resources.

10.2 Contact with the language.

It is important for learners interact with others in order to pronounce, improve fluency, accuracy in the case of public high school they do not have enough contact with the foreign speakers or the English subject is not enough, also they do not have enough English



materials such as a laboratory and they do not have the same opportunities to learn like in private schools where additionally, they interchange to other countries and they can interact face to face in real situation.

10.3 Lack of resources

It is difficult for English teachers to teach without the important resources such as English lab, recorders, books and the ministry of Education does not allow that students can buy books by themselves, so teachers make all possible to students acquire the knowledge furthermore there is no electricity in this institution for this reason it is not possible to use audiovisual resources.

10.4 Mother tongue interference

The mother tongue often influences the teaching-learning process since frequently when learning a new language, it is usually translated using the grammar of the mother tongue, its structure as well as when reading it is usually read as it would be in their native language, communication interferes, and information can be distorted.

11 Motivation

Motivation plays a very important role when learning a new language, learners need to be constantly motivated, the use of technology, playful strategies will help students feel comfortable and motivated to continue learning. For this research, it's necessary to look for techniques and strategies which motivate students to learn in a friendly environment where they feel free to make mistakes for challenging the language.

There are many strategies and techniques according to the level, which could help educators



in the teaching learning process, which teachers would implement to manage our classes, as Vigotsky mention (Psicología y mente, 2015), he referred to:

Children's learning interacting involves higher mental functions in humans originating only in the interaction among people, then, using the objects and the surrounding environment. Children learned only by interacting with adults. The adult provides the child with assisted learning and scaffolding until the zone of proximal development has been removed. According to the study, "speaking is essential for language acquisition, and ludic games can support the growth of skills and knowledge. Teachers can use a set of main strategies, as outlined in a case study, to improve student speaking skills in their classes" (Cifuentes & Olarte, 2022). These ludic strategies should aim to achieve physical and mental satisfaction among students, which can help to develop their language skills. It is important to realized that these strategies are most effective for students, as they are better able to engage with the games and activities in a meaningful way.

12 Independent Variable

Independent variable are all the strategies which will be included to improve the speaking skill in this case will work with role play, picture describing ,listening and singing songs, storytelling which will be useful to prove how effective is this research.

12.1 Ludic Strategies

Ludic is a free and voluntary action which implies fun and enjoyable activities. The ludic function of games refers to fun and pleasure. Also, games foster motivation, participation, joy and improvement of academic performance in students of Ninth Grade which positively affect the



teaching-learning process. These ludic activities do not replace traditional teaching but optimize and innovate the acquisition of the Second Language (Soltero-Sánchez et al., 2023)

12.2 Picture Describing

As such, “this strategy could be implemented in the classroom as a form of assessment or as part of a comprehensive language and literacy program” (Neuman and McAleer, 2019). As the author mention, one of the most effective ludic strategies to improve speaking skill is picture describing which help students to develop their imagination by describing what they see in detail to other classmates. It can also help them to improve their vocabulary, grammar, and pronunciation. Additionally, this activity engages meaningfully by collaboration between students as they learn to share ideas and work together. methods for future academic work.

12.3 Role play

Speaking skill in role play involves the ability to speak effectively, clearly and confidently. speaking skills are necessary for successful communication between characters and for the overall success of the performance, using this strategy student will develop the ability to use the appropriate language, intonation, and volume to convey a message effectively also involves the ability to listen and answer questions, as well as the ability to give and receive constructive feedback.

Using this strategy students could have the opportunity to practice conversation, listening skills, practicing situations such as how to negotiate, how to argue, how to apologize, or how to persuade. They can also simulate a different situation in the real life like job interview, medical appointment, shopping, conversation at home or school. This helps them become better prepared for real-life sceneries. Role plays allow students to practice some values like empathy, honesty, respect



and collaborative work by themselves.

By considering another person's perspective, students are encouraged to think about how their own opinions might be received by someone else because it helps them become familiar with how people generally communicate with each other and how they can do it better using the vocabulary and dialogues learnt in class. Generally, role play provides a fun and effective way for students to practice their communication skills and increase the Second Language effectively and lose the fear for speaking in public.

“During the role play, students must take on the roles of characters with different personalities. This encourages them to think more deeply about their communication and develop their speaking skills. Not only does role play helps students become better communicators, but it can also help them become more confident about expressing themselves in other situations as well” (Yates, O’Neill, & Dodson, 2011) as the author argue they can express their views freely in order to find a solution of different situations, as they move through different roles in the role play, they must identify the elements of each character’s dialogue and how it ties into the story. In addition to helping students with their speaking skills, role play can also improve students’ social and cultural skills. “By playing different characters, students can gain insight into different lifestyles and cultures, while also learning to interact more respectfully with people of different backgrounds” (Ford, 2006) furthermore role play can be an effective strategy for helping students improve their speaking skills. It encourages them to think more deeply about their communication, gain confidence in expressing themselves, and increase their understanding of different social and cultural contexts.



12.4 Listening and speaking songs

Singing songs for developing the ability to speak is a good strategy because they enjoy by pronouncing, singing making gestures ,movement and singing in chorus and also it helps to memorize long phrases and it could be used in other activities such as a role play, It involves being able to interpret the subtleties of the music and the words, and to make connections between them, It also involves being able to identify and understand emotions and moods in a song, as well as being able to recognize a variety of genres and styles. Listening to songs can help to improve a person's verbal communication skills, use phrasal verbs in a foreign language and remember the vocabulary easily .

Through listening to lyrics and sing song students can create hand and body movements to assist in learning words and improve their pronunciation. This strategy proved successful as it provided positive feedback among group members and heightened interest in language learning. The strategy also allows students to comprehend the meaning of the songs through the rhythm and practice of pronunciation, leading to better performance in spoken English.

“Ludic strategies have been observed by linguists and language teachers as an effective way of cultivating the speaking skills” of students of all ages, including thirteen – fourteen years old (Lo, 2011). Analyzing the author opinion, music has been observed as particularly helpful as it provides an entertaining and motivating language learning context and allows the students to feel more relaxed and open to expanding their abilities (Prizant et al., 2001). Taking into account the Prizant idea singing songs has motivated students to learn in a free environment and they will enjoy performing songs and teacher can used this strategies in numerous ways and should be an integral



part of a language class curriculum.

“They can be used to help students become more comfortable with the sounds of their target language” (Gebhard et al., 2008). On the other hand, singing allows for the use of rhythm, stress patterns, intonation, communicative activities as well as the use of new vocabulary and expressions, therefore, it supports the pronunciation, grammar and vocabulary improvement, moreover, it is a great strategy for developing the communication using fluency, confidence, rhythm, peacefulness, creative thinking and also offers the possibilities to interchange the ideas between the students.

12.5 Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, and they may create their own stories to tell their classmates, storytelling fosters creative thinking. It also helps students to express ideas using the phrases which they have learnt. Students also can tell riddles or jokes; the teacher may ask a few students to tell short riddles or jokes as a warmup. In this way, not only will the teacher address students speaking ability, but also get the attention of the class.

The goal of using storytelling as a ludic strategy for improving speaking skills in students of thirteen and fourteen years old is to better engage the students and help them remember language rules and conversations. Incorporating story-based activities and games into the classroom curriculum can foster student creativity while also promoting the practice of correct language use and pronunciation, student can use this strategy to create new stories, comics, storytelling using their imagination and can share in front of the class using all that they have learnt without fear.

To implement this strategy, teachers can guide their students to think of a story that they



would like to tell and then to search for appropriate texts and sources to support the narrative. They can also include a support resource such as books, historical documents, films, plays and articles written by recognized authors with these resources they will base on their ideas to speak about them, also they can speak about the authors, they could mention important fact about the biography of the author and they will use the speaking skill to tell their own story to other students .

. This ludic approach of storytelling helps students to contextualize learning and understand how to use information that they acquire from their resources in a constructive way. It encourages attentiveness, which allows the student to appreciate a narrative story while developing textual references, criteria of evaluation, and displaying good writing ability. Furthermore, by familiarizing themselves with sources, students can practice the scientific approach and critical thinking while they are telling their own narrative.

Motivate students that making personal mistakes, learners will increase their speaking skill, teachers should encourage students to make mistakes when speaking in order to learn and grow, one way to do this is to have students practice their speaking skills in a safe, low-pressure environment. Teachers can provide feedback on pronunciation and grammar but should also focus on helping the student develop their own voice. Teachers can also provide opportunities for students to practice their speaking skills in real-world situations, such as roleplaying conversations in class or giving presentations to their peers. Finally, it is important for teachers to encourage students to reflect on their mistakes, so that they can learn from them and develop their speaking skills.

On the other hand ,there many methods which instructor might use some of them are the audio-lingual method, the grammar-translation method, the communicative language teaching (CLT)



approach, task-based language teaching (TBLT), and more esoteric methods such as Suggestopedia, Total Physical Response (TPR), The Silent Way, The Natural Approach, and The Lexical Approach, they will find that in an ESP classroom, the most successful teaching and learning methods are usually those that closely align with the materials that teachers adopt, adapt, or create.

Making funny class helps students to learn, not in a traditional form, teachers need to be creative and use as many resources as possible also it is necessary to identify how each student learns and try to use different ludic strategies to engage their attention and get them the like of learning.

The principal difficulties that students of Ninth Grade have in this high school for acquiring a new language specially the speaking skill are the lack of confidence because some teachers do not update in new methods for teaching, also they do not how to use ludic strategies in the curricula of the twenty century, consequently students do not learn properly, they make mistakes in pronunciation, fluency and they feel frustrated for the lack of knowledge in grammar structure or vocabulary which complicate the development of acquiring the Second Language in Natural way.

Besides the incorrect manage of learning styles could cause that students do not learn the English language properly. Fortunately, the researchers of this project have analyzed some ludic strategies because it is important to realize that students learn best when they are active, and everyone is involved in dynamic activities where they feel more confidence and these ludic strategies such as role play, picture description, storytelling, listening and speaking songs are activities where they enjoy and feel motivated to practice and above all they are learning from their mistakes and little by little they will improve the communication and interaction each other.



English teachers should implement strategies where learners do not feel they are being evaluated because it could produce in students anxiety and stress and it could block the access to learn which is not the case when they are learning through the use of ludic strategies because they think they are playing and at the same time improving the learning process in a good environment that students work in.

CHAPTER II

13 Research Methodology and Initial Diagnosis

This Chapter will be focused on the analysis of the different Methods which will be applied during the investigation. The instruments to be used for data collection are: Survey consists of ten questions based on their experience in oral ability in English, a diagnosis as a Pre-test and at the same survey as a Post-test in order to realize the difference before applying the speaking skills.

The chapter II also includes the description of the Matrix of Operationalization with the appropriate Dimensions and their characteristics. The Population, Sample and Sampling were included to determine the accuracy of the data provided in this report. In the present research it was considered to analyze and identify the independent variable and dependent variable. Also, it has been necessary to develop the hypothesis. This research will use a qualitative-descriptive method based on the statistical analysis of the collected data in order to respond to the research questions and draw the corresponding conclusions. This study will be carried out at public high schools in Ecuador. The data from the students will be gathered to obtain students' perceptions regarding speaking.

“The qualitative method analyzes the data in order to answer some questions about the



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research and prove the hypothesis established previously, in the qualitative measure” (Pathak et al., (2013). As the author mention qualitative method is used to understand people's beliefs, experiences, attitudes, behavior, and interactions. It generates non-numerical data. “The integration of qualitative research into intervention studies is a research strategy that is gaining increased attention across disciplines”(p.15) in other words this research was based in order understand the students belief of ninth students and identify the best strategies to help them to improve the ability to speak.

Therefore, the qualitative method is the one that allows analyzing the information that is collected, which is useful for the development of this work such as the interpretation of results obtained in the survey and thus adopt pertinent conclusions.

According to Jalal Caál, Ramos Ramírez, Ajcuc Ortiz, Lorenty, & Diéguez Hernández, (2015) "The Synthetic Method is a reasoning process that tends to reconstruct a whole, from the elements distinguished by the analysis; Consequently, it is about making a methodical and brief explosion, in summary” (pp.17). That is to say, when applying this method, aspects that require going from the general to the particular (Deductive or Analytical) or other parts in which that it will be required to go from the particular to the general (Inductive or Synthetic). In contrast, it is based on the thinking of authors such as Max Weber. It is inductive, which implies that it "uses data collection to finish research questions or reveal new questions in the process of interpretation" (Hernández, Fernández and Baptista, 2014, p.p7). on the other hand, for this proposal the researchers at the beginning of the class were observed that students have problems to express the learned knowledge in oral way, they could not pronounce the words, students are ashamed to express their ideas in English and when teachers asked them work in groups or pairs for starting up a conversation they did not speak anything they keep quiet. That was the reason which researchers relied on these



instruments for this proposal.

At first the survey was used to identify if the students use ludic strategies when they are speaking and communicating with other classmates and the obtained results were low, then the pre-test was used in order to identify the English level of all students in Ninth Grade and some questions of the pre-test were poor in speaking. Next, the post-test will be used in order to get results about this project and to identify if the hypothesis was fulfilled.

13.1 Methodology and Diagnosis

This Chapter will be focused on the analysis of the different methods as to be applied during the investigation. The instruments to be used for data collection are Survey consisting of ten questions based on their experience in oral ability in English, a diagnosis as a Pre-test and at the same survey as a Post-test.in order to realize the difference before applying the speaking skills.

The chapter also includes the description of the Matrix of Operationalization with the appropriate Dimensions and their characteristics The Population, Sample and Sampling were including to determine the accuracy of the data provided in this report. In the present research it was consider to Analize and identify the independent variable and dependent variable. Also was necessary to develop the hypothesis.

14 Techniques to Collect Data.

In the present research the pretest was applied in order to identify the main factors which students present to speak or try to express ideas using the new language .The pre-test had been designed with ten closed questions using as scale: often, sometimes, rarely, never , they are based on the variable which is part of the research, this variable is Ludic Methodological Strategies, the



pre-test was taken by online using google forms, the students had to answer the pre-test when they had time to do, also, in order to take this pre-test was necessary to request an special authorization to the head master of the school and of course to their parents , before to apply the pre-test, students as sample of this research do not need to have any pre requirements, however to get all the information needed was sent just to students from ninth grade, this pre-test is simply questionnaire ,it contains ten closed questions and range using always, sometimes, hardly ever and never, the link is going to be sent by the teacher previous explanation of the purpose of the research.

14.1 Survey

To develop the survey a link was used for students who was filled in their homes it was filled about ten minutes where they felt comfortable to answer this survey honestly, applying the observation while students were interacting in class using ludic strategies was by a rubric , this rubric was developed using some scales which help to this research to evaluate if the strategies were effective to students, this observing evaluation was implemented in each class and the result of the strategies help them to speak spontaneously , in this research the purpose of using ludic strategies in each class for the beneficiaries who were students from ninth grade from Primicias de la Cultura de Quito high school.

The Survey was structured considering statement for the independent variable about speaking English and for the dependent variable about ludic strategies which it includes the Likert scale with 5 options where students were free to choose, the survey was applied in one session of 30 minutes, the parents signed the authorization to work on it and it was clear about their voluntary contribution to work in the research work to finish the master's degree programmed.



The students started to answer the survey at the same time, and they seem to be anxious, happy and enthusiastic they finish after ten minutes working however not all the students understood the statements so it was necessary to translate, when they finish the survey, they want to know about the results to the survey in order to improve the speaking skill.

14.2 Pre-test:

“The diagnostic test is the test which is constructed in order to find out the causes of failure of a student or group of students in learning a particular part of subject matter taught to them and with the help of which findings remedial suggestions are given”. (Chakma, 2023). Agree with the author to apply the pretest, some dimensions were designed which can help to identify the principal facts about the use of language when they have to speak or communicate with their English tutor or among them.

Pre-Test Results

Statistical Chart 1

Pre-Test Result

SCALES	FREQUENCY	PERCENTAGE
Students provide a clear idea and communicate adequately	0	0 %
Student can communicate reasonable	4	10 %
Students demonstrate misunderstanding	9	23 %
Students demonstrate non	26	66 %



relevant ideas

Students do not provide any

idea and cannot

1

2%

communicate

Total	40	100 %
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Elaborated by Tatiana Portilla and Alejandra Chamorro

Note *In this chart shows the scale used in the pre-test*

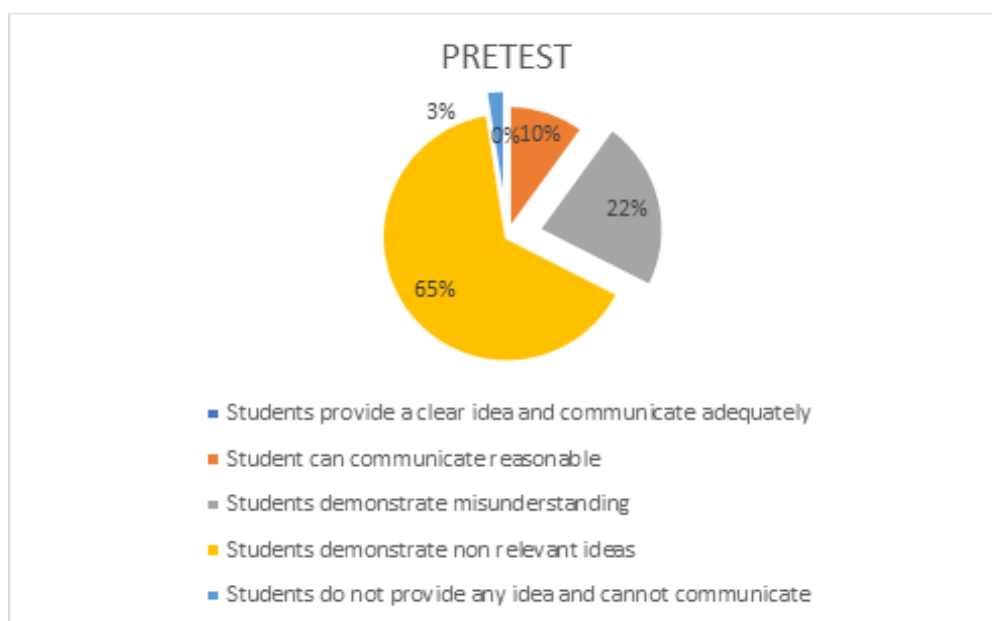
Statistical Graphic 1

Pre-Test Result



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Note Elaborated by Tatiana Portilla and Alejandra Chamorro

Interpretation: Analyzing this chart, students have negative results, students have no idea when they try to speak or communicate therefore it is 65% of the sample, they affirm that they have no idea how to speak, also there is 3% who affirms that they do not understand anything.

Post-test:

According to the dependent variable the post-test will help to the present research to identify if whether or not the objective is functional, it is important to understand that the post-test has achieved the learning. the author (Experts, 2023) mentions that “the purpose of a post-test is to determine the extent to which participants have achieved the intended learning objectives or outcomes. It allows educators, researchers, or program administrators to gather data and evaluate the impact of their teaching methods or interventions” as this author, the objective of the post-test presented in this research is that the methods implemented in this research will be useful in the future.



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Post-test Result

Statistical Chart 2

Post-Test Result

SCALES	FREQUENCY	PERCENTAGE
Students provide a clear idea and communicate adequately	0	0 %
Student can communicate reasonable	27	68 %
Students demonstrate misunderstanding	9	23 %
Students demonstrate non relevant ideas	4	10 %
Students do not provide any idea and cannot communicate	0	0%
Total	40	100 %

Elaborated by Tatiana Portilla and Alejandra Chamorro

Note this chart shows the post test results applied after the ludic strategies.

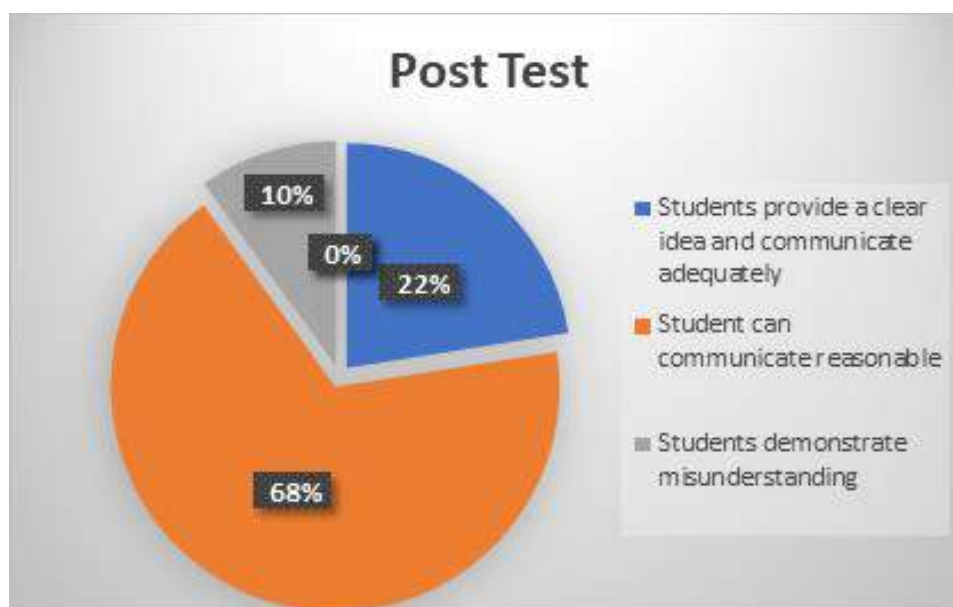
Statistical Graphic 2

Post-Test result



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Elaborated by Tatiana Portilla and Alejandra Chamorro

Interpretation: According to the statistical picture 68% of students had got a positive results demonstrating that they can communicate reasonable and 22% demonstrate that they can provide a clear idea and communicate adequately also 10% of students demonstrate misunderstanding.

Observation

Descriptive observation:

Students who were part of the research had been observing to get information about the techniques and strategies while they were working, and teachers were using the strategies which were implemented during the class through observation.

14.3 Inferential observations:

The author, Tegan (2022) affirms that “these observations are based on researchers’ interpretation and inferential reasoning or thinking because the main interest in this research is how students produce successful speaking skill according to the collected data through observation and in

this case through a survey, it is possible to draw conclusions based on the collected data through observation”. Students from ninth grade of Primicias de la Cultura Quito are going to be observed during the execution of this research project to be observed is necessary to have a rubric which is:

Statistical Chart 3

Observation Rubric

Scale	5	4	3	2	1
Rubric	Students provide a clear idea and communicate adequately	Student can communicate reasonable	Students demonstrate misunderstanding	Student demonstrates non relevant ideas	Students do not provide any idea and cannot communicate

Elaborated by Tatiana Portilla and Alejandra Chamorro

Note these rubrics were applied in the class observation to get certain information before the use of ludic strategies

14.4 Evaluative observation:

Asses are part of the process of teaching learning process, it is necessary to apply the observation in students who are part of this project because observing must help to identify if the learning objective was develop and the goal was reached, for instance it was necessary to create this rubric.

Statistical Chart 4

Evaluative observation Rubric



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Students	5	4	3	2	1
	Very strong voice projection, speak without mistakes, using properly sentences to communicate ideas, appropriate body language feel very confident to speak.	Strong voice projection, speak without mistakes, using properly sentences to communicate ideas, appropriate body language feel confident to speak	Good voice projection, speak without mistakes, using properly sentences to communicate ideas, appropriate body language feel least confident to speak	Little voice projection, speak without mistakes, using properly sentences to communicate ideas, appropriate body language feel unconfident to speak	no voice projection, speak without mistakes, using properly sentences to communicate ideas, appropriate body language feel unconfident to speak

Elaborated by Tatiana Portilla and Alejandra Chamorro

Note these rubrics were applied to evaluate the progress of student after the use of ludic strategies

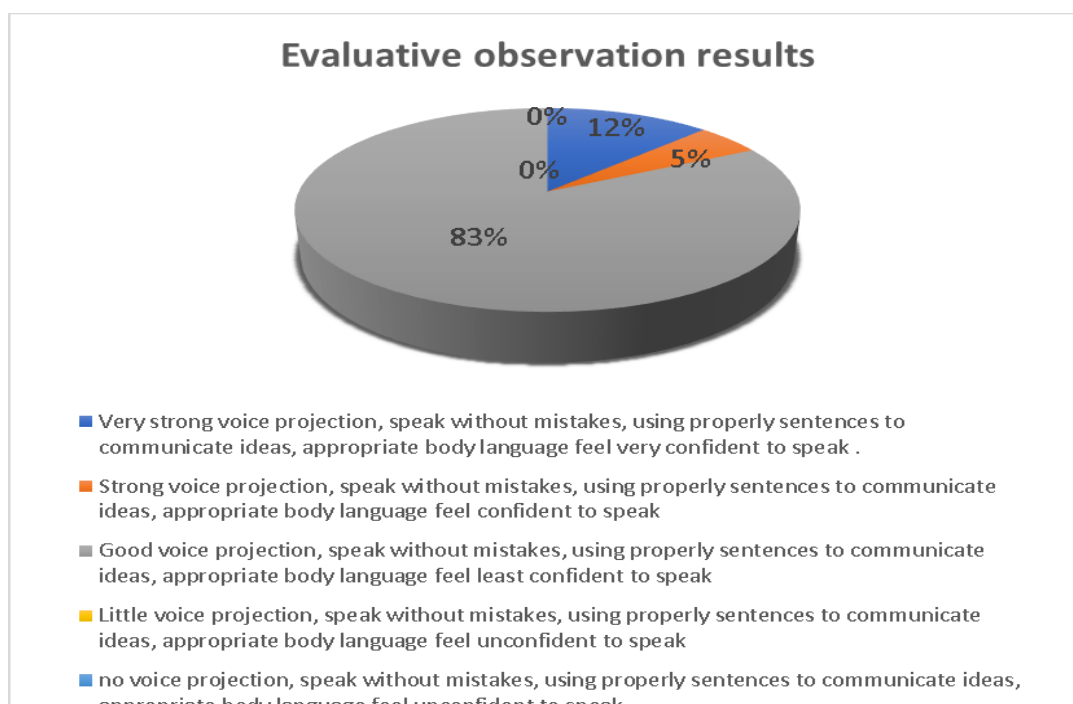
Statistical Graphic 3

Evaluative Observation Result



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Note Elaborated by Tatiana Portilla and Alejandra Chamorro

Interpretation: In this graphic it analyses the progress of students after the use of ludic strategies 83% of the students had a great result while 5% of the students had a low result .

15 Operationalization matrix

In this project, the variables have been analyzed, considering Ludic Methodological Strategies as independent variable, and the Speaking Skill of Ninth Grade of a Public School as dependent variable. The elaboration of this matrix helps this project to stablish the problem with determination, in this case students do not have an adequate skill for speaking the second language, this problem allowed the authors of this project to introduce specific and general objectives in order to address this problem and formulate a correct hypothesis relating the cause and effect of the independent and dependent variables.

With the correct determination of the variables has been possible to get the definition of



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independent and dependent variable with their dimensions, in the case of Ludic Methodological Strategies there will be the characteristics of the ludic strategies which were named in chapter 1: Picture Description, Role Play, Listening and Speaking Songs and Storytelling, and in the case of speaking skill this will be the oral fluency, oral production, rhythm, body language, voice tone and facial expressions which are important factors to obtain a good communication and interaction in the acquisition of the Second Language.

With regard to the Implementation Matrix, it has been inserted rows and columns which are used to evaluate the degree of coherence and logic connection between the topic, research question, objectives, hypotheses, the methodology, the sample, techniques and instruments.

The authors of this research have considered the following way:

Research question:

How helpful is to implement ludic activities to develop speaking skills in students of Ninth Grades of public School?



Chart 2
Implementation matrix

INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	ITEMS	SCALES
LUDIC METHODOLOGICAL STRATEGIES 39	Ludic Methodological Strategies are a combination of play, activity, and discussion used to	Characteristics of ludic strategies	Picture description	I consider that learning English is interesting.	Always Often Sometime Rarely Never
			Role play	Ithink that the ability to speak in English will help me to different goals such as: travelling, getting a good job in the	Always Often sometime Rarely never

	stimulate interactive learning and allows learners to employ their creativity and actively participate in dialogue and problem- solving. It			future, for a personal development.	
			Listening and speaking songs	I consider that the use of (songs, videos, group activities, tongue twisters, imitating sounds, role play) resources can help me to improve my speaking skills.	Always Often sometime s Rarely never
			Story telling	I keep a short English conversation.	Always Often sometime s Rarely never

	provides an engaging, entertaining, and exciting way for participants to interact, communicate and learn				
--	--	--	--	--	--

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	ITEMS	SCALES
SPEAKING SKILL OF NINTH GRADE STUDENTS OF A PUBLIC SCHOOL	Speaking is the process of using spoken words to communicate. It is the expression of ideas and feelings, whether through conversations, lectures, public speeches, storytelling, or other forms of verbal communication. It	speaking	Oral fluency	While studying English I think the most difficult areas to develop are...	LISTENING SPEAKING READING WRITING
			Oral production	Iinteract with English native speakers.	Always Often Sometimes Rarely Never
			Rhythm	I practice English in class with the teacher and partners.	Always Often sometimes Rarely never

	requires the speaker to effectively use the right words, good pronunciation, fluency, rhythm, and appropriate tone to communicate ideas clearly.		Body language	When someone is in front of me Iunderstand him/her.	Always Often sometimes Rarely never
			Voice tone	I answer questions expressing my opinion in English.	Always Often sometimes Rarely never
			Facial expressions	I..... think that simulating sounds and gestures, imitate oral sentences, and repeat some expressions in English will help me to	Always Often sometimes Rarely never

				improve and develop my English speaking.	
--	--	--	--	---	--

IMPLEMENTATION MATRIX - Ludic Strategies						
MIXED METHO D SEARCH QUESTI ON	OBJECTIVE	HYPOTHESI S	METHODOLO GY	SAMPLE	TECHNIQ UES	INSTRUMENTS
How helpful is to implement ludic activities to develop	General Objective: To implement ludic strategies and techniques in order to motivate the English Learning	General Hypothesis The ludic strategies help students to develop the speaking skills	The method to be applied for the development of this proposal is through the Synthetic Analytical	Population: 40 students from 9 th elementary school. Intervention and control group: 40	Survey Diagnostic Observation pre-test Post-test	Questionnaire Test Oral Test Rubrics

speaking skills in students of Ninth Grades of public School?	of students to produce the speaking skill properly following the structure in Second Language. Specific Objective 1: To identify the difficulties that students have when they are using the second language in oral way. Specific Objective 2:	in students of 9th grades. Hypothesis 1: The ludic strategies have an effect on the learning of English in the students of 9th grades.	Method, with a qualitative approach. Qualitative – before the intervention. Qualitative – after the intervention	students Random sample. Nº 17 male students Nº 13 female students Nº probabilistic . Nº 10 students		
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	To design a ludic guide with activities in order to improve speaking skills in students of ninth grade. Specific Objective 3: To improve students' fluency during spontaneous dialogues or conversations in students of Ninth grade.					
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Note Elaborated by Tatiana Portilla and Alejandra Chamorro

Note this chart shows the summary of all this project

16 Population, Sample and Sampling Selected.

The students who are going to be part of this research study in public high school called “Primicias de la Cultura de Quito” located in an urban area in south of Quito in Chillogallo parish on Ernesto Albán and street # 8, in the Metropolitan District of Quito where there are four thousand students, classified near one thousand five hundreds of students of all levels from initial to third of baccalaureate study in the morning, two thousands of students from initial to third of baccalaureate study in the afternoon, and near five thousands of students from eighth of general basic education to third of baccalaureate accelerated study in the evening section. Students who are part of this research belong to Ninth-grade of general basic education, they study in the morning section where there are five parallels (A-B-C-D-E), each one has near forty and forty five students, meanwhile in the afternoon there are three classrooms with forty students in each class, and in the evening there are two classroom with 25 students in each one, but the students who are part of the research are in parallel A and in this class there are forty students and they are in A1 level according to the MCFE

16.1 Sampling:

For this research it is necessary to use the **Systematic Sample** which is a type of probability sampling method in which sample members from a larger population are selected according to a random starting point but with a fixed, periodic interval. This interval, called the sampling interval, is calculated by dividing the population size by the desired sample size (Hayes, 2022). It is used in research projects when it is desirable to have a sample that is more representative of the population than may be obtained through simple random



sampling.

16.2 Describe the Data Analysis and the Ethical Issues

According to ethical issues, the following are:

Informed consent:

This process has given students to participate freely and voluntarily through parents' permission signatures and they decide whether to want to be a part of this research and provide any sort of information about themselves and protect their well-being.

Confidentiality:

Students fill the survey without writing their names, respecting confidentiality and privacy of the students involved in this research.

Results communication:

It is important to ensure that the results of this research are reported and presented accurately and honestly without plagiarism or research misconduct. Also, we have used and provided proper citations and acknowledge the original authors and we have worked in this public school for more than six years and we have detected some problems students have for improving their speaking skills and as teachers we should test different strategies to change and accomplish this speaking skill in our students like a goal of achieving.

Moreover, class observations will be carried out to contrast and compare the information obtained from the questionnaires and the interview. The gathered information will be tabulated by using charts and descriptive statistics. The tabulated data will be analyzed taking into account the research questions proposed and finally, based on the analyzed information, conclusions



and recommendations will be drawn.

16.3 Present the initial diagnosis.

The diagnosis test is going to be applied in students from ninth morning section ,this is an important test because it must help to identify some complains about the use of the language, for this test it is necessary to explain to the participants that this has not been taken as part of the grades in a normal class ,also we had the permission of their parents, it is designed by five questions which has a rubric for each one, also it can assess all speaking skill such as fluency, intonation ,accuracy, rhythm and the use of language and grammar.

Some students affirms that they do not like to speak in English because they do not have enough knowledge when they are trying to speak each other, also they affirm that watching movies or listening songs are not part of the teaching learning process at classroom and they would like to have these techniques in their classroom for that reason this research project must help them to be motivated to acquire the new language and use it in some real situations.

In the observation process at the beginning of the research some students had a bad attitude when they were doing some activities related about speaking skill, they do not complete the activities or not participated on them, they just stayed sitting, it is necessary to mention that the lack of motivation will affect the process and by a result of this ,they do not want to participate by the fear to make errors in front of their partners.

16.4 Expert validation

This document was made with the following components according to the characteristics of ludic strategies in the independent variable and it will be implemented and the certification which



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was signed by Msc. Jacqueline López:

- For picture description has been considered the statement: consider that learning English is interesting.
- For Role Play: Ithink that the ability to speak in English will help me to different goals such as: travelling, getting a good job in the future, for a personal development.
- For listening and speaking songs was taking into account the statement: I consider that the use of (songs, videos, group activities, tongue twisters, imitating sounds, role play) resources can help me to improve my speaking skills.
- Finally, for story telling it has been considered the statement: I keep a short English conversation.

On the other hand, the characteristics of speaking in the dependent variable were implemented the items in the following way:

- For oral fluency it has been considered: While studying English I think the most difficult areas to develop are...
- For oral production: Iinteract with English native speakers.
- For rhythm it was considered: I practice English in class with the teacher and partners.
- For body language: When someone is in front of me I understand him/her.



- For voice tone it has been considered the item: I answer questions expressing my opinion in English.
- Finally, for facial expressions it has been considered the following item: I..... think that simulating sounds and gestures, imitate oral sentences, and repeat some expressions in English will help me to improve and develop my English speaking.

Most of these indicators have been done with the scales: Always, Often, Sometimes, Rarely, and Never, while the item: While studying English I think the most difficult area to develop are... it has been considered with the scale Listening-Speaking-Reading and Writing.

After analyzing the methodology in this chapter, it has been certain difficulties such as poor results at the beginning of the process in order to evaluate speaking skill, because some students do not answer anything in some questions in the survey and in the pre-test, but consequently the researchers realize these problems through observation and with the application of ludic strategies students can overcome this difficulty presented in this methodology and with the implementation matrix can observe the good results that the independent and dependent variable have in this research.

CHAPTER III

17 Presentation and Validation of the Proposal

This Chapter will include the results of the survey, observation, pre-test and post-test the sample was from students of ninth level parallel “A” morning section, the survey was applied with the purpose of finding great changes at the moment of using ludic methodologies and researchers are able to realize if the application of ludic strategies are going to be successful to students develop and



improve the Speaking Skill.

The objective of the research was to implement ludic strategies and techniques in order to motivate the English Learning of students to produce the speaking skill properly following the structure in Second Language, to develop it was necessary to identify the difficulties that students have when they are using the second language in oral way also to design a ludic guide with activities in order to improve speaking skills in students of ninth grade and finally to improve students' fluency during spontaneous dialogues or conversations in the classroom.

After the survey that was applied using the google form application, through a link which students could do at their homes when they were free, in order to identify the level of speaking which they are and to identify their learning styles, it had obtained the following results analyzing one by one of the statements to get about the independent variable and dependent variable:

Statistical Chart 5

Results of the statement: I..... consider that learning English is interesting.

SCALES	FREQUENCY	PERCENTAGE
Always	26	62,5 %
Often	4	10 %
Sometimes	6	17,5 %
Rarely	2	5 %
Never	2	5 %
Total	40	100 %

Elaborated by Alejandra Chamorro and Tatiana Portilla.

Note this chart shows the result of the first statement in the survey.



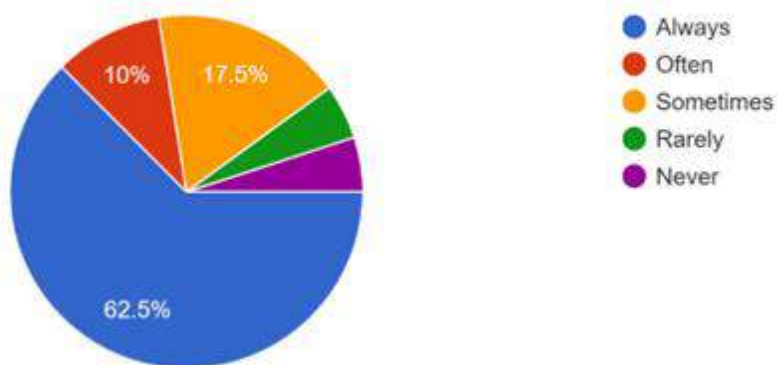
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Statistical Graphic 4

Result of the statement: I..... consider that learning English is interesting.

1. Iconsider that learning English is interesting.

40 respuestas



Elaborated by Alejandra Chamorro and Tatiana Portilla.

Interpretation: According to this statement, nearly 63% of respondents considered that learning English is interesting which is positive. Meanwhile 17.5% of students sometimes consider English is difficult for learning, followed by 10% who answered often they consider English is interesting and finally 5% of students answered rarely and never. For this reason, as teachers, we should create ludic skills in order to they think English is an easy way to learn.

Statistical Chart 6

Results of the statement: While studying English I think the most difficult areas to develop are:

SCALES	FREQUENCY	PERCENTAGE
Listening	10	27.5 %
Speaking	11	30 %



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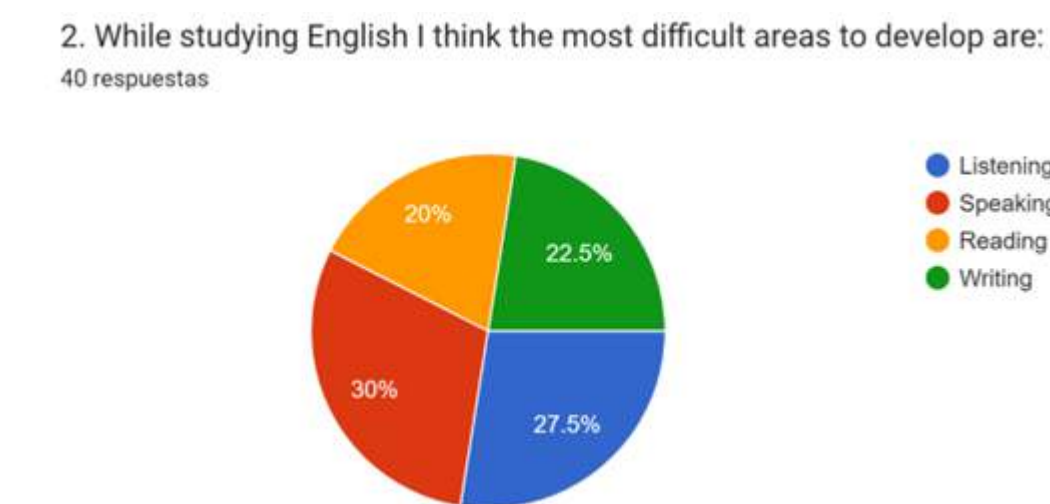
Reading	10	20%
Writing	9	22.5 %
Total	40	100 %

Elaborated by Alejandra Chamorro and Tatiana Portilla.

Note this chart shows the result of the second statement in the survey.

Statistical Graphic 5

Result of the statement: While studying English I think the most difficult areas to develop are:



Elaborated by Alejandra Chamorro and Tatiana Portilla.

Interpretation: The second statement have different answers but the largest percentage of students 30% think that speaking skill is the most difficult ability for developing because it implies communicating, interacting and expressing their ideas with others, followed by 27.5% of students who believe that listening skill is a difficult ability too. Then, we have 22.5% of students who consider that writing is a difficult ability because it implies grammar structure, vocabulary or spelling for learning English. Finally, 20% of students consider that reading skill is easy to



understand for them.

Statistical Chart 7

Results of the statement: I practice English in class with the teacher and partners.

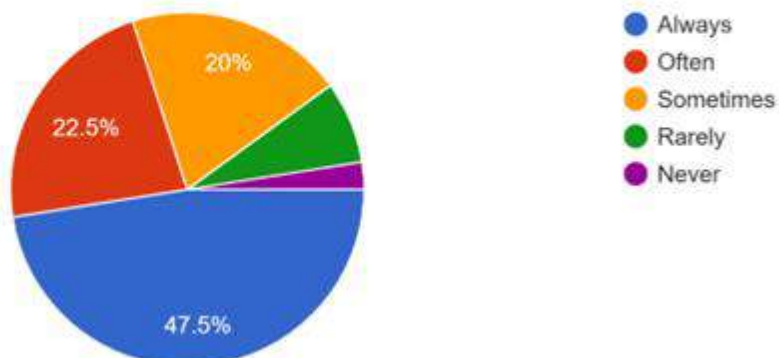
SCALES	FREQUENCY	PERCENTAGE
Always	19	47.5%
Often	9	22,5%
Sometimes	8	20%
Rarely	3	7.5 %
Never	1	2.5 %
Total	40	100 %

Elaborated by Alejandra Chamorro and Tatiana Portilla.

Statistical Graphic 6

Result of the statement: I practice English in class with the teacher and partners.

3. I practice English in class with the teacher and partners.
40 respuestas



Elaborated by Alejandra Chamorro and Tatiana Portilla.



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Interpretation: In this statement 47,5% of students recognize that they always practice English in class with their partners and the teachers, while 22,5% who answered often speak English in their classrooms. Also 20% of students express they sometimes practice in class which is positive because they want to learn this language and teachers should implement strategies to they can express their opinions and feel motivated to express their point of view like ludic strategies during the class and take advantage of time in class. While 7,5% of students answered rarely practice English and finally, 2,5% of students answered never.

Statistical Chart 8

Results of the statement: When someone is in front of me Iunderstand him/her.

SCALES	FREQUENCY	PERCENTAGE
Always	10	25%
Often	5	12.5 %
Sometimes	18	45 %
Rarely	5	12.5 %
Never	2	5 %
Total	40	100 %

Elaborated by Alejandra Chamorro and Tatiana Portilla.

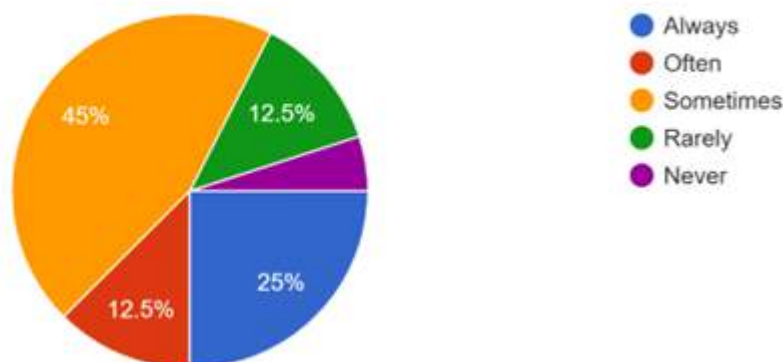


Statistical Graphic 7

Result of the statement: When someone is in front of me Iunderstand him/her.

4. When someone is in front of me Iunderstand him/her.

40 respuestas



Elaborated by Alejandra Chamorro and Tatiana Portilla.

Interpretation: Corresponding the fourth statement 45% of students sometimes understand complete phrases or complete sentences in front of someone who is speaking the Second Language. On the other hand, 25% of students always understand complete and familiar phrases. Also, the minority of students (12,5%) sometimes or rarely understand complete sentences or phrases. Finally, 5% of students answered never. To reduce the lack of comprehension we have made magic boards which they can speak or draw the sentences depending on they listen in conversations or readings in oral way.

Statistical Chart 9

Results of the statement: I keep a short English conversation.

SCALES	FREQUENCY	PERCENTAGE
Always	6	15%
Often	3	7.5 %



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Sometimes	16	40 %
Rarely	9	22,5 %
Never	6	15 %
Total	40	100 %

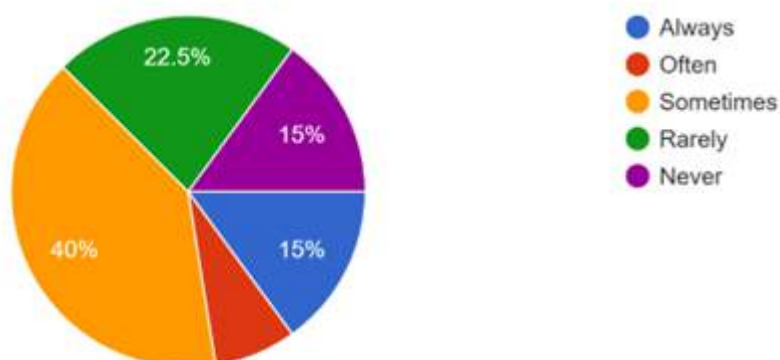
Elaborated by Alejandra Chamorro and Tatiana Portilla.

Statistical Graphic 8

Results of the statement: I keep a short English conversation.

5. I keep a short English conversation.

40 respuestas



Elaborated by Alejandra Chamorro and Tatiana Portilla.

Interpretation: In this statement 40% of learners report that they sometimes are able to hold a short conversation in English which is positive because they want to interact with others in a foreign language, followed by 22,5% of learners who said they rarely are able on talking abilities. Also, 15% of students expressed that they almost always can hold short conversation among them, followed by 15% of students have never kept the foreign language to speak. Finally, 7,5% of students answered often which is necessary to implement strategies to improve this percentage.

Statistical Chart 10

Results of the statement: I answer questions expressing my opinion in English.

SCALES	FREQUENCY	PERCENTAGE
Always	7	17,5 %
Often	7	17.5 %
Sometimes	8	20 %
Rarely	14	35 %
Never	4	10 %
Total	40	100 %

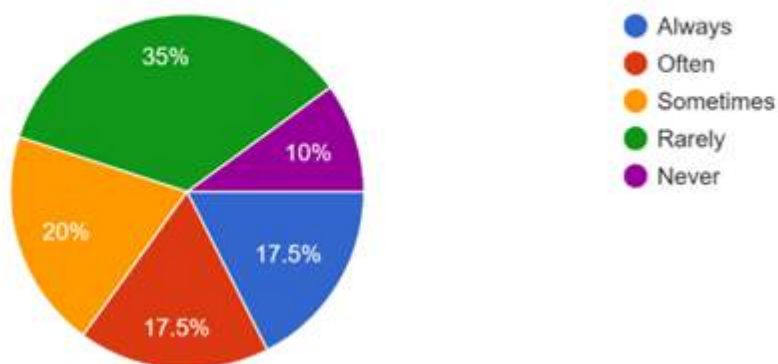
Elaborated by Alejandra Chamorro and Tatiana Portilla.

Statistical Graphic 9

I... answer questions expressing my opinion in English

6. I answer questions expressing my opinion in English.

40 respuestas



Elaborated by Alejandra Chamorro and Tatiana Portilla.

Interpretation: According to the picture 35% of students affirm that they rarely use the language to express ideas, but it represents a negative result because the



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speaking skill is difficult for them, and it is necessary they study the principal vocabulary they have learned in class. While 20% of students say that sometimes express their ideas using the foreign language. Also, 17,5 % affirm that always and often express their ideas using English and finally, 10% answered they never express their opinion in English.

Statistical Chart 11

Results of the statement: I consider that the use of (songs, videos, group activities, tongue twisters, imitating sounds, role play) resources can help me to improve my speaking skills.

SCALES	FREQUENCY	PERCENTAGE
Always	23	57,5 %
Often	8	20 %
Sometimes	7	17,5 %
Rarely	2	5 %
Never	0	0 %
Total	40	100 %

Elaborated by Alejandra Chamorro and Tatiana Portilla.

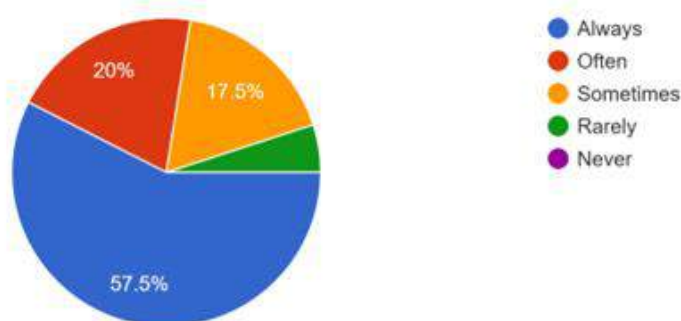
Statistical Graphic 10

Result of the statement: I consider that the use of (songs, videos, group activities, tongue twisters, imitating sounds, role play) resources can help me to improve my speaking skills.,



7. I consider that the use of (songs, videos, group activities, tongue twisters, imitating sounds, role play) resources can help me to improve my speaking skills.

40 respuestas



Elaborated by Alejandra Chamorro and Tatiana Portilla.

Interpretation: In the statistical graph, 57,5% of students assert that they like to learn using different methodology where they enjoy and having fun and at the same time, they are acquire new knowledge and improve the speaking skill in English which is positive to implement in this research, followed by 20% who answered often, while 17,5 % of students sometimes. Finally, 5% of students rarely consider that these strategies are useful, and it could be necessary to ask them how they would like to learn a new language and implement the use of other strategies.

Statistical Chart 12

Result of the statement: I consider that the use of (songs, videos, group activities, tongue twisters, imitating sounds, role play) resources can help me to improve my speaking skills.,

SCALES	FREQUENCY	PERCENTAGE
Always	7	17,5 %
Often	3	7,5 %
Sometimes	8	20 %



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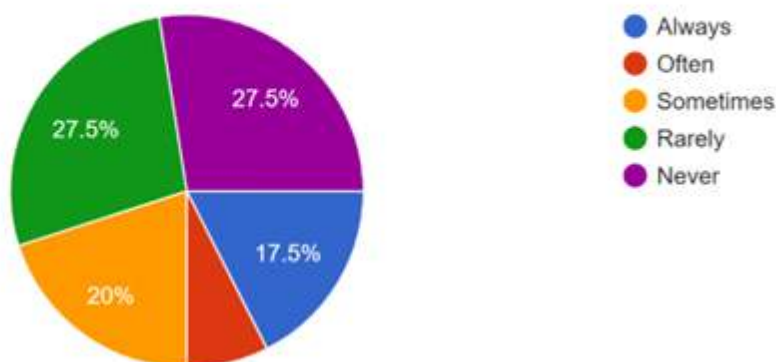
Rarely	11	27,5 %
Never	11	27,5 %
Total	40	100 %

Note: Elaborated by Alejandra Chamorro and Tatiana Portilla.

Statistical Graphic 11

Results of the statement: Iinteract with English native speakers.

8. Iinteract with English native speakers.
40 respuestas



Elaborated by Alejandra Chamorro and Tatiana Portilla.

Interpretation: According to the graphic 27,5% of students never or rarely have interacted with native speakers it could be because the location of the place where they study or live which is worrying situation and English teachers should implement a strategy in order to they interact with native speakers face to face or by the use of technological way. While 20% of students sometimes have interacted with any native speaker and 17,5% of students always have interacted with a native speaker, finally 7,5% of them often have interacted with a native speaker.

Statistical Chart 13



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Results of the statement: I... think that the ability to speak in English will help me to different goals such as: travelling, getting a good job in the future, for a personal development.

SCALES	FREQUENCY	PERCENTAGE
Always	25	62,5 %
Often	5	12,5 %
Sometimes	5	12,5 %
Rarely	4	10 %
Never	1	2,5 %
Total	40	100 %

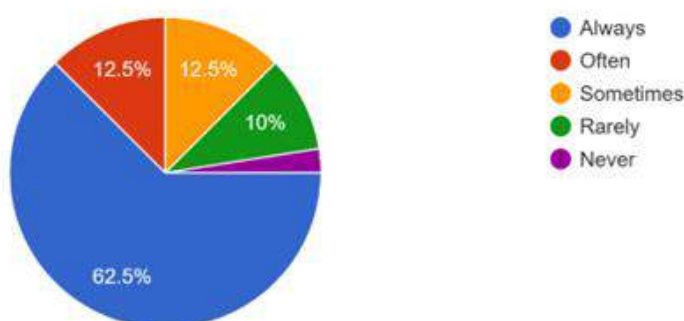
Elaborated by Alejandra Chamorro and Tatiana Portilla.

Statistical Graphic 12

Result of the statement: Ithink that the ability to speak in English will help me to different goals such as: travelling, getting a good job in the future, for a personal development.

9. Ithink that the ability to speak in English will help me to different goals such as: travelling, getting a good job in the future, for a personal development.

40 respuestas



Elaborated by Alejandra Chamorro and Tatiana Portilla.

Interpretation: According to this statement 62,5% of learners affirm that English is important for getting their goals which is positive because it is a motivation



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for learning a foreign language, followed by 12,5% who answered often or sometimes need the speaking ability, while 10% answered rarely, and 2,5% of students answered never. However, it is necessary to motivate them enough to they improve and develop the speaking skill, and above all they enjoy learning the language.

Statistical Chart 14

Results of the statement: I..... think that simulating sounds and gestures, imitate oral sentences, and repeat some expressions in English will help me to improve and develop my English speaking.

SCALES	FREQUENCY	PERCENTAGE
Always	23	57,5 %
Often	7	17,5 %
Sometimes	9	22,5 %
Rarely	0	0 %
Never	1	2,5 %
Total	40	100 %

Elaborated by Alejandra Chamorro and Tatiana Portilla.

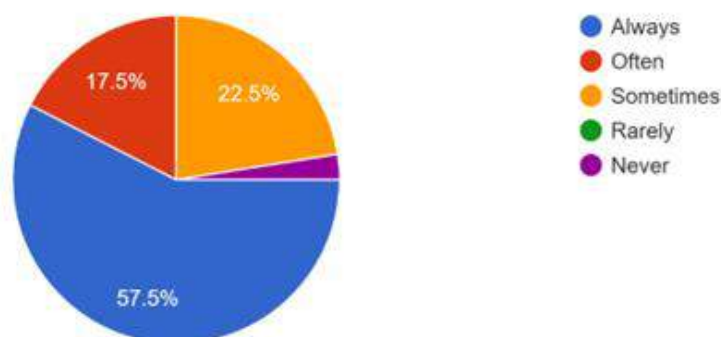
Statistical Graphic 13

Result of the statement: I..... think that simulating sounds and gestures, imitate oral sentences, and repeat some expressions in English will help me to improve and develop my English speaking.



10. I..... think that simulating sounds and gestures, imitate oral sentences, and repeat some expressions in English will help me to improve and develop my English speaking.

40 respuestas



Elaborated by Alejandra Chamorro and Tatiana Portilla.

Interpretation: In this statement 57,5% of them think that the way to acquire a L2 is repeating, imitating sounds which is positive for acquiring a new language because they are training for speaking like native people, while 22,5% of students think that could exist other ways to develop the speaking skill, followed by 17,5% who answered and finally 2,5 of students answered never.

17.1 Pre Test Results

The pre-test was developed in the classroom, it does not have a score and also it does not affect to the general activities in the normal class process ,the pre-test had 10 questions and it has a rubric to be evaluated , student felt nervous, some of them did not answer all questions , and the result of the pre-test is

Statistical Chart 15
Observation

SCALES	FREQUENCY	PERCENTAGE
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Students provide a clear idea and communicate adequately	0	0 %
Student can communicate reasonable	4	10 %
Students demonstrate misunderstanding	9	23 %
Students demonstrate non relevant ideas	26	66 %
Students do not provide any idea and cannot communicate	1	2%
Total	40	100 %

Note: Elaborated by Alejandra Chamorro and Tatiana Portilla.

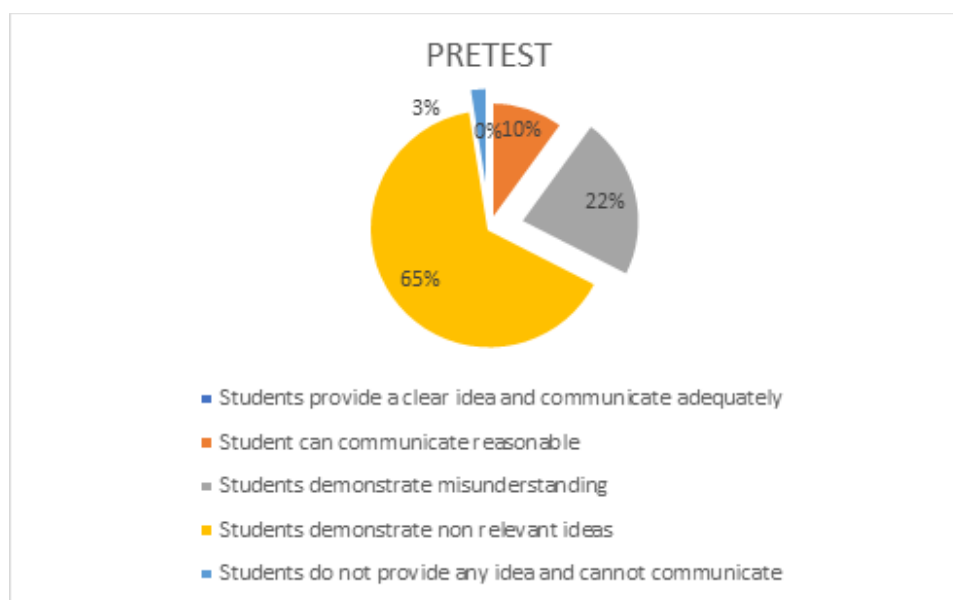
Statistical Graphic 14

Pre-Test



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Elaborated by Alejandra Chamorro and Tatiana Portilla.

Analyzing this chart, students have negative results, students have no idea when they try to speak or communicate therefore it is 65% of the sample, they affirm that they have no idea how to speak, also there is 3% who affirms that they do not understand anything.

17.2 Evaluative observation results

This observation was developed during the process in every ludic strategy that were applied in class in order to identify if the present project is working, the students did not know about this rubric of observing evaluation and the result of these rubrics are:

Statistical Chart 16

SCALES	FREQUENCY	PERCENTAGE
Very strong voice projection, speak without mistakes,	5	12 %



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using properly sentences to		
communicate ideas,		
appropriate body language		
feels very confident to speak.		
Strong voice projection,		
speak without mistakes,		
using properly sentences to	2	5 %
communicate ideas,		
appropriate body language		
feel confident to speak		
Good voice projection, speak		
without mistakes, using		
properly sentences to	33	83 %
communicate ideas,		
appropriate body language		
feel least confident to speak		
Little voice projection, speak		
without mistakes, using		
properly sentences to	0	0 %
communicate ideas,		
appropriate body language		
feel unconfident to speak		



No voice projection, speak

without mistakes, using

properly sentences to

0

0 %

communicate ideas,

appropriate body language

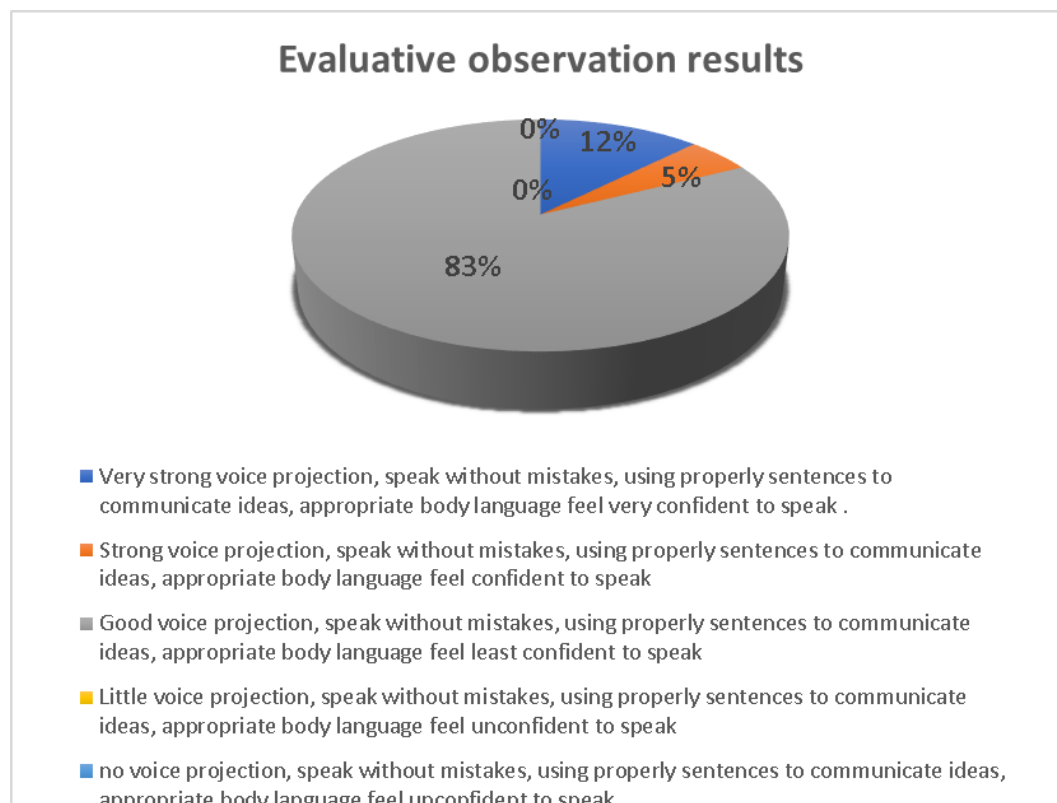
feel unconfident to speak

Total	40	100 %
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Elaborated by Alejandra Chamorro and Tatiana Portilla.

Statistical Graphic 15

Evaluative Observation Result



Elaborated by Alejandra Chamorro and Tatiana Portilla.

Interpretation: After applying the ludic strategies this graph shows that 12% of students feel



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motivated with the use of these ludic strategies because they have a very strong voice projection, they speak without mistakes and use the English vocabulary properly and above all they can communicate their ideas using their body language and feel comfortable. Meanwhile, 5 % of students have a strong voice projection, speak without mistakes, using properly sentences to communicate ideas, use appropriate body language and they feel confident to speak. Also, with the use of ludic strategies 83% of students have a good voice projection, they continue speaking without mistakes, they still use properly sentences to communicate ideas and their body language properly to communicate and feel least confident to speak which is positive because these strategies are working very well. Finally, the graph shows that any student can not communicate, or they do not feel comfortable at the moment of speaking because with the implementation of this methodology most of them like to express their opinions, using the correct vocabulary.

17.3 Post test Result.

The post-tests results was applied in the class using a rubric of evaluation , the students felt comfortable when they were doing the test ,the evaluation was about speaking , they had interact each other's and the results are:

Statistical Chart 17
Post-Test Result

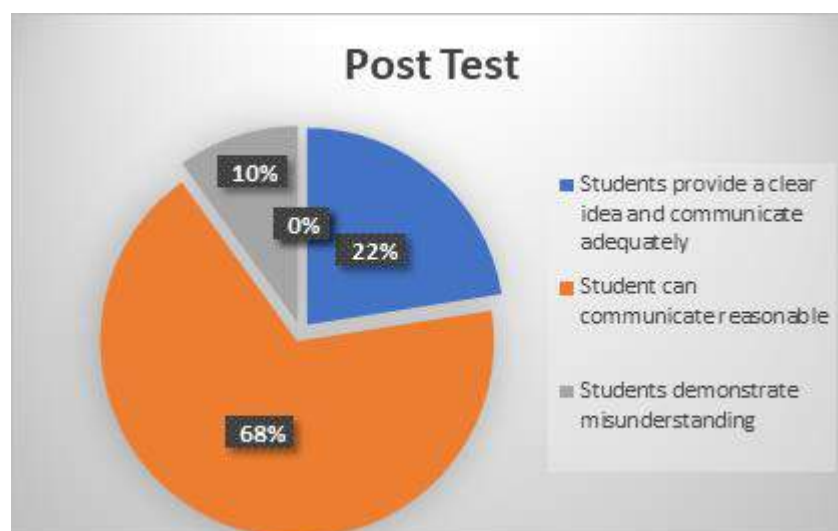
SCALES	FREQUENCY	PERCENTAGE
Students provide a clear idea and communicate adequately	0	0 %
Student can communicate reasonable	27	68 %



Students demonstrate misunderstanding	9	23 %
Students demonstrate non relevant ideas	4	10 %
Total	40	100 %

Elaborated by Alejandra Chamorro and Tatiana Portilla.

Statistical Graphic 16
Post-test Result



Elaborated by Alejandra Chamorro and Tatiana Portilla.

Interpretation: According to the statistical picture 68% of students had got a positive results while 22% of students provide a clear idea to communicate adequately.

The use of ludic resources into the school teaching learning process has a high importance level, because it is a basic component of curriculum. It will have more interesting and extraordinary contribution in students' knowledge, motivation, interests and the learning styles stimulated through it. Ludic method provides students an effective method to learn. Nowadays, there are a variety of



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applications for improving English language some of which are supported by visual aids, taped audio material, and those which stress on some specific aspect of English, such as: intonation, rhythm, vocabulary which offer language according to learning stage, age, nationality, native language, size of the class, etc. however using a different strategies teacher must help students to learn in a different way.

Choosing what activities are going to use in the classroom is a responsibility, and teachers have to do carefully in order to get the main goals proposed in the plan considering the features of students to whom they are directed to. Students try to look for activities which contain fantasy and lots of pictures, moder activities to help the playful and imaginative and interactive apps.

Sometimes teachers use traditional methods but there are many resources which teachers will apply in order to get student's attention and try to motivate them to learn also teachers who use didactic teaching create structured lessons that focus on speaking. Teachers can use different teaching methods depending on the needs of their students, their personal preferences and other factors.

18 Discussion of learning results

Some teachers who are focused on other skills such as writing and reading has generated that students get a deficiency of speaking and they have got certain fear of speaking in public or each other for that reason these ludic strategies have helped them to be motivated to speak and try to learn by themselves guided by teacher in the class, according to the hypothesis exposed in this research which is how ludic strategies help students to produce and use the second language in an easy, fun and natural way, for this the following results.



19 Details of the activities applied in the proposal.

19.1 Describing Pictures

Researchers have applied the picture describing method to improve the speaking skill, because students convey information about the visual elements improving the ability to communicate effectively.

This kind of method was selected because it can be an effective way for speaking a second language, for using this method, students have drawn different images which represents the high school where they learn and taking care some details of the picture.

First, it started with a brief introduction and it prepared a topic called “I love my School”; then, different sentences and phrases were created and writing on the board explaining what school means for them such as: “I like to go back to school” “It is exciting to learn about new things” “It’s lots of fun to meet other kids and make new friends” “I always bring my notebook and pencil to class” “I sit at my desk in my classroom and listen to my teacher” “and other phrases which express responsibility and good values for practicing day by day.

Next, students said each one of these sentences checking their pronunciation and intonation, all these phrases were done mimicking facial expressions, movements; then, students draw their favorite phrases on a cardboard with different details, these pictures are exhibited inside the class. After that, they observe the pictures, and the rest of students identified them and say the correct sentence using intonation, rhythm, gestures and movements.

The next day, learners presented their pictures, and they speak to everybody the phrases in natural way without any pressure to speak and above all they had fun in this class. So, it noticed they



acquire knowledge faster thus doubling students learning capacity and enhancing the learning process of a new language.

It's important to say that to get a successful learning language acquisition, it should be developed in a warm and friendly environment in which learning, and inquiry are encouraged, and they can increase in knowledge, because good teaching requires organization, knowledge, enthusiasm, flexibility, and energy. A good teacher must decide what kind of methodology should use when some students are confused or do not assimilate knowledge as easy as other learners. It requires a delicate balance of skills, and often a different mix of approaches and methods for different students and different situations.

20 Comparing Pre-Test and Post-Test Results

Comparing students at the beginning of the school year without using this strategy they could neither remember the basic vocabulary nor express their ideas, but when teachers taught them how to describe pictures, they have been applying and now there is a great difference because they remember what to say through details in a picture, they also use the correct intonation and gestures to make a comprehensible phrase. They feel more confident when they make mistakes at the moment of speaking trying to get better and learn about their mistakes additionally this methodology was a success for developing the speaking skill.

20.1 Listening And Speaking Songs

For this ludic methodological strategy, students chose their favorite song and decided which song they want to sing, so the lyric of the song was printed and given to students in order to follow the song, then they listened to the pronunciation and repeat for a correct pronunciation, fluency and



accuracy are inside of this strategy with the repetition of several times they try to memorize the lyrics and not to use the written song, after that they make gestures, funny movements in order to remember and facilitate the sequence of the song and most of them danced with the rhythm of the song.

21 Comparing Pre-Test and Post-Test Results

Students love this ludic strategy because it relates with all the learning styles such as: visual, auditory, kinesthetic, social learning styles and help them to facilitate their speaking skill through listening, repeating pronunciation and improving their fluency and accuracy feeling free to make mistakes and having fun when they are singing for that reason it is necessary to mention that this strategy was the most favorite for students so it is recommendable to use at least once a week.

21.1 Story Telling

For story telling it was convenient to apply the Natural Method because they are going to talk about different scenes depending on the picture that teacher added in the principal.

First, they listened to the instructions about the creation of their own story, then continue adding a picture and they follow the story according to their ideas and giving different ending of their tale. At the beginning, it was difficult for them because they had a limited vocabulary, but visual aids helped them to understand the process of this strategy.

After that, a picture about the Cotopaxi Volcano was shown to students and some of them try to speak in natural way, so it was necessary to continue adding more pictures in order to they could understand what the story was about, so they started imagining the volcano, food, clothes and who they went with, so they were telling the story according to their ideas and thoughts. It added six



pictures to the story of Cotopaxi Volcano and students were telling their own story in oral way because they felt free to express their opinions no matter what mistakes have been making, they were talking naturally because their ideas flowed in a friendly environment. Next, they wrote their oral ideas, later, teacher reinforced the comprehension, the next step, they could identify the principal ideas in the story telling, and they underlined what they considered important. Finally, they illustrated through graphics their experience using their imagination and showed in the whole class.

In speaking skill, they have problems because they have no idea what that meant, but when showed the picture, they could understand what the topic was in the audiotape. Speaking skill was difficult at first, but when the class continue, they became familiar with the topic. Finally, students showed their graphics and speak about them, for them was easy to expose using basic and fluency structures also they had used vocabulary which were learnt in the previous class. This strategy was difficult for them because they need to remember many words and they need to practice more in order to have a good speaking, it is recommendable to use this strategy, but it would be used from primary which this strategy will be a success in the superior level.

21.2 Role Play

When students imitate situation such as real life they get a prior knowledge , some students like to act and try to speak as better as possible with this technique students put in practice all the grammar that they have learnt in other hand they could speak , they feel motivated when are immerse in the character, the performance was practice individual, in pairs and groups ,when students had worked in pairs it provided some opportunities to self-correct .

To develop this activity students needed to create a comic about little red riding hood and



they had to act it , they were so imaginative , they had worn customs which were great idea also they had to interpreted as real as possible the comic which they had created ,some students at the beginning of this strategy were ashamed, they did not feel confident but at the middle of the activity they were deeply part of the acting ,on one hand this activity was exciting to them ,it was different from other activities , they use as many resources as possible they prepared the dialogues, all the time was guided by the teacher who was really polite to help them also this activity give them the opportunity to share each other , to meet some partners who they did not interact before and of course the activity gave them the best opportunity to use the language ,the rhythm and intonation , vocabulary learnt , idiomatic expressions and grammar in other words this activity was really amazing to them ,they had fun and they could express their ideas they have mention that they want to repeat the activity using a new topic .

21.3 Limitation

Working with students that speak another language such as kwichua or shwar as native language must be a limitation in some activities to speak because they are confused when they try to speak so teacher must guide one by one to motivate them to learn and to try to speak in spite of having a few knowledge of English vocabulary.

22 Ethical considerations for the implementation of the Proposal

According to ethical issues, the following are:

Informed consent:

This process has given students to participate freely and voluntarily through parents' permission signatures and they decide whether or not to want to be a part of this research and provide any sort of information about themselves and protect their well-being.



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Confidentiality: Students fill the survey without writing their names, respecting confidentiality and privacy of the students involved in this research.

Results communication:

It is important to ensure that the results of this research are reported and presented accurately and honestly without plagiarism or research misconduct. Also, we have used and provided proper citations and acknowledge the original authors and we have worked in this public school for more than six years and we have detected some problems students have for improving their speaking skills and as teachers we should test different strategies to change and accomplish this speaking skill in our students like a goal of achieving.

Moreover, class observations will be carried out to contrast and compare the information obtained from the questionnaires and the interview. The gathered information will be tabulated by using charts and descriptive statistics. The tabulated data has been analyzed taking into account the research questions proposed and finally, based on the analyzed information, conclusions and recommendations have been drawn.

The ludic strategies which were applied in the class had effective results ,students had fun and they have developed the speaking skill as the objective was planned in other words “To implement ludic strategies and techniques in order to motivate the English Learning of students to produce the speaking skill properly following the structure in Second Language”, it is important to mention that these strategies were useful in order to they have fun ,motivate and see that the second language acquisition is easy to increase the speaking skill and they can communicate their ideas and feelings each other .

Observation was essential because researchers identify some troubles that students had at the



beginning of the research at the moment to express their ideas in oral way but with the implementation of the ludic strategies applied in class by teacher and following the process with the correct guide students were rising by themselves. These strategies were important because they made the class in a friend environment where their ideas go spontaneously also, they created dialogues, they were not shy and share their experiences in order to know each other, their likes and dislike and to be emphatic with their partners of Ninth grade.

The hypothetical question that was raised in the project how helpful is to implement ludic activities to develop speaking skills in students of 9th grades of public school? In order to answer this question, it is necessary to mention that ludic strategies are helpful to students because they feel motivated, they felt comfortable at the moment to express their ideas using the new language, watching videos, describing pictures, singing song were effective to them and researchers noted a great change regard to the ability to speak with each other.



CONCLUSIONS

Teachers have realized students need to be active and they improve their knowledge through active games and activities which imply movements, funny readings, crosswords, puzzles, making recipes in class, role play, singing songs where they are included and participating spontaneously, at the same time they are learning the second language in natural way, so, teachers could implement these interactive activities instead of traditional evaluation which include a lot of rules, grammar or memorization .

Many students do not have resources to pay institutes to study and develop the language, so it is necessary to change the system about learning English in public schools, it must be mandatory to give resources in order to give a better education and of course to capacitate teachers to facilitate the languages learning process.

Ludic strategies should help young learners to acquire the new language in an easy way, in addition, if learners feel comfortable, in a good environment to get knowledge, they will improve their skills as a natural way, also, a teacher must be a facilitator for them, a well-prepared teacher will be a guide whereas if the school does not have enough material.

It is important to mention that young learners need to have modern resources so with ludic strategies they will produce the language practicing every day, if teacher use the best strategies, students will use the language in their lives and the activities will focus on the use of the language in their daily routine and they will use it in the future too.

The implementation of Ludic strategies for improving the speaking skill in second language, it has been positive because nowadays Education has changed, and students need to be motivated in



order to acquire knowledge and produce the English skills satisfactorily. In this case, this project has focused in the speaking skill because this is the most important ability to communicate and express their opinions through different methodology and it has seen that the application of these strategies are successful because most of students have achieved to interact with themselves, and above all they enjoy learning the Second Language with activities such as painting, drawing, singing, working in groups, acting out dialogues, describing pictures or create games in class like crosswords, puzzles, tongue twisters and they feel that the environment is properly to make errors, and feel confident that nobody is perfect. At the beginning of this process they do not feel sure, but now they talk with the teacher in order to ask more information such as pronunciation of different words or they ask the meaning of certain words demonstrating their interest in learning more also, they noticed that learning a Second Language is not as difficult as they thought, and it is possible to see the change through the results.

At present they feel motivated and they like learning English because they try to produce the new language with their classmates, watching videos or asking the teacher for resolving some doubts and most of Ludic Strategies were implemented successfully. Using these kind of strategies will get them enough motivation to learn , they must lose the fear of speaking and they are going to try to communicate using the new language , the use of strategies such role play provide the opportunity to interact in real situation in spite of having some mistakes ,that will be the first step to speak ,also using song had gave the correct pronunciation, with this strategy students felt motivated to sing using song according to their likes, by consequently they would like to continue learning and understand that, teachers need to be dynamic and try to participate together not just being a stative person, given them rules or being strict, when they are active together in all activities student must



get confidence and of course they want to receive more and more information, besides the micro curricular plan need to be adapted, in some high schools, is mandatory to plan as Spanish class due to the manager does not understand that English is not as equal as Spanish so these plans need to be different because Spanish is the mother tongue and English is the second language.



RECOMMENDATIONS

It is necessary to change the way of thinking in some teachers, it is necessary to be creative , to prepare some ludic strategies to have a different class in order to motivate students to learn to show them that English is not difficult as they have been thinking during the class, teachers must be investigators, they have to invest in themselves taking extra classes about new strategies or why not studying a master degree to develop new strategies, thinking that studying will help them to be better teachers .

Teachers must become helpers of the students and design materials and use strategies which they improve better their knowledge; for this reason, at the beginning of school year teacher would prepare diagnosis test which include activities for different learning styles, to properly understand them how they acquire English Language and make the teachers' plans according to learning styles and prepare attractive materials for making funny and enjoyable classes in Second Language.

It is necessary to plan every day activity using ludic strategies according to the topic and age, it must be included activities which motivate student to learn, starts the class using just a simple modern song will be a good idea to active the learning process or just using a picture to speak about the picture is going to wake up their brain to acquire new information.

On one hand give the grammar rules is important to student in order to build their own sentences but giving them all the time rules and grammar rules make them feel unmotivated ,for that reason speaking activities must be the best option as a natural way , using this method give them the opportunity to interact in the real time



with each other , using games or real object in the class , by touching and asking them about this object could develop the speaking skill by simple yes no questions so it is recommendable to apply these ludic strategies every day as the opening activity as the full time English class to keep active the students in the language acquisition.



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ANEXXES

Annexed 1 Survey

GENERAL MEDIA BASIC OF EDUCATION

The present survey has the aim as educative research called 'LUDIC METHODOLOGICAL STRATEGIES TO IMPROVE THE SPEAKING SKILL OF NINTH-GRADE STUDENTS OF A PUBLIC SCHOOL' in order to finish the master's degree program in Pedagogy of English as a Foreign Language.
It is a voluntary contribution for the application of this approach.
Instructions:

Read the statements and choose the best option according to your interest.

ala/jlah39@gmail.com [Cambiar cuenta](#)

 No compartido 

1. Iconsider that learning English is interesting.

☐ Always

☐ Often

☐ Sometimes

☐ Rarely

☐ Never

2. While studying English I think the most difficult areas to develop are:

- ☐ Listening
- ☐ Speaking
- ☐ Reading
- ☐ Writing

3. I practice English in class with the teacher and partners.

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never



Annexed 2

Survey Dimensions

N o	DIMENSIONS / ítems	SCALES					TOTAL
		Always	Often	Sometimes	Rarely	Never	
	Dimension Characteristics of Ludic Strategies - Picture description						
1	I... consider that learning English is interesting.	6 2.5 %	1 0.00 %	17.5 %	5 %	5 %	10 0%
	Dimension Characteristics of Ludic Strategies - Role play						
2	Ithink that the ability to speak in English will help me to different goals such as: travelling, getting a good job in the future, for a personal development.	62.5%	2.5%	12.5%	0%	5%	10 0%



	Dimension Characteristics of Ludic Strategies - Listening and speaking songs.	Always	Often	Sometimes	Rarely	Never	
3	I consider that the use of (songs, videos, group activities, tongue twisters, imitating sounds, role play) resources can help me to improve my speaking skills.	57.5%	0%	17.5%	5%	0%	10 0%
	Dimension Characteristics of Ludic Strategies - Story telling	Always	Often	Sometimes	Rarely	Never	
4	I keep a short English conversation.	15%	7.5%	40%	2.5	15%	100%
	Dimension Speaking - Oral fluency	Listening	Speaking	Reading	writing		
5	While studying English I	27.5%	30%	20%	22.5		100%



	think the most difficult areas to develop are.....						
	Dimension Speaking - Oral production	Always	often	Sometimes	Rarely	Never	
6	Iinteract with English native speakers.	17.5%	7.5%	20%	27.5%	27.5%	100%
	Dimension Speaking - Rythm	Always	often	Sometimes	Rarely	Never	
7	I practice English in class with the teacher and partners.	47.5%	22.5%	20%	7.5%	2.5%	100%
	Dimension Speaking - Body language	Always	often	Sometimes	Rarely	Never	
8	When someone is in front of me Iunderstand him/her.	25%	12.5%	45%	12.5%	5%	100%



	Dimension Speaking - Voice tone	Always	often	Sometimes	Rarely	Never	
9	I answer questions expressing my opinion in English	17.5%	17.5%	20%	35%	10%	100%
	Dimension Speaking – Facial expressions	Always	often	Sometimes	Rarely	Never	
10	I..... think that simulating sounds and gestures, imitate oral sentences, and repeat some expressions in English will help me to improve and develop my English speaking.	57.5%	17.5%	22.5%	0%	2.5%	100%



CERTIFICADO DE VALIDACIÓN DE LOS INSTRUMENTOS DE MEDICIÓN A TRAVÉS DE JUICIO DE EXPERTOS

TÍTULO DE LA INVESTIGACIÓN: LUDIC METHODOLOGICAL STRATEGIES TO IMPROVE THE SPEAKING SKILL OF NINTH-GRADE STUDENTS OF A PUBLIC SCHOOL

AUTORES: GLORIA ALEJANDRA CHAMORRO MALDONADO – DAYSI TATIANA PORTILLA SIERRA

CERTIFICADO DE VALIDEZ DE CONTENIDO DEL INSTRUMENTO QUE MIDE: DEPENDENT VARIABLE.

N°	DIMENSIONES / Items	SCALES					Sugerencias
		listening	speaking	reading	writing		
5	Dimension Speaking - Oral fluency While studying English I think the most difficult areas to develop are...						
6	Dimension Speaking - Oral production I interact with English native speakers.	always	often	Sometimes	Rarely	Never	
7	Dimension Speaking - Rhythm I practice English in class with the teacher and partners	always	often	Sometimes	Rarely	Never	
8	Dimension Speaking - Body language When someone is in front of me I understand her/him	always	often	Sometimes	Rarely	Never	
9	Dimension Speaking - Voice tone I answer questions expressing my opinion in English	always	often	Sometimes	Rarely	Never	
10	Dimension Speaking - Paralinguistics I think that simulating sounds and gestures, imitate oral sentences, and repeat some expressions in English will help me to improve and develop my English speaking	always	often	Sometimes	Rarely	Never	

Observaciones (precisar si hay

suficiencia): _____

Opinión de aplicabilidad: **Aplicable** [x] **Aplicable después de corregir** [] **No aplicable** []

Apellidos y nombres del juez validador: Dr. Mg. JACQUELINE ELIZABETH LOPEZ LOPEZ..... C.I.:0907912116.....

Especialidad del validador: ...MASTER INTEACHING ENGLISH AS A FOREIGN LANGUAGE.....

*Pertinencia: El ítem corresponde al concepto teórico formulado.
*Relevancia: El ítem es apropiado para representar al componente o dimensión específica del constructo.
*Claridad: Se entendió sin dificultad alguna el enunciado del ítem, es claro, sencillo y directo.

Nota: Suficiencia, se dice suficiencia cuando los ítems planteados son suficientes para medir la dimensión.

...15... de Enero... del 2024

JACQUELINE
ELIZABETH LOPEZ
LOPEZ

Unidad registramos por:
JACQUELINE ELIZABETH LOPEZ
LOPEZ
Fecha: 2024-01-15 y 16 de Enero

Firma del Experto Informante

Note this figure shows the approval validation of the dependent variable

These photos are related to picture describing where they are drawing pictures about topic.



Annexed Figure 5

Picture Describing Lesson Plan

LESSON PLAN	
INFORMATIVE DATA Subject: English Area: Foreign Language School year: 2023-2024 Teacher: Lic. Alejandra Chamorro – Lic. Tatiana Portilla Class: 9 th EGB Level: A1 Students: 40 Section: morning Time: 90 minutes Date: Monday, October 23rd, 2023. Trimestre: First Partial: 1 Value: Responsibility Primiciano: “Being responsible will help you to be the best student ” Methodology: Natural Approach	
TOPIC: I love my school	
MAIN AIM: By the end of the class, students will be able to say phrases in oral way about how care about the school.	
SUB AIM: By the end of the lesson, students will be able to identify pictures about responsibilities they need to do in the school and identify through pictures using communicative activities.	
SKILLS AND PERFORMANCE CRITERIA: SPEAKING EFL 4.2.1. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)	
INDICATORS FOR THE PERFORMANCE CRITERIA: Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion. REF. (I.EFL.4.6.1.) (I.3, S.1, J.4)	



EVALUATION CRITERIA

CE.EFL.4.6. Listening for Meaning: Understand and follow the main idea in spoken texts set in familiar everyday contexts, provided speech is clear and articulate, and deduce the meanings of unfamiliar words and phrases using context clues and/or prior knowledge.

STA GE	INT ERACTIO N	METHODOLOGICAL STRATEGIES FOR TEACHING AND LEARNING.	TIME
Lead- in	T - S	WARM-UP • Brainstorm vocabulary about verbs in present. • Show students pictures and remember the verbs. INTRODUCTION • Make complete sentences and phrases about the school.	• 10 minutes
Prese ntation	T - S	PRESENTATION • Look at pictures about how to take care the school. • Make complete sentences using the verbs in present tense. • Explain the responsibilities they have in the school. • Talk about phrases which help to have good students.	• 20 minutes

			
Clarification	S - S	ACTIVITIES - Pronounce the sentences and phrases about school. - Check the pronunciation in groups. - Identify the pictures and say the phrases in oral way	20 minutes
Controlled practice	T - S	EVALUATION - Match the phrases with the pictures in oral way. - Show them the pictures and they say the phrase which belongs to each picture.	15 minutes
Freer Practice	S - S	APPLICATION - Work in pairs and decide which picture is important for them and choose one of them in order to expose in front of the class. - Interchange information with different partners in oral way.	15 minutes
ASSESSMENT ACTIVITIES: Responsibilities in the school. Technique: Observation			



Instrument: Worksheets

HOMEWORK:

Do this liveworksheet using this link: <https://es.liveworksheets.com/cv1964957dd>



Teacher's sign

Area coordinator's sign

Vice- principal's sign



Annexed Figure 6

Singing song Lesson Plan

LESSON PLAN	
INFORMATIVE DATA	
Subject: English	Area: Foreign Language
School year: 2023-2024	
Teacher: Lic. Alejandra Chamorro – Lic. Tatiana Portilla	
Class: 9 th EGB	Level: A1
	Students: 40
Section: morning	Time: 90 minutes
Date: Monday, October 30th, 2023.	
Trimestre: First	Partial: 1
Value: Responsibility	
Primiciano: “Being responsible will help you to be the best student ”	
Methodology: Natural Approach	
TOPIC: Time for singing	
MAIN AIM: By the end of the class, students will be able to sing the song with the correct pronunciation.	
SUB AIM: By the end of the lesson, students will be able to identify pictures about responsibilities they need to do in the school and identify through pictures using communicative activities.	
SKILLS AND PERFORMANCE CRITERIA: SPEAKING	
EFL 4.5.6. Create an effective voice using a variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that reflect traditional and popular Ecuadorian cultures.	
INDICATORS FOR THE PERFORMANCE CRITERIA:	
I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)}	
EVALUATION CRITERIA	



CE.EFL.4.20. Create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts.

STA GE	INT ERACTIO N	METHODOLOGICAL STRATEGIES FOR TEACHING AND LEARNING.	TIME
Lead- in	T - S	WARM-UP • Talk about with them which songs they like (3 songs) • Decide which song they are going to sing. INTRODUCTION • Listen to the song in order to they identify the rhythm.	• 10 minutes
Prese ntation	T - S	PRESENTATION • Show them the lyrics of the song in order to listen and follow the sequence of the song. • Make pause and play in each phrase. • Check the pronunciation in students in order to they repeat and improve their pronunciation.	• 20 minutes
Clarif ication	S - S	ACTIVITIES • Pronounce the song by themselves. • Check the pronunciation in groups. • Complete the lyrics according to the sentences in oral way.	• 20 minutes
Contr olled practice	T - S	EVALUATION • Make movements according to the song in order to they follow and remember the meaning and follow the sequence.	• 15 minutes



		• Turn up and turn down the volume in order to they remember the sequence of the song.	
Freer Practice	S - S	APPLICATION • Sing the song using the movements in order to they enjoy.	• 15 minutes
ASSESSMENT ACTIVITIES: Responsibilities in the school. Technique: Observation Instrument: Worksheets			
HOMEWORK:			



Annexed Figure 7

Story Telling Lesson Plan

LESSON PLAN	
INFORMATIVE DATA	
Subject: English	Area: Foreign Language
School year: 2023-2024	
Teacher: Lic. Alejandra Chamorro – Lic. Tatiana Portilla	
Class: 9 th EGB	Level: A1 Students: 40
Section: morning	Time: 90 minutes
Date: Monday, November 30th, 2023.	
Trimestre: First	Partial: 1
Value: Responsibility	
Primiciano: “Being responsible will help you to be the best student ”	
Methodology: Natural Approach	
TOPIC: Chimborazo Mountain	
MAIN AIM: By the end of the class, students will be able to tell and create a story according the pictures they see.	
SUB AIM: By the end of the lesson, students will be able to create a story with the vocabulary they know and tell the story according to the pictures.	
SKILLS AND PERFORMANCE CRITERIA: SPEAKING	
EFL 4.2.3. Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.).	



INDICATORS FOR THE PERFORMANCE CRITERIA:

Learners can follow and understand short straight forward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. REF (IEFL.4.7.1.) (I.2, I.3, S.4)

EVALUATION CRITERIA

CE.EFL.4.7. Listening for Information: Follow and identify some main ideas and details in short and straightforward spoken or audio texts set in familiar contexts, when delivered slowly and with visuals to provide contextual support. Use spoken contributions in class as models for one's own speech.

STA GE	INT ERACTIO N	METHODOLOGICAL STRATEGIES FOR TEACHING AND LEARNING.	TIME
Lead- in	T - S	WARM-UP - Remember the verbs in simple past regular and irregular verbs. - Talk about Ecuadorian tales. INTRODUCTION - Show them a picture about Cotopaxi volcano.	10 minutes
Prese ntation	T - S	PRESENTATION - Show them the volcano and some information about this picture in oral way. - Continue showing pictures and try to make a story using the verbs they know in past. - Using other picture and they try to imagine and continue following the story using their own ideas. - Write the sequence of the story in order to they remember and understand the story. - Try to say the story to their friends according to the pictures they see on the board.	20 minutes



Controlled practice	T - S	EVALUATION • Say the phrase and then complete the story. • Show them the picture and they say the phrase in oral way.	• 15 minutes
Freer Practice	S - S	APPLICATION • Work in groups and say the end of the story. • Interchange information about the end of the story • Answer questions about the story.	• 15 minutes
ASSESSMENT ACTIVITIES: Responsibilities in the school. Technique: Observation Instrument: Worksheets			
HOMEWORK:			
Complete the sentences about important information about Cotopaxi volcano.			
Teacher's sign		Area coordinator's sign	Vice- principal's sign