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MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA

TRABAJO DE TITULACIÓN

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE
MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**

TEMA

**ENHANCING ORAL COMMUNICATION SKILLS FOR A2 LEVEL CHILDREN
THROUGH LUDIC ACTIVITIES AND GAMES**

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La Universidad para todos





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Gloria Paola Barrero Manso





Resumen

Esta investigación se llevó a cabo durante el año académico 2023-2024 en la región costa de Ecuador. Tuvo lugar en la Escuela Primaria Márquez de Selva Alegre, una escuela privada en la parte norte de la ciudad de Guayaquil. El estudio incluyó un análisis de necesidades y una serie de actividades aplicadas a estudiantes de sexto grado para determinar sus necesidades de aprendizaje y aspectos de su contexto sociocultural que podrían influir en su proceso de aprendizaje. A pesar de tener conocimientos previos de inglés en clases en la misma escuela u otras instituciones, las habilidades orales de los estudiantes se identificaron como las más débiles durante la fase de diagnóstico. Comprender sus necesidades reales fue crucial para la planificación exitosa de la intervención. El objetivo principal de esta investigación fue evaluar cómo el uso de actividades y juegos lúdicos podría mejorar las habilidades orales de los niños de sexto grado con nivel A2 en la escuela Márquez de Selva Alegre. El uso de actividades y juegos lúdicos para desarrollar la producción oral se basó en cuestiones teóricas planteadas en la propuesta de investigación. El estudio empleó un enfoque mixto, combinando investigación experimental e investigación acción. Se aplicaron métodos científicos, incluido el razonamiento inductivo-deductivo y técnicas analítico-sintéticas, junto con la observación, encuestas y pruebas como instrumentos de investigación. Se obtuvieron los permisos necesarios de los padres de los estudiantes y de las autoridades de la escuela MSA. Los resultados y la información obtenida contribuyeron al desarrollo de un plan de intervención que consideró las necesidades de los estudiantes, los objetivos de aprendizaje y la planificación microcurricular. Al comparar los resultados antes y después de la intervención, se obtuvieron valiosas perspectivas para mejorar las habilidades de comunicación oral de los niños de nivel A2 a través de actividades y juegos lúdicos.

Palabras clave: Actividad Aprendizaje, Expresión oral, Habilidades, Aprendizaje Verbal.





Abstract

This research was conducted during the academic year 2023-2024 in the coastal region of Ecuador. It took place at the Primary School Marquez of Selva Alegre, a private school in the northern part of the city of Guayaquil. The study included a needs analysis and a series of activities applied to sixth grade students to determine their learning needs and aspects of their socio-cultural context that could influence their learning process. Despite having previous knowledge of English in classes at the same school or other institutions, the students' oral skills were identified as the weakest during the diagnosis phase. Understanding their real needs was crucial for successful intervention planning. The main objective of this research was to evaluate how the use of ludic activities and games could improve the oral skills of sixth grade children with level A2 at the Marquez de Selva Alegre school. The use of ludic activities and games to develop oral production was based on theoretical aspects raised in the research proposal. The study used a mixed approach, combining experimental research and action research. Scientific methods, including inductive-deductive reasoning and analytic-synthetic techniques, were applied, along with observation, surveys, and tests, as research tools. The necessary permits were obtained from the parents of the students and the authorities of the MSA school. The results and information obtained contributed to the development of an intervention plan that took into account the needs of students, learning objectives, and microcurricular planning. By comparing the results before and after the intervention, valuable insights were obtained to improve the oral communication skills of A2 level children through ludic activities and games.

Key words: Activity Learning, Oral expression, Skills, Verbal Learning.





Table of contents

FICHA DE REGISTRO DE TESIS.....	II
Dedication	VI
Acknowledgements	VII
Resumen.....	VIII
Abstract	IX
List of Tables	XIV
List of Figures	XV
List of annexes	XVI
Introduction.....	1
The General Background	1
Justification of the problem.....	1
Problem statement.....	2
Research questions	2
Precision of the topic.....	2
Research object	3
Research aim / General objective.....	3
Specific objectives	3
Description of the hypothesis.....	3
Description of the conceptual and operational categories.....	3
Independent variable: Games in a second language teaching	3
Dependent variable: speaking skills.....	4
Description of the Research Approaches and Methodologies to be used	4





Description of the research instruments	5
Description of the beneficiaries of the proposal	5
Description of the research context.....	5
Description of the practical contributions of the proposal, its importance, and its social need.....	5
Description of the contents of each chapter	6
Chapter 1: Theoretical Framework	7
1.1. Research background.	7
1.1.1. “Communicative activities in the development of speaking skill”	7
1.1.2. The impact of using games on speaking skills	8
1.1.3. The Role of Ludic Activities in Primary English Classrooms: Do they really help children to learn?.....	8
1.1.4. Effectiveness of Using Ludic Activities to Enhance Students Speaking Skills	9
1.2. Independent variable: Games in second language teaching.....	10
1.2.1. Theories of Language Learning.....	11
1.2.1.1. Behaviourism.....	11
1.2.1.2. Constructivist.....	12
1.2.1.3. Sociocultural Perspective	12
1.2.2. ELT Methods and procedures.....	13
1.2.2.1. Communicative approach.....	13
1.2.2.2. Total physical response	13
1.2.2.3. Systemic Functional Linguistics (SFL) approach	14
1.2.2.4. Collaborative Learning.....	15





1.3. Strategies for Second Language Acquisition	16
1.4. Gamification.....	18
1.5. Dependent Variable: Speaking skills	19
1.5.1. Fluency	21
1.5.2. Comprehension and grammar.....	21
1.5.3. Vocabulary	22
1.5.4. Pronunciation.....	23
Chapter 2: Methodology for the Investigation and Diagnosis	24
2.1. Research approach	24
2.2. Research Methods	25
2.3. Matrix Operationalization	27
2.4. Instruments	29
2.5. Validation of Instruments.....	30
2.6. Population, Sample, and Sampling	30
2.7. Data Analysis and the Ethical considerations	31
2.8. Findings: Initial Diagnose	33
Chapter 3: Presentation and Validation of the Methodological Proposal.....	40
3.1. Validation of the Proposal.....	40
3.2. Theoretical Foundations.....	40
3.2.1. Research Question 1.....	40
3.3 Characteristics of the Proposal.....	41
3.3.1. Research Question 2.....	41
3.4. Objectives of the Proposal	42
3.5. Structure, and Dynamics of the Components of the Proposal.	43





3.5.1. Research Question 3.....	43
CEFR Criteria	43
Speaking Ludic Activities.....	45
Guessing game: Guessing Vocabulary.....	45
Matching Pairs and Speaking.....	46
Experts' Game.....	48
Be an Artist	49
Given Advice	50
“Special’s dates gameboard.”	51
3.6. Description of the Methodological Requirements	51
3.7. Description of the Budget or Financial Analysis.	52
3.8. The analysis and discussion of the results obtained from the implementation of the proposal.....	52
3.8.1. Research Question 4.....	52
Conclusions	61
Recommendations	62
References	63
Annexes.....	69





List of Tables

Table 1 Operationalization Matrix of Independent Variable	27
Table 2 Operationalization Matrix of Dependent Variable.....	28
Table 3 Sample.....	31
Table 4 Survey Results on Learning Styles and needs.	33
Table 5 Students' nationality	35
Table 6 Pre-test Results.....	39
Table 7 Summary of the intervention process.....	56
Table 8 Post-test Results	57
Table 9 Descriptive Statistics of Speaking Pre-test and Post-test.....	59





List of Figures

Figure 1 The taxonomy of language learning strategies of Oxford (1990, p.17).....	17
Figure 2 Learning Strategies in five main categories.....	18
Figure 3 Classroom Speaking Activities.....	20
Figure 4 Radial graph. Characterization of learning styles.....	34
Figure 5 Distance to the school.....	¡Error! Marcador no definido.
Figure 6 Transportation.....	36
Figure 7 Preferred Activities.....	37
Figure 8 Students' Motivation to learn English.....	38
Figure 9 Speaking Skills Pre-test (Mean)	42
Figure 10 CEFR A2 Spoken Production.....	44
Figure 11 Picture of Guessing Vocabulary	46
Figure 12 Sample Word and Picture Pair Hunt.....	47
Figure 13 Sample of Drawing and Describing.....	49
Figure 14 Sample Giving Advice Activity.....	50
Figure 15 Speaking Improvement.....	58





List of annexes

Annex A Learning style test and instrument of application.....	69
Annex B Socio-Cultural and Economic Survey.....	71
Annex C Use of Technology.....	72
Annex D Skill Test.....	73
Annex E Observation Student Oral Language Observation Matrix.....	74
Annex F Permissions.	75
Annex G Photographs.	76
Annex H Map – School location. This is the ubication of MSA SCHOOL.....	77
Annex I Image of Marquez de Selva Alegre Institution	78
Annex J Special Dates Speaking Game	79





Introduction

The General Background

Nowadays, language is an essential component of an individual's daily routine to communicate and express their ideas. Learning a new language is not a luxury; instead, it is an absolute necessity in our globalized world, where many factors such as migration, business, tourism, hospitality, and others have a joint base of education. The process of second language acquisition, in this case, English, plays a relevant role in learning languages.

Consequently, the implementation of the right strategies to develop different skills according to students' needs is essential. In this research study, the respective needs of learners in 6th grade from Marquez de Selva Alegre Elementary School in aspects such as speaking and motivation are explained, respectively, in three concerning parts: theoretical elements, diagnosis according to tests' results, and contributions of the proposal.

This research will assist students in sixth grade in improving the development of speaking production in an enjoyable and didactic way. At this point, games have a relevant role as a hero that promotes interesting activities and enhances the students' attention. Games offer a great opportunity to improve and develop communication between learners. To achieve that, it is necessary, in some cases, to fill an information gap. As part of the process, students have to talk to a classmate to solve a puzzle, draw a picture and describe it, put things in the right place or order, and find similarities and differences between pictures (Harmer, 2001).

Moreover, ludic activities and games bring other relevant benefits to students, such as less stress, better results, and more interaction between pupils, making a more enjoyable experience, which is essential because human beings remember things, situations, and knowledge with and through emotions. Arzmann et al. (2022) affirm that "the students in the game interventions achieve significantly higher learning outcomes, report more motivation and behavioural change compared to students in traditional classrooms" (p. 132).

Justification of the problem

Firstly, "English is the most commonly spoken language in the world. One out of five people can speak, or at least understand, English. It is also called the major window on the world" (Nishanthi, 2018). In addition, effective language teaching is primordial to enhancing





students' attention. At this point, games have a relevant role for children because they show an enjoyable learning environment and help them develop different skills in the learning process.

More than that, according to the development of this research design, as a diagnosis, it was necessary to apply a previous learning style test and sociocultural and economic survey to 6th-grade students to identify the students' main difficulties. This showed the principal outcomes, such as the necessity of strengthening speaking skills because they are the weakest in this group of students and identifying activities according to learners' learning styles.

These results offer a great opportunity to improve and change positively the lesson planning activities, tasks, and exercises with new songs and dialogues and by creating ludic materials and games for the students. Offering a variety of activities supplies the learners' needs and strengthens, at the same time, students' memory, not only by acquiring vocabulary for an exam or quiz after forgetting it but also by applying it in a real context and enjoying learning.

Problem statement

How would the use of ludic activities and games improve speaking production for A2 level children in the 6th grade at Marquez de Selva Alegre School in Guayaquil?

Research questions

- What theoretical issues are essential to consider in the development of speaking production through ludic activities and games?
- What is the current situation in the sixth grade at Marquez de Selva Alegre School?
- What ludic activities and games can be included in the classroom in the second language acquisition process, according to the context?
- How does the implementation of ludic activities and games help to generate speaking production in 6th-grade students at MSA School?

Precision of the topic

This research methodological proposal follows UBE research lines according to Pedagogy, Didactics, and Management of Education. The proposal is about applying games and didactic activities to enhance students' attention and help them develop their speaking skills.





Also, this research proposal is related to the research parameters established by Universidad Bolivariana del Ecuador and aligned with the specific research line: Research, Evaluation, and Application of Educational Models.

Research object

The teaching–learning process of speaking skills with A2 students in 6th-grade at Marquez de Selva Alegre School.

Research aim / General objective

Aim: Assess how the use of ludic activities and games can improve speaking skills for A2 level children in 6th grade from MSA elementary school.

Specific objectives

To study the theoretical support for developing speaking skills linked to ludic activities and games.

To verify the actual state of affairs in the 6th grade at Marquez de Selva Alegre School.

To implement the ludic activities in the classroom in a second language acquisition process.

To validate the proposal describing the influence of ludic activities and games on the communicative competence of learners at 6th grade at MSA School.

Description of the hypothesis.

Students in 6th grade will improve their speaking production through the implementation of game activities in the second language acquisition process.

Description of the conceptual and operational categories

Independent variable: Games in a second language teaching.

The implementation of games in the second language teaching and acquisition process offers a positive learning experience, and it helps the learner to develop different aspects, not only academically but also personally. Through gamification, the individuals in the class can benefit from plenty of personality factors that are necessary in their lives and in their participation in society. Moreover, “the learner moves forward from an introverted mode of shyness and becomes more motivated based on positive feedback and the game elements used.





Gamifying the L2 classroom enhances the learning of writing, reading, and speaking and motivates collaboration and interaction” (Figuerola Flores, 2015, p. 50).

Dependent variable: speaking skills.

Like all skills, speaking is a relevant part of the learning process in second language acquisition and represents an essential part of oral communication. Having this in mind, it is important to mention the methods and procedures that influence the development of speaking production, like CLT, or communicative approach, which foment interaction in second language acquisition with activities such as board games, nonsense paragraphs, news reporting, and role plays (Richards & Rodgers, 1986).

However, not only CLT is the unique option because there are other methods that can be applied, for example, “total physical response,” which uses songs, conversations, or describing pictures about different topics such as colors, parts of the body, the family, means of transport, prepositions of place, animals, singular and plural nouns, etc. Likewise, the audio-lingual method involves dialogues and repetition activities of pronunciation about vocabulary and grammar aspects.

Without forgetting, the contribution of constructivist theory to communicative competence is speaking production, because constructivism is an active process that develops actions, reflections, and construction in the creation of knowledge, meaning active learning for learners, allowing the students to create their "own" meaning through experiences, analyzing critical questions, sharing their ideas, and exchanging knowledge (Jimenez, 2022).

Description of the Research Approaches and Methodologies to be used

The present research proposal provides evidence of the application of the respective kinds of research, such as experimental research with defined variables that are dependent and independent. With action research and the active participation of the researcher and students, this work uses research tools and an adequate outline of relevant information. To achieve this, this study counts with quantitative data because the author is involved in the research with the application and use of techniques and test instruments to obtain the information with a pre-test and its results, and after a post-test or assessment. Also, this research has a qualitative part in developing and applying an observation instrument. Finally, the proposal study outlines the use





of ludic activities and games to improve speaking skills in students in the sixth grade at MSA School.

Description of the research instruments

This research uses a methodological design with a focus on mixed methods because this work is action research, thanks to the revision of bibliographical sources such as master theses, books, and articles that strengthen the development of the study. Moreover, it is relevant to the use of research techniques and their instruments of data collection, such as observation as a qualitative instrument with a chart and rubric, and, on the other hand, surveys and tests as a quantitative tool.

Description of the beneficiaries of the proposal

The beneficiaries of this research proposal are students in the 6th grade at the A2 level of English. They are intelligent students with great potential to learn a foreign language such as English; they like the subject, but sometimes some of them are shy about speaking in English, so the idea is to change the current methodology and apply new didactic activities such as ludic activities and games to the different topics in English.

Description of the research context

This research has a temporal delimitation during the 2023–2024 school year and is accomplished at the private school, Escuela de Educación Básica Particular Márquez de Selva Alegre, in Guayaquil City, with the Costa school regime and presential modality.

Description of the practical contributions of the proposal, its importance, and its social need

Firstly, this project is **convenient and necessary** and has social relevance because it involves the students of the 6th year of Escuela de Educación Básica Particular Márquez de Selva Alegre who need to improve their speaking production in English as a second language by improving teaching development at the same time. Secondly, this work is **interesting** and has practical implications because it seeks to capture the attention of 6th-grade students in a creative and didactic way and, through activities such as games, improve their speaking skills and reinforce them in other areas such as personal relationships, control time, organization, writing, and reading.





Thirdly, this study is **useful** because it contains a good theoretical value that can be used by other teachers and professionals, thanks to the information that is collected and shared to justify the independent and dependent variables. Moreover, it has the application of the right instrument to collect and analyse the results. Last but not least, this proposal research is **feasible** because its base is a real situation in a 6th-grade English classroom. To develop this work, it was necessary to have the resources, time, materials, and instruments to carry out the study. There is also the participation of students, teachers, and the authorities of the institution.

Description of the contents of each chapter

This research proposal is arranged as follows:

CHAPTER I: This chapter focuses on the theoretical framework, research background, and main theories and approaches that contribute significantly to the development of this proposal.

CHAPTER II: Shows the methodology for the investigation and diagnosis. In this part, it is explained the type of research, the instruments applied, and the respective analysis of the findings.

CHAPTER III: This part centres on the presentation and validation of the proposal; it reflects the viability, feasibility, and benefits. Further evidence includes the characteristics of the proposal and a description of the methodological requirements. Additionally, this chapter discusses the results obtained from the implementation of the present proposal. Finally, this part is structured according to the research questions.

In the final part of the document, there are conclusions and recommendations, each connected to the current research questions and process.





Chapter 1: Theoretical Framework

1.1. Research background.

Various studies related to the development of communication skills have been developed and applied in different places around the world, and all of them offer similar positive results. At the same time, the different researchers base their studies and perspectives on important authors' theories, who are specialists in different branches of the wonderful world of the learning process. Following are four summaries of previous studies with the most relevant elements of each research. After continuing, different theoretical perspectives, methodological approaches, and a literature review on concepts on the role of games in second language teaching and speaking skills support the development of this research proposal.

1.1.1. “Communicative activities in the development of speaking skill”

The research focuses on the development of speaking skills through communication and presents interesting findings. The investigation provides valuable insights into the effectiveness of implementing communicative activities in English language learning, specifically targeting eighth-grade learners. The study explores the problem of limited use of communicative activities in English-speaking skill development, and it employs a combination of bibliographical and documentary sources, field research, and quasi-experimental research. The research design in this proposal is descriptive and correlational.

Another relevant aspect of the research is about the population, sampling, and application of a question sheet, which was applied to 70 students. The main aim was to gather information on their perceptions of communicative activities in the classroom. Further, a survey of 12 teachers was used to support the principal aim. In addition, to obtain the results, a tabulation of the data was made with the respective analysis and interpretation of each group of results. Finally, the research mentioned that it was very evident that the plan put into practice in the classroom had favourable outcomes in the post-test for the learners in the experimental group. Consequently, communicative exercises improve pupils' speaking abilities (Guaila, 2019).





1.1.2. The impact of using games on speaking skills

The topic of investigation collects and gives information about how the use of games impacts speaking skills in the situational context of two groups of students who demonstrate very similar language proficiency at the same level and cognitive age. The groups that contributed to the progress of the research were from the third year of secondary education in the city of Ambato. Also, this study explains different difficulties for students and teachers; for example, students lack sufficient opportunities to communicate in English outside of the classroom, the classroom dynamic is poorly managed, and some teachers continue to utilize antiquated methods (Cruz, 2019).

Other relevant elements are that the methodology for the investigation was qualitative-quantitative research, also with a quasi-experimental scheme. Moreover, the tools that were present in the study were the survey methodology, the questionnaire technique, and the request for a pre-test whose principal aim was to analyse speaking skills, as well as a post-test to identify the improvement of the same skills; the research adapted the test (PET) of (FGUMA).

After the analysis of the results, the research compiled as a proposal a manual of strategies based on games with twelve teaching activities. Lastly, about outcomes, according to that research, the results demonstrated that using games as a teaching tool for students enhances their speaking abilities and encourages oral engagement in English classes. It also demonstrates how successful and advantageous this method is for both language teachers and students (Cruz, 2019).

1.1.3. The Role of Ludic Activities in Primary English Classrooms: Do they really help children to learn?

The mentioned study is pertinent because it focuses on verifying the potential advantages of employing ludic activities in English language learning and instruction by examining how they contribute to and sustain student engagement and motivation in the classroom. The study began by defining ludicity, then examined the exercises used in ten lessons, gave two surveys to the students, and also got their oral input.

The research methodology employed in this study was action research, which entails taking a self-reflective, critical, and methodological approach to exploring her teaching context.





The idea was to be critical by challenging and scrutinizing the instructional setting, examining an area where they believe there is room for improvement, coming up with fresh concepts and options, and refining the proper approach. Moreover, taking into account that action research has the advantage of being more realistic and providing a holistic view because it considers the context. This helps the researcher teacher to think through every event that occurs in the classroom and provides a deeper understanding of the “teaching dilemmas” (Burs, 2010, p. 6) cited by Nascimento (2017).

Additionally, as stated by Nascimento (2017), the development of her report brought a better perspective on being a proactive teacher in lesson planning by incorporating interesting activities and making her humorous materials go along with the course book from the respective study. Besides, the author understood that the basis of the activity stems from the way it is designed, not from the activity itself. To add levity to an exercise and keep kids interested, it can be enhanced by pre-, during, or post-activities. Together with a course book, teachers can use the definition of ludicity and the study’s findings to augment it with a ludic approach that will assist students in becoming more engaged, motivated, and at ease during the learning process.

Lastly, based on the outcomes of the cited research, ludic activities were shown to be quite effective in classes, as evidenced by the research’s qualitative and quantitative data analysis. The study’s primary conclusion was that the true value of ludic activities resides in the fact that these kinds of exercises can maintain students’ motivation and spark their enthusiasm for studying English. By examining the qualitative data, the researcher could observe that the majority of students appeared to be motivated to work hard and to enjoy themselves, in addition to being excited about the ludic activities. The quantitative data also suggest that students can study English and have a good time in the learning process (Nascimento, 2017).

1.1.4. Effectiveness of Using Ludic Activities to Enhance Students Speaking Skills

The purpose of the study of “Effectiveness of using ludic activities to enhance students’ speaking skills” is to determine how well ludic activities work for improving English language proficiency because speaking is essential for conversation and message delivery. In addition, the study is based on different researchers’ experiences, where they affirm and report that speaking is the hardest ability to master during the teaching and learning of the English language. For that





reason, the goal of the mentioned research was to improve students' speaking abilities so they could express their ideas or thoughts more effectively. Moreover, the participants in the study were seventeen second-year students who participated in the research (Saavedra, Rivera, & Cango, 2023).

In order to give background information on the subject of the study, it was based on action research with four stages: planning, action, observation, and reflection. To achieve the goal, the study had forty hours of an intervention plan based on ludic activities. And the population was composed of seventeen bachillerato students from a public high school in Ecuador. The students' ages were between fifteen and sixteen years old, and they possessed a variety of skills, and a learning style. Furthermore, quantitative data was gathered and evaluated as part of an action research methodology.

As a consequence, in the study of Saavedra, Rivera & Cango (2023), the results show that there was a considerable improvement in the students' scores, with 4.56 points on the pretext and 8.12 points on the post-test. This indicates that adopting ludic activities to enhance speaking skills in kids is successful. In conclusion, they affirm that ludic activities effectively improve pupils' speaking abilities. As a result, pupils practice their clarity of speech. Further information regarding the use of ludic activities to enhance students' speaking abilities is provided by the cited study for future investigations.

1.2. Independent variable: Games in second language teaching

Games provide a great opportunity to improve the current environment in the classroom. In addition, they will bring many benefits in enhancing the oral production of learners because the use of typical elements of games to teach and practice with activities will increase the attention and interest of participation, interaction, and students' confidence. According to Hui and Yunus (2021), of the eighteen studies that examined the benefits of board games for enhancing students' speaking abilities, ten stated that students were conscious of the grammar in their speech, eleven mentioned that students' pronunciation improved, and eight mentioned that students' fluency developed.

This indicates that previous studies corroborated the use of board games in the second language acquisition process with similar positive outcomes. In addition, board games provide a



fun and relaxing learning environment where learners' anxieties are low and there is less stress. On the other hand, it incites motivation and interest in developing funny speaking activities that improve a foreign language's oral ability. In addition, it is important to consider the respective theories of language learning and methods and procedures that strengthen this research (Saavedra et al., 2023).

1.2.1. Theories of Language Learning

Currently, different theories of language learning can be reviewed, studied, and applied in different classrooms around the globe, according to the needs of students, teachers, and curricular systems of study. All the theories offer different perspectives and guidelines to consider as teachers and for improving the experience of second language acquisition learning based on knowledge, experiences, and adaptation. As Lightbown and Spada (2006) stated, "It's probably true, as some have claimed, that most of us teach as we were taught, or in a way that matches our ideas and preferences about how we learn" (p. XVI).

1.2.1.1. Behaviourism

This theory of learning was very relevant between the 1940s and 1950s in the United States. B. F. Skinner was the principal pioneer of the mentioned psychological theory. In behaviourism theory, the environment and reinforcement have a relevant role according to the learner's needs, where imitation and practice are part of the main procedure in language acquisition (Lightbown & Spada, 2006). In fact, behaviourism theory involves relevant actions such as imitation, practice, feedback, and habit formation, which are useful in the second language acquisition process.

Further, some applications of this theory of second language are mimicry and memorization. Plus, as principal points of this theory, children or individuals reproduce language that they attend to in their everyday situations; however, it requires positive reinforcement with the development of positive habits. In this theory, patterns are reproduced and formed through repetition with selective vocabulary as a response to the environment and another stimulus. For example, children listen to different common words from their parents or people in their environment, and then they reproduce the same ideas in a similar form according to the selective process in each individual.



1.2.1.2. Constructivist

Constructivist philosophy is an approach to the teaching and learning process that places a strong emphasis on students' actively creating their own knowledge. It makes the claim that, rather than merely absorbing knowledge from their environment, individuals actively create meaning from their experiences. The constructivist theory's principal ideas are that people build their knowledge through their interactions with their surroundings. Building one's own understanding of the world through active construction is the process of learning. Students are driven by their own curiosity and interests. And students' build new information by applying critical thinking and problem-solving skills (Dovetail Editorial Team, 2023).

In practice, constructivist is a helpful approach because it implies the active participation of students in the classroom, and it is essential in a second language acquisition process where students need to give meaning to the knowledge. In addition, this theory is connected with techniques such as collaborative learning, where students work together in groups or pairs to construct knowledge by sharing perspectives and building each other's ideas. Moreover, this philosophy is linked to developing authentic assessments like projects, portfolios, or presentations that allow students to demonstrate their learning. It means students construct meaning by applying knowledge.

1.2.1.3. Sociocultural Perspective

Culture is a relevant component of cognitive development; it helps to determine what and how children learn about the world, including the content and the interesting process of thinking. The major spokesperson on sociocultural theory was the Russian psychologist Lev Vygotsky. This author considers that human activities happen in a cultural environment, and understanding the connection with those settings is essential. Another authentic contribution of Vygotsky was the Zone of Proximal Development (ZPD). This area refers to the children's current performance at an autonomous level of their development in different activities.

Moreover, to Vygotsky, private speech "represents externalized thought; its function is to communicate with the self for self-guidance and self-direction" (Woolfolk, 2016). In addition, social sources have a relevant role in individual thinking, where the individual has a positive private speech based on social interaction with others. In this point of view, cultural tools are



linked to cognitive development, which is important because cultural elements are part of the individuals in a society and a learning process.

1.2.2. ELT Methods and procedures

Nowadays, some different methods and procedures can influence a second language acquisition process; all of them have specific characteristics that are unique and offer help and tools in determinate conditions and necessities as learners and teachers. According to the aim of this research proposal and a previous reading of literature, some of the methods that contributed to the development of this study are CLT (Communicative Language Teaching), or the communicative approach, total physical response, and the systemic functional linguistic approach.

1.2.2.1. Communicative approach

The communicative approach to language teaching has its basis in the theory of language as communication. The communicative approach started in the 1970s when the principal British authors, like C. Candlin, H. Widdowson, Christopher Brumfit, Keith Johnson, and other British applied linguists, began to investigate the possibility of developing language courses on a unit-credit system, where learning tasks are broken down into units, and each one is according to a component of a student's needs. In addition, CLT has a rich contribution to teacher training, materials, and exams, which can be applied at all levels.

Moreover, as the main aspect, interaction has a relevant role in this method, which has pre-communicative and communicative activities, giving opportunities to students to think and bring meaning to the learning process. Also, it is relevant because students remember things through experiences that can be applied in the classroom with different activities. For example, roleplays, dialogues, sharing ideas about a specific topic or picture, etc. Additionally, it is important to think about Communicative Language Teaching as an approach rather than a method (Richards & Rodgers, 1986).

1.2.2.2. Total physical response

Total physical response (TPR) is a method constructed based on the coordination between speech and action; it means teaching a language through physical activity. This method was developed by a professor of psychology named James Asher from San Jose State University



in California. Furthermore, this method is linked to the “trace theory” of memory in psychology. To Asher, TPR is a “Natural Method,” and it reduces stress for successful language learning. The role of learners in this method is as listeners and performers, where learners pay attention, listen carefully, and then respond to the commands physically. In TPR, the learners are their monitors; as a consequence, they review their progress (Richards & Rodgers, 1986).

In other words, Krashen (1982) TPR, or total physical response, is essentially following an instructor's instructions that require an overt bodily response. When the teacher says, "Stand up," for instance, the entire class rises up. As the class goes on, the commands get more and more complicated, and Asher says you can actually put a lot of syntax into a single command. Only when they are "ready," which usually happens after about ten hours of teaching, do students talk.

This method works with body language to complement and transmit a message to students, and they, as learners, can do the same. For example, by teaching and learning about the parts of the body with songs and mimics, other class activities include role plays about everyday situations and slide presentations. Also, this method is friendly to students because it breaks their mental blocks, and learners speak when they feel ready to do it, which is wonderful, and learners enjoy the learning process.

1.2.2.3. Systemic Functional Linguistics (SFL) approach

The study of the relationship between language and its social function is known as systemic functional linguistics. Also referred to as Hallidayan linguistics, systemic linguistics, systemic functional grammar, and SFL. This approach has three strata: first, the meaning, which is the semantics part; second, the sound, which refers to the phonology; and third, wording or lexicogrammar, this last is about syntax, morphology, and lexis. Form and meaning are inextricably linked, according to systemic functional linguistics, which views grammar as a tool for creating meaning. British linguistic M.A.K Halliday (b. 1925) created this field of research in the 1960s, influenced by the work of British linguist J.R. Firth (1890-1960) and the Prague School (Nordquist, 2021).

Thus, the goal of systemic functional linguistics is a functionalist approach to language that is avowedly the most developed functionalist approach to language. Unlike the majority of





other methods, SFL makes a conscious effort to incorporate openly social elements and merely structural information into a single, integrated description. Similar to other functionalist frameworks, SL places a great deal of emphasis on the goals behind language use. Furthermore, the fundamentals of SFL maintain that language use is functional. Its purpose is to give things meaning, and the social and cultural context in which learners are exchanged shapes these meaning. They are being used as a semiotic process where selection creates meaning.

1.2.2.4. Collaborative Learning

A similar assignment can be completed by small groups of students through the use of the instructional approach known as cooperative learning. The guidelines are frequently flexible since students can collaborate on a wide range of tasks, from easy arithmetic problems to substantial projects like coming up with national environmental solutions. Pupils may be held collectively liable for the assignment, or they may be held individually accountable for their portion or involvement in it.

Many people have praised and paid close attention to cooperative learning, particularly since Johnson and Johnson identified the five fundamental components of effective small-group learning in the 1990s: Positive interdependence: Students take ownership of their work and that of the group. Face-to-face communication: Students support and encourage one another, and conversation and eye contact are encouraged by the setting. Group and individual accountability: Each student has a role to play, and the group is accountable for achieving its objective. Social Skills: Members of the group receive one-on-one training in the social, cooperative, and interpersonal skills required to collaborate with others. Group processing: Members assess each other's and the group's capacity for cooperation (Lewis, 2020).

Moreover, the instructions should have specific qualities, such as that teachers must make it very evident to students what their individual responsibilities are as well as their group accountability while creating cooperative learning activities. Every member needs to have a duty that falls under their purview. In addition, collaborative learning brings different benefits, for example: the ability to modify the situation. Including variation in teaching lessons, is good since it keeps students interested and helps teachers reach more pupils. The roles that students and





teachers play are also altered by cooperative learning, as students assume greater responsibility for their own education and teachers take on the role of facilitators, or side guides.

Other relevant benefits are the life aptitude or skill for the life. Students will need cooperation and collaboration abilities long after they graduate from college. Collaboration is one of the most important aspects of the job; thus, it is our responsibility to prepare students for successful careers by teaching them how to collaborate, be accountable and responsible, and develop other interpersonal skills. It has also been demonstrated that cooperative learning increases students' motivation, empathy, and sense of self. Another essential benefit is the increased learning depth. Students' thinking and learning are significantly enhanced when they collaborate with others; through well-conducted cooperative learning activities, students frequently get a deeper comprehension of the prescribed material. Pupils study many viewpoints, participate in meaningful conversation, and develop constructive disagreement skills (Lewis, 2020).

1.3. Strategies for Second Language Acquisition

Strategies are pieces of hope in the implementation of a second language acquisition process. Additionally, they are a necessary component of developing a teaching methodology that integrates theories, linguistic information, curriculum references, and learning materials. In this aspect, it's important to identify the different types of strategies and their relationship with the application of gamification in a classroom in which students are learning English as a foreign language. And according to Wenden and Rubin (1987), cited by Dhanapala (2019). Learners employ three different kinds of methods that either directly or indirectly aid in the process of learning. Following are some of the different classifications of strategies for a classroom with a focus on English as an SLA.

O'Malley et al. (1985, p. 582-584), cited by Dhanapala (2019), mention that language learning strategies are divided into three principal subcategories, which are: Metacognitive strategies, which express executive function, need planning for the learning process and assessment. Cognitive strategies, which are the mental learner's strategies applied to make sense, also require direct manipulation of the learning material by themselves. Imagery, auditory representation, key words, and elaboration are some relevant cognitive strategies. And about



Socio-affective strategies, these last imply cooperation, questioning, and clarification. Other classifications of strategies to consider to apply gamification in a second language acquisition process can be checked below (Figures 1 and 2):

Figure 1

The taxonomy of language learning strategies of Oxford (1990, p.17).

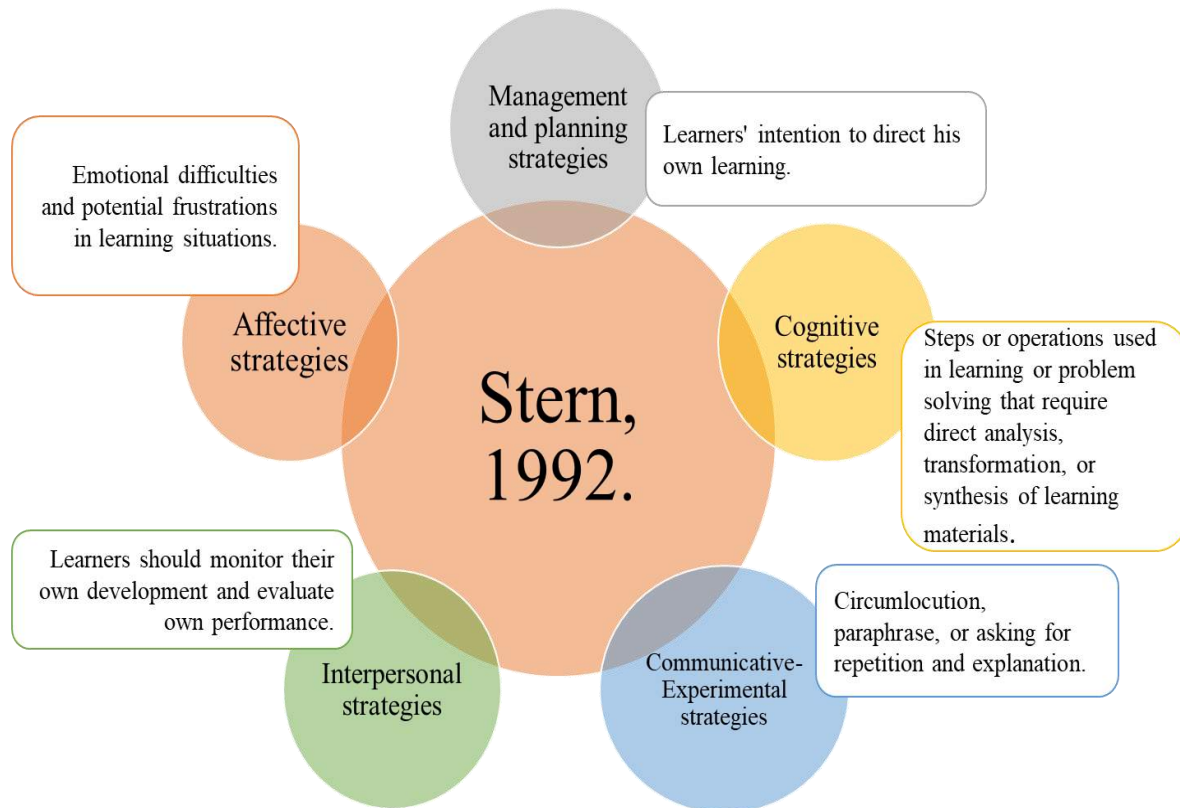
A) DIRECT STRATEGIES	B) INDIRECT STRATEGIES
<p>Memory Creating mental linkages Applying images and sounds Reviewing well Employing action</p>	<p>Metacognitive Strategies Centering your learning Arranging and planning your learning Evaluating your learning</p>
<p>Cognitive Practicing Receiving and sending messages strategies Analyzing and reasoning Creating structure for input and output</p>	<p>Affective Strategies Lowering your anxiety Encouraging yourself Taking your emotional temperature</p>
<p>Compensation Strategies Guessing intelligently Overcoming limitations in speaking and writing</p>	<p>Social Strategies Asking questions Cooperating with others empathizing with other</p>

Source: adapted from Enhancing Second Language Acquisition through Learning Strategies. (Dhanapala, 2019).

In addition, the Oxford model (1990) includes eight steps. Steps 1 to 5 are about planning and design, while steps 6 to 8 are about evaluation and feedback. And the steps are: Determine the learners' needs and the time available. Select strategies well. Consider the integration of strategy training. Consider motivational issues. Prepare materials and activities. Conduct completely informed training. Evaluate the strategy training and revise the strategy training.

Figure 2

Learning Strategies in five main categories.



Source: adapted from Enhancing Second Language Acquisition through Learning Strategies. (Dhanapala, 2019. pp.8-9).

1.4. Gamification

Around the year 2015, the concept of gamification was new, as claimed by Werbach and Hunter (2012), cited by Figueroa Flores (2015); it is applying game elements and their proper techniques in different contexts. In addition, it is the basis of the success of various industries, such as gaming, social media, and study areas such as psychology. In other words, this means that it can be gamified in any process, task, assignment, theoretical framework, or arrangement. Moreover, gamification brings a promising approach to positively changing the educational experience for English learners because incorporating game elements into the language learning process enhances motivation, engagement, and learning results (Wulantari et al., 2024). Gamification could be as hero that can link different strategies.



Ludic activities and games have gamification elements that, based on the learning student's needs, level, syllabi, and topic, can be adapted and applied in different activities to promote the improvement of skills such as reading, listening, writing, and speaking. Each game element links teaching and learning in the SLA process, and each one has different purposes: points, badges, leader boards, progress bars, progression, performance graph, quests, levels, avatars, social elements, and rewards. Furthermore, the application of gamification in non-game contexts implies creativity, identifying the real learning students' needs in their context, defining learning objectives, structuring the experience, identifying resources and applying gamification elements, and linking and adapting gamification to different learning topics in L2.

1.5. Dependent Variable: Speaking skills

According to Pakula (2019), although speaking is a crucial ability for learning a language, it is difficult to teach or acquire. Oral skills are not taught in language classes for a variety of reasons. Teachers may decide not to devote valuable class time to oral production if assessments do not cover it in favour of teaching to test and giving priority to written, grammar, and reading abilities. The teaching strategies and resources that highlight written language and grammatical accuracy as learning objectives could be another related factor.

Moreover, speaking is an essential key in order to communicate the different ideas, requirements, and needs in all places around the world in different professions and areas, including the academic area, where students are learning English as a second foreign language. As stated by Rao (2019), communication skills are essential in today's society, and mastering them is necessary for success in one's chosen career. Hence, out of the four language abilities, speaking is the most crucial for effective communication in today's global society. In addition, given the widespread usage of English worldwide, students must master its communication abilities to succeed in their near academic aims or in their plans as professionals in the future. As a result, learning effective communication skills—especially speaking skills—in the classroom is essential.

Furthermore, to improve students' speaking abilities in English classes, teachers must be aware of the challenges faced by ELLs (English language learners) and, with the use of a correct instructional design, work to use a variety of instructional techniques. By utilizing the most



recent or trending approaches to teaching speaking skills, educators might do this by altering their approaches and resources. Thus, to help ELLs greatly improve their speaking abilities, teachers should incorporate some group and pair activities into their normal English classes, such as ludic and games that foster interaction between students and push oral abilities in the students. Also, it is useful to follow the process step by step, analyzing the students learning progress and providing feedback.

Speaking skills imply some elements, such as comprehension, fluency, use of vocabulary, pronunciation, and use of grammar; each one has specific aspects that must be fulfilled by the pupils and represents a measurement of whether individual speech is good or not (Laksana, 2016). Besides speaking skills, it is relevant to consider the language features, the mental and social processing where meaning, memory, habits, interaction, and information processes take place in the classroom, and speaking activities (Figure 3). For these reasons, speaking has an essential role in second language acquisition. Speaking with fluency requires not just an understanding of linguistic elements but also the capacity to interpret language and information “on the fly” (Harmer, 2001). As a consequence, professors should offer learners an appropriate environment to develop speaking activities with practical phrases to achieve a negotiation of the language.

Figure 3

Classroom Speaking Activities



Note. Adapted from “The practice of English Language Teaching: Speaking” (Harmer, 2011, p.271-275).

1.5.1. Fluency

It appears native language speakers can pass the time by speaking effortlessly, fluidly, effectively, and correctly. However, it seems to be quite hard to determine the source of this view. Language scholars have proposed numerous factors to support the definition of fluency as a general oral skill in communication (Götz, 2013). In addition, since fluency is a crucial sign of spoken second language (L2) competency, L2 assessments frequently use it as their foundation. Effortlessness and fluidity of speech are common ways to describe fluency as a concept (Peltonen, 2023). In addition, fluency is sometimes thought of in everyday language use as being equal to general (oral) ability in a given language.

Furthermore, as a closer overview, fluency has two basic measures that are used by academics to assess; the first is the rate of speech, or the number of syllables created by an individual in a given amount of time, and the second is the length of utterances, or the number of words that a person can make in a continuous string of speech without pausing or hesitating. But it is not enough because, in addition, fluency requires coherence and effectiveness (Jones, 2020). This means fluency is something that should occur naturally and requires practice and dedication. For that reason, as English teachers, it is important to promote practicing speaking activities every day, such as letting students read it aloud, fostering conversations, conducting interviews between the learners, and developing ludic projects with the main goal of improving the speaking skill with proper fluency according to their level.

1.5.2. Comprehension and grammar

Understanding what is talked about and the different sounds and order of words are essential aspects of oral communication. Transmitting the ideas correctly guarantees a better conversational process between the participants. On the other hand, grammar is not only in writing; grammar is an element present in learning thoughts. At the beginning, the structures in the mind could be slow, but with more practice, it results in a natural process of questions, answers, and opinions. Grammar is present in spoken language with tenses, structures, and the necessary conveying of information. Accurate comprehension is essential to comprehending linguistic structure when learning a foreign language. There must be a rule for every language on the globe. Grammar is what we call it in English (Kusumawardani & Mardiyani, 2018).

In other words, students must be able to put together a proper sentence when speaking. To speak English correctly, students must be able to manipulate structure and recognize suitable grammatical forms. Grammar is useful for learning how to become proficient in a language, both orally and in writing. At the same time, comprehension indicates the extent to which pupils may react to spoken communication. Everything that the presenters say should be understandable to the students (Ilham, Fauzi, & Muslimin, 2019). For that reason, the language in the classroom should be adequate according to the student's level and current needs because spoken language uses grammar. To achieve proficient speaking, students must adhere to the rules of grammar. As a result, students can also discover the function of grammar in speech, morphology, and syntax when they write.

1.5.3. Vocabulary

As a first step, learners need to know the vocabulary because, in the speaking moment, it is necessary to know the right words. Vocabulary development means that students understand the meanings of words that are required to communicate. And for effective communication, students need to understand the vocabulary that they say and listen to in classroom activities. In this part, considering vocabulary students' backgrounds is important to prepare a lesson or activity. Further, incorporating ludic and games to teach vocabulary gives students the opportunity to memorize and remember the information easier than in a traditional class.

Similarly, it is still believed that vocabulary is crucial to the teaching and learning of any foreign language. Numerous EFL teachers and scholars have recognized the significance of vocabulary in learning a foreign language. Most EFL learners have as their primary goal becoming proficient communicators in a foreign language. Understanding vocabulary is not only crucial but also a key component of learning and mastering a foreign language (Ishtiaq et al., 2018). It implies teaching vocabulary according to the student's level and performance; in the same way, it should be taught in a friendly way with pictures, classroom elements, and attractive tools for students. In the same way, it is useful to apply vocabulary knowledge, considering different aspects such as modality, method, speech materials, procedure, and analysis (Uchihara & Clenton, 2022).

1.5.4. Pronunciation

Pronunciation and oral communication hold a crucial relationship because they are essential components of an effective language acquisition process. Pronunciation involves learners understanding small units and messages in a spoken language. In this case, English. Moreover, it is important to provide positive and opportunity-based feedback in pronunciation activities, explaining to the students that errors are part of the learning process and that it is always possible to practice and improve. According to Pourhosein (2016), cited by Obreque & Torres (2022), the act of producing sounds is called pronunciation. It can be picked up by repeatedly making the sound and correcting it when it's done incorrectly. Being a fundamental component of speech for meaningful communication, it plays a significant part in the process of communication.

Furthermore, correct pronunciation is necessary to get a good interaction in SLA, and to achieve this, it is fundamental to dedicate more time to speaking activities with the creation of didactic materials, adapting game elements, and ludic exercises with a focus on foment pronunciation. Hancock (2018) suggests speech is not just "listen and repeat." Grammar and vocabulary are two aspects of pronunciation, as are speaking and listening abilities, where individuals pronounce by observing and understanding the laws and patterns that lie behind the surface of speech, much like with vocabulary and grammar. Additionally, pronunciation is physical since it is a component of speaking. Retraining the speaking muscles is necessary while learning to enunciate a new language, a process that requires attention to the sound of the language during students' practice activities.

Finally, to conclude, all these theories, concepts, methods, and approaches contribute to the study by providing theoretical support for the problem and object of the research, helping to analyse theoretical issues for the development of a possible solution through the implementation of ludic activities and games with an emphasis on interaction in the English classroom in the 6th grade of MSA elementary school. Also, with the guidelines of adapting learning materials with gamification elements and fomenting the creativity of the learners, helping them to develop their speaking skills comfortably. At the same, time reinforce other areas, such as personal relations, control time, organization, and reading.

Chapter 2: Methodology for the Investigation and Diagnosis

2.1. Research approach

The present research proposal used a research design with a mixed approach because this research work contains quantitative and qualitative data. According to Creswell & Plano (2007), cited by Creswell (2014), a strategy of investigation known as "mixed methods research" associates or integrates both qualitative and quantitative elements. It entails making philosophical assumptions, applying both qualitative and quantitative methods, and combining the two methods in one study. Therefore, it entails more than just gathering and evaluating both types of data; it also entails utilizing both methodologies simultaneously to make a study's total strength stronger than that of either qualitative or quantitative research alone. In this work, surveys, test equipment, and processes were employed to collect data from a pre-test and its results, as well as following a post-test or assessment, which resulted in the use of quantitative data in this work. Additionally, this study included a qualitative component that involved creating and using an observation tool. Subsequently, in concordance, this research was descriptive because it provides in detail a description of a situational context with the students in 6th grade. And it is analytical because the researcher created a hypothesis to evaluate the content by using the facts, information, and data that were currently accessible and analysing these sources (Khan, Raman, Sambamoorthy, & Prashanth, 2023).

Furthermore, the types of research that are present in this research are experimental research and action research. In experimental research, the independent variable is games in second language teaching, and the dependent variable is speaking skills. Experimental inquiry is fundamental to science. The main focus of the experimental study is cause and effect. After identifying the relevant variables, researchers attempt to ascertain if changes in one (referred to as the independent variable, or cause) also affect changes in another (referred to as the dependent variable, or effect). For example, to find out if a novel teaching strategy produces superior outcomes, an experimental study may be conducted. On the other side, action research is considered a philosophy where the researcher collects data about a specific problem, also develops a literature study, and participates actively in the process of design,



implementation, agreements, recommendations, and final measurements to measure the effectiveness of the changes applied (Goddard & Stuart, 2001).

In the same way, this research followed the steps that are considered in action research because it searched for a solution to a problem that was determined in the diagnosis phase, where speaking and motivation were the main elements to deal with. In this case, the researcher gathered comprehensive information about the specific problem of students in the 6th grade at Marquez de Selva Alegre School in Guayaquil and the general topic of developing speaking skills through ludic activities and games. Also, the researcher, as a teacher, and the students worked together in the intervention process. For that reason, the researcher actively participated in all phases of instructional design. Thus, it is possible to affirm that the researcher agreed on some guidelines and recommendations after the oral pre-test and observation, and these had been implemented by the English class in the school and by Zoom. After a suitable period, the researcher made a post-test measurement to determine the effectiveness of the intervention in the sequence of speaking lessons. For instance, this is longitudinal research.

2.2. Research Methods

Research methods are the tools and techniques that were applied to develop the methodology for this investigation and diagnosis. As stated by Khan et al. (2023), the particular strategies and instruments used by researchers to gather data, examine information, and carry out investigations as a part of a research project are known as research methods. These techniques are doable actions taken to answer the study's objectives or research questions. Researchers can collect and evaluate data using qualitative, quantitative, or hybrid methodologies, depending on the nature of the study and the kind of information needed. For this research work, the techniques applied were a learning test, two surveys, with two oral tests being the first, the pre-test, and after a period of six weeks, the post-test. Also, the observation technique was applied with the use of their respective instruments and tools.

The research techniques that were present in this study are: first, the documentary technique, because it was necessary to collect information from primary useful resources that are available on the internet, such as books, scientific articles, and thesis that were connected with





the topic of this research proposal and at the same time offered different perspectives from their experiences and circumstances. Payne and Payne (2004), cited by Ahmed (2010), say that whether in the public or private domain, written documents are investigated and categorized using the documentary research approach. Second, the field techniques involve the direct observation of the sample as an instructor in the 6th grade classroom. Thirdly, the experimental technique was applied with a sequence of speaking lessons in the intervention plan. By using this technique, one independent variable is manipulated in order to see how it affects a dependent variable. Predictions and the examination of cause-and-effect interactions are two common applications of experimental research (Ross & Morrison, 2003).

While research methodology is the process by which research issues are fully resolved, research methods encompass all methods and techniques that have been used to do research (Mishra & Alok, 2017). In concordance, the research methods that were used are:

The scientific method employs observation, experimentation, and logical reasoning based on established postulates. It combines these three elements in varying proportions to strive towards an 'ideal' outcome. Logic plays a crucial role in precisely formulating claims during the scientific process, ensuring clarity and transparency. By doing so, potential counterarguments become evident. Furthermore, logic guides the construction of outcomes from these choices. Scientists and researchers can assess which option aligns most consistently with observable facts. This research work was conducted through survey inquiries and experimentation, both of which are fundamental components of the scientific method (Kothari, 2004).

Inductive-Deductive Method: The inductive method involves specific observations and general conclusions used by the researcher to test hypotheses based on empirical evidence, while the deductive method applies general premises to specific cases, testing hypotheses through evidence support. Inductive reasoning generates hypotheses, while deductive reasoning tests and validates them (Woiceshyn & Daellenbach, 2018). Also, was necessary the Analytic-Synthetic Method which involves breaking down a phenomenon into its constituent parts, allowing for a holistic view. It is commonly used to analyze complex systems, such as language acquisition, in order to understand overall development. Both methods play essential roles in scientific inquiry (Cellucci, 2013).



2.3. Operationalization Matrix

Table 1

Operationalization Matrix of Independent Variable

Independent Variable	Conceptual Definition	Dimensions	Indicators	Instruments	
Games in second language teaching	<p>There are pedagogical techniques, procedures, and tactics involved in using gamification to support L2 learning in educational contexts. These are all components of the shift that language acquisition education has undergone throughout the years. This shift also includes some motivating strategies and approaches from traditional schooling. Including behaviorism, cognitivist methods, sociocultural ideas, and social interaction. [...] However, it is vital to go over the definition's four elements once more before considering the motivating features that this notion offers. These are: games, components, layout, and non-gaming environments (Figueroa Flores, 2015).</p>	Theories of language Learning	<p>Behaviorism</p> <hr/> <p>Socio Cultural theories</p>	Literature Review. Collection data.	
		Methods and Approaches	<p>Communicative approach</p> <hr/> <p>Total physical response</p>		
		Strategies	<p>Learning strategies</p> <hr/> <p>Classification</p>		
		Gamification	<p>Components</p> <hr/> <p>Design and non-game contexts</p>		

Elaborated by: Gloria Barrero (2023).

Table 2

Operationalization Matrix of Dependent Variable

Dependent Variable	Conceptual Definition	Dimensions	Indicators	Instruments Test
Speaking skills	There are several requirements that students must meet when speaking. It can serve as a gauge for the quality of our speech. These are pronunciation, grammar, vocabulary, fluency, and understanding. [...] Speaking lessons have to be imparted through engaging and interactive exercises. According to Harmer (2001:271-274), there are five speaking exercises in the classroom. They are participating in role-playing, problem-solving, dialogue, communication games, and acting from scripts (Laksana, 2016).	Fluency	They can read it aloud Communicating ideas	Surveys. Observation tools. Pre-test and Post-test Quantitative scale 1 to 10.
		Comprehension and grammar	Understanding the tenses The correct way to structure sentences	
		Vocabulary	Identifying words Knowing the words meaning	
		Pronunciation	Correcting mistakes Small units sound	

Elaborated by: Gloria Barrero (2023).

2.4. Instruments

The data collection tools were surveys and tests as part of the quantitative data. And, on the other side, the observation tools and matrix and their respective analysis represent the qualitative aspect of this work, as is explained below in detail. The survey is a crucial instrument for gathering data on specific social issues. It focuses on the here and now and makes an effort to ascertain the current state of the phenomena being studied (P. Pandey & M. Pandey, 2015). The tests, pre-test and post-test, applied, respectively, at a determinate time, were useful to measure the initial outcomes, and after six weeks, the final analysis compared the preliminary outcomes with the final results from the post-test. In this case, the pre-test and post-test followed the same format because, according to Zuñiga & Marino (2006), the teachers should utilize identical questions for their oral evaluation each time. These offer a consistent starting point for evaluating language output among learners and across time. Furthermore, about the observation instrument, it was adopted from a link in the book *Helping English Language Learners Succeed* by Zuñiga & Marino (2006).

At this point, a learning test and three surveys played an essential role in the diagnosis phase in which students in 6th grade participated, and the outcomes showed the real needs, students' learning styles, and their preferences. The first survey was to identify learners' needs and learning styles (see Annex A). The second survey was about their social-cultural and economic environment (see Annex B). And the third is to know about the use of technology (see Annex C) as part of the need analysis. Furthermore, an observation instrument was applied to the hand of a skill test (Annex D) for the observation of students' work (pre-test) and (post-test).

Simultaneously, with the help of the SOLOM Teacher Observation Student Oral Language Observation Matrix as a rubric, which was adopted from an available online source, (See Annex E). The instruments were selected according to the methods cited, following the respective techniques for each one. In addition, the instruments applied are linked to Matrix Operationalization, which means they are connected to the independent and dependent variables. Every measurable variable in research has to be measured using an instrument (McClure, 2020). Which supports the good structure of this research proposal in the analysis, design, development, implementation of the intervention plan and evaluation phases. It also strengthens the interconnection between the information presented in this research study.

2.5. Validation of Instruments

About the validation instruments of this research proposal, it is possible to affirm that the experts' judgements were applied. In agreement with Simola, Mengolini, & Bolado (2005), beyond objective assertions of truth, evidence, or disciplinary tradition, judgments are deductions or assessments. Value judgments, or preferences among options supported by priorities or trade-offs, are a type of judgment that can be based on values or "facts" (factual judgments), which are statements that can be demonstrated to be true or false. Specialized knowledge in a variety of fields is necessary for making many decisions, including policy and decision-making, statistics, data interpretation, technical systems, etc. Thus, "expert judgment" refers to a decision that calls for specialized knowledge. And in this case, which is research in the educational context, the experts' judgements were necessary for the selection, revision, and approval of the instruments. Besides, validity of research instruments plays a relevant role. Stated by Elangovan & Sundaravel (2021) the expert review is useful because it can aid in the development of rigorous and high-quality survey instruments by facilitating regular communication and input between the researcher and the expert reviewer.

In the process of selecting the research instruments, adapting and adopting them, revising them, and approving them, two professionals collaborated and supervised the researcher's work about instruments to enable the intervention's implementation. Ph. D Isabel Batista Medina was the first expert who reviewed and approved the instruments on the subject of instructional design. She provided the expertise necessary to develop this essential part of the research project. In addition, she provided sufficient guidance and knowledge to develop the conceptualization of the variables and the instruments for the project. And in her words, "The selection of the research instruments for developing your validation or evaluation in the investigation seems very pertinent. The rubrics respond to the construct validity of speaking skills for 6th graders and their elaboration". Besides, Diana Carolina Egas Herrera, MSc. who is the teacher in charge of this research, was the second expert. Through the tutorials, she showed the different ways to proceed in each chapter and provided an opportunity for feedback to improve the research. From the beginning, she described the path to follow for pertinent permissions and data collection in this research.

2.6. Population, Sample, and Sampling

The population at Marquez de Selva Alegre School, a private school in the north of Guayaquil City, for the academic period 2023-2024 consisted of 370 students. However, in this study, the research work was developed with the students in the 6th grade at an A2 level. The population is finite and homogeneous, and the sample is twenty students whose parents signed permits allowing their kids to participate in the data collection and the activities of this research project. The sample contains girls and boys whose ages ranged from ten to twelve years old. They are intelligent children, and all of them have previous experience with learning the English language and share similar characteristics. According to Gravetter & Wallnau (2017), cited by Casteel & Bridier (2021), “the sample is the set of units selected to represent the population of interest.”

Table 3

Sample

Students Participants	Sample	Percentage
Boys	9	45%
Girls	11	55%
Total	20	100%

Elaborated by: Gloria Barrero (2023).

Furthermore, the sampling in this research was intentional and non-probabilistic, and it encloses the following seven characteristics: 1) Students have an A2 English level and attend the same school and grade; 2) Took part 20 students in 6th grade; 3) Students had the same study schedule; 4) They studied English as compulsory because it is a subject in their academic program; 5) They were students between 10 and 12 years old; 6) Learners and the teacher had the time to participate in the three stages of diagnosis, pre-test and observation, intervention with the sequence of speaking activities, and post-test and observation; 7) To apply the instruments and intervention was necessary to parents' permission, and this was obtained from twenty parents' learners in this grade, and of course, the principal's permission. (Annex F).

2.7. Data Analysis and the Ethical considerations

In reference to the data analysis of the different instruments applied in this research, it is relevant to mention that the analysis of the quantitative data collected was done through statistical analysis using Microsoft Excel software in relation to the surveys for the diagnostic

stage. Also, with the pre-test and post-test, a quantitative scale from 1 to 10 was applied. The Excel program had a useful and essential role because it was used to register and order the data obtained from the surveys through the precise application of formulations, which helped to obtain in a fast and precise way the numerical outcomes. Further, this program helped with the elaboration of the graphics according to the questions. On the other hand, with the qualitative observation technique, the information was analysed in categories such as fluency, comprehension, grammar, vocabulary, and pronunciation.

Adjacent to data analysis, this research included the necessary ethical considerations and the proper development of the work with the students. Was revised and collected useful bibliographical sources according to the context of the students in the 6th grade at the MSA School of Guayaquil. The outcomes from the diagnosis developed showed the basis for developing the research proposal. The initial diagnosis observation and pre-test were done from September 18 to Friday, September 22, 2023. The surveys were applied, respectively, on Friday, September 22. Needs and learning styles. But the socio-cultural and economic survey and the use of technology survey were developed on Monday, November 28, with 20 students in the 6th grade of elementary school MSA.

Subsequently, the analysis of the diagnosis phase was developed. Then, development and implementation took place, which means the application of speaking lesson sequences in a face-to-face modality and in an online modality according to the circumstances of living in Guayaquil in January 2024. Consequently, the oral post-test was taken on February 9, 2024. And, as was mentioned before, signed permission was obtained from the parents and the principal of the educational institution. And it was essential because ethical considerations guarantee the validity and dependability of the findings of this research proposal while also defending the rights and welfare of participants (Denison, 2023). To obtain the necessary permissions, the researcher consulted with the school principal and composed a formal letter in Spanish addressed to the principal. In this letter, the researcher explained the research topic and purpose. The institution responded positively by providing a formal document in Spanish. To secure parental consent, the researcher, acting as a teacher, distributed printed notes attached to each student's notebook. Over two days, the researcher collected parental responses or approvals to proceed with the tests, observations, and intervention plan.

2.8. Findings: Initial Diagnose

To develop the corresponding initial diagnosis of MSA students' characterization, it was necessary to apply a technical instrument, a survey. The learning style test is an application instrument. It was also adopted and adjusted to a basic format to identify learning styles. In addition, the empirical observation method was used. The survey test was developed on Wednesday, September 20 for students in the sixth grade of the elementary school MSA (Annex G), and the pre-test and observation work was done from Monday, September 18 to Friday, September 22; moreover, it was considered previous and current academic results of these students in this school year. In total, 20 students participated in the test; the range of ages was around 10 to 12 years old. Children of different genres and nationalities from MSA elementary school enjoyed the activity and answered eight questions with four different options according to their learning styles. Following are the initial general results and their analysis.

Table 4

Survey Results on Learning Styles and needs.

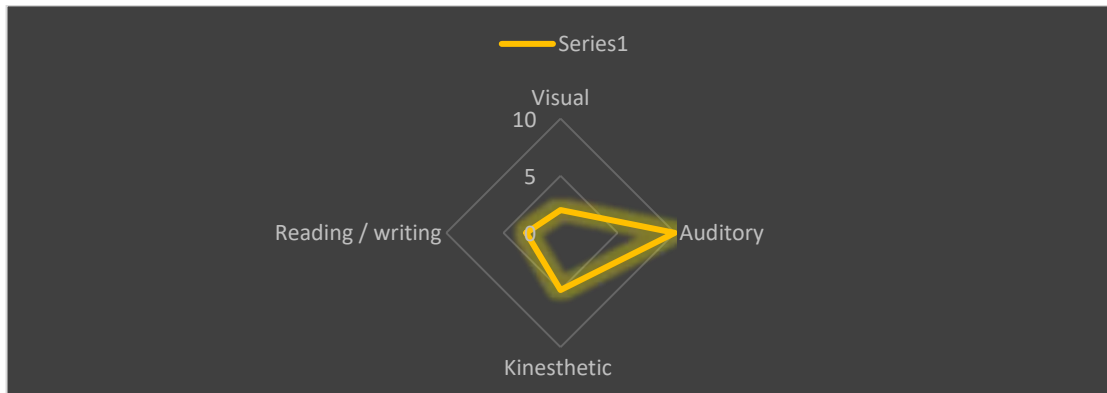
Learning Styles	Surveyed	Percentage
Visual	2	10%
Auditory	10	50%
Kinesthetic	5	25%
Reading / writing	3	15%
Total	20	100%

Elaborated by: Gloria Barrero (2023).

Analysis: According to the chart table 4, it is evidence that auditory learning style activities are better to apply in this classroom, but it is also important to consider all the students and their own learning styles and offer a variety of activities to engage the learners, giving them the opportunity to enjoy and learn English at the same time. Moreover, as is shown in the following radial graph, the tendency and inclination are clear; the majority of students in this group in the sixth grade of educational level prefer auditory activities, and a second part prefer kinesthetic activities to learn.

Figure 4

Radial graph. Characterization of learning styles.



Elaborated by: Gloria Barrero (2023).

Continuing with the diagnosis and in reference to the empirical observation method, it is possible to affirm that students enjoy more aural activities, such as songs and listening, and also enjoy manual activities to make something with their hands, such as colouring animal dictionaries, clocks with recyclable materials, interesting drawings about professions and their future ideas, and other activities. As stated by Eads (2022), improving oral communication abilities is intimately linked to the auditory learning method. Talking and listening are the greatest ways for auditory learners to learn. It's also critical to take into account certain pertinent traits of these students, such as their enhanced speaking abilities and higher ability to recall spoken material. In addition, strategies should be considered, such as taking oral exams, promoting social learning, and having teachers vary the vocal tone and body language (Fleming, 2023).

Furthermore, in the diagnosis phase, the characterizations of internal and external conditions from the students in the 6th grade were considered. One of the main elements of sociocultural and economic context is the individual personal characterization of the students. In this case, the learners are between ten and twelve years old, and all of them have previous knowledge and learning experience in English. Most of the students are from Ecuador, even if there are individuals from other nations such as Venezuela and Cuba, as can be appreciated in Table 5. Knowing this is relevant because their experiences, customs, traditions, and beliefs influence the thoughts of all pupils in different situations and, of course, in the second language

acquisition process. And according to Briggs (2023), as it reflects these standards and elements in both overt and covert ways, language is fundamentally cultural. Sayings reflecting social conventions, slang terms reflecting current trends, or even syntax reflecting cultural views can all emerge in a language.

Table 5

Students' nationality

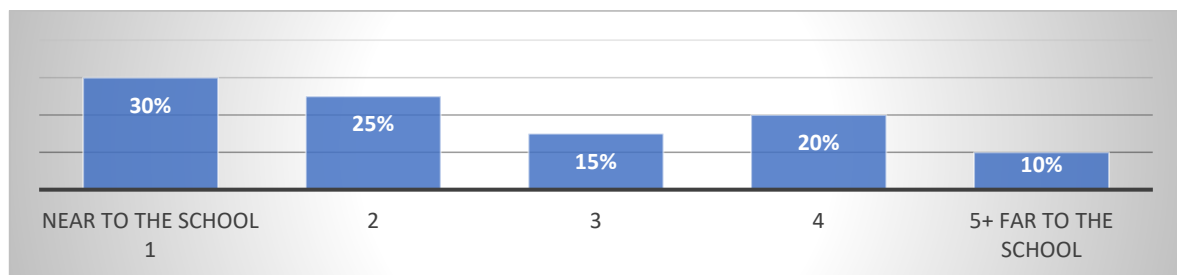
Nationality	Surveyed	Percentage
Ecuador	17	85%
Venezuela	2	10%
Cuba	1	5%
Total	20	100%

Elaborated by: Gloria Barrero (2023).

Another significant aspect in the sociocultural and economic context is the geographical location of both students' residences and the school. (Annex H and Annex I). In this study, students live in the Guayas Province, in the northwest of Guayaquil City. 70% of students live very near the school, but 30% live far from the school. About the students that live near the institution, some of them go to school walking, on bicycles, or on motorbike; some of them are in the company of one of their parents, but other students go alone to school. The students who live far from the school use different means of transport to arrive at the school. Moreover, for most students, their neighborhood is a safe place, but in the opinion of a smaller group in the class, their neighborhood is a dangerous place. As shown in the following graphics.

Figure 5

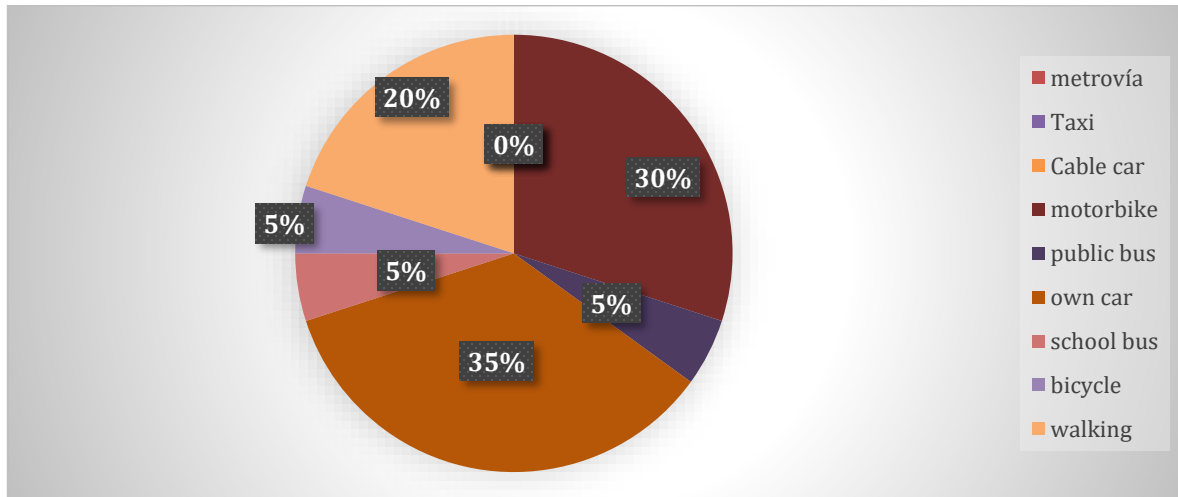
Distance to the school



Elaborated by: Gloria Barrero (2023).

Figure 6

Transportation



Elaborated by: Gloria Barrero (2023).

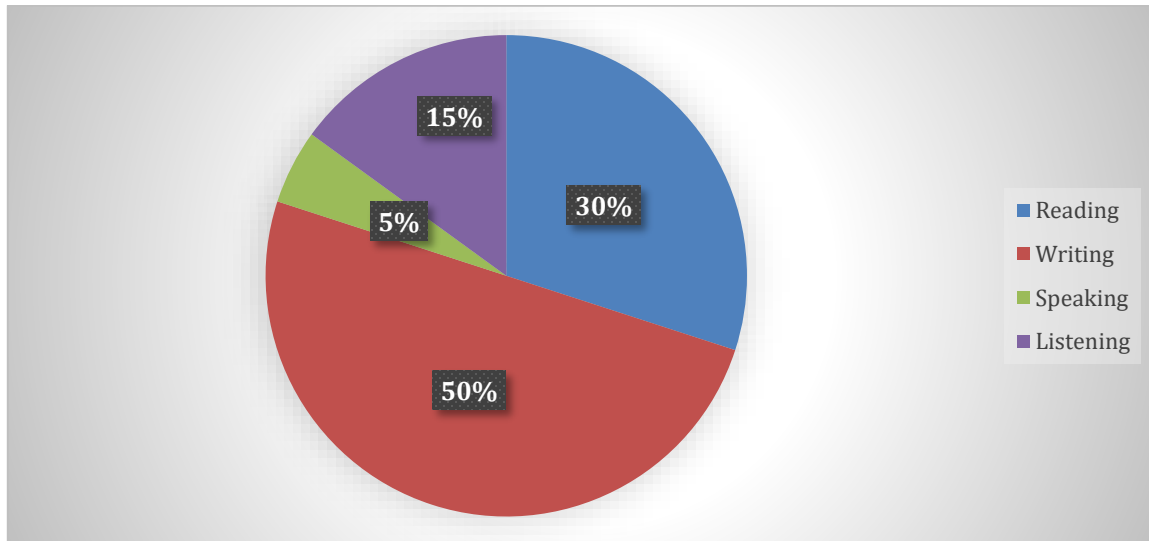
Most of the students like the English subject, but they have preferences about activities to develop, and according to the preliminary hints that were found in the classroom, most of them prefer writing and reading activities and less listening and speaking. When these last take place, students give the teacher a strange face; in that case, the teacher only smiles with love for them and tries to explain in the best way possible. According to observation and a survey, speaking skills are the weakest, despite students having previous knowledge in English classes at the same school or from other institutions. Another factor that would be influencing the result is lesson planning because the majority of them focus on writing and reading according to the book and less on listening and speaking, which is influencing the development of speaking skills.

Moreover, the time schedule of students is for a 45-minutes class three times per week. And according to the data collected, students prefer to develop writing and reading activities. With the first place in the rank of 50% in writing as the most preferred, followed by reading with a 30%, listening with a 15%, and speaking activities with a 5% (figure 9). Some students have help at home to develop their homework, in some cases from their parents, private teachers, or relatives. Furthermore, as maintained by the survey applied previously to these students with level A2 of 6th grade, it is possible to claim about the use of technology that 90% of students are

in contact with different technological devices such as computers or cellphones, but 30% of learners do not have any computer or cellphone at home.

Figure 7

Preferred Activities

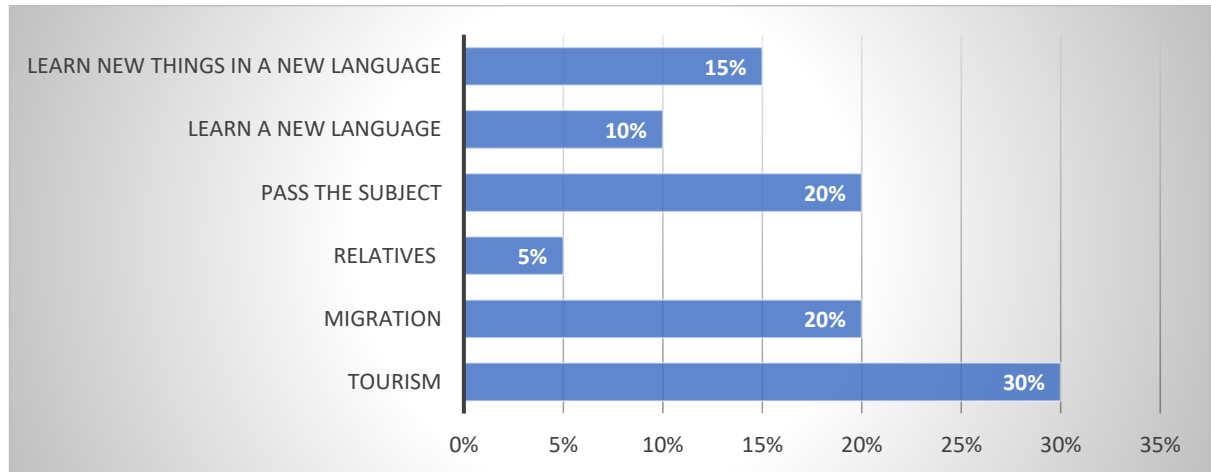


Elaborated by: Gloria Barrero (2023).

Last but not least, another variance to consider in reference to attitude towards learning is the motivation of students, their preferences, and the technological tools available to develop activities and homework. In reference to the main motivation to learn English, 30% of students affirm that tourism is their principal motivation, followed by 20% that mention migration as their main reason to learn English because their parents or families are migrating to the USA and other countries where the main language is English. In third place with a similar percentage of 20%, and in a tie, there is the option of passing the subject. These outcomes are relevant because, as the affective filter hypothesis proposed by Krashen suggests, emotional factors can affect second language acquisition (Chin Lin, 2008). In reference to their general attitude, they are happy children despite different particular and individual experiences or situations in their families, and in general, their families love them. In the pandemic, some of them lost some of their relatives or parents, but they have good memories. All students believe in God.

Figure 8

Students' Motivation to learn English.



Elaborated by: Gloria Barrero (2023).

According to material conditions, there were different materials, but the principal was the English book for 6th grade with an A2 level. This has 9 units, and as the instructor tried to develop a unit per month, and after the diagnosis phase, it was necessary for the teacher to consider the real needs, strengths, weaknesses, and potentialities of the student from an individual and group perspective. Another material available was in the computer lab. Speaker and songs. In addition, it was necessary to adapt the content to the students' learning styles. In reference to materials available to the students, all of them had English books in original or copies. Also, there were the necessary materials to develop class activities, such as notebooks, pencils, pens, erasers, sharpeners, etc. The majority of students did the activities using their proper school supplies.

The pre-test and observation for the initial diagnostic were conducted from September 18 to Friday, September 22, 2023. The instruments applied were an observation script with ten regular questions. Even a very restricted speaker may answer the first five questions without feeling embarrassed or frustrated. The final five questions provide the student with the opportunity to elaborate and show their development verbatim (Zuñiga & Marino, 2006). Each dimension had 2 points to be obtained, and the oral pre-test was checked under 10 points. The oral pre-test was based on a model in the book "Helping English Language Learners Succeed" by Zuñiga and Marino (2007). Also, the rubric or observation matrix was

taken from a link that can be found on the internet and in the cited book. This available tool was adopted and adapted according to the scale of grades for students in 6th grade in Guayaquil, Ecuador, the Common European Framework, and CEFR A2 spoken production. And the pertinent curriculum. The principal findings of the pre-test are detailed below.

Table 6

Pre-test Results

Skills	Mean	SD	Min	Max
Fluency	1,2	0,52	0,4	2
Comprehension	1,28	0,45	0,4	2
Grammar	1,22	0,41	0,4	2
Vocabulary	1,28	0,41	0,4	2
Pronunciation	1,38	0,39	0,8	2

Elaborated by: Gloria Barrero (2023).

Based on the values in reference to fluency ($M=1, 2$; $SD=0.52$), Speech in the conversation pre-test in the classroom was disrupted by the students' search for the right manner of expression. About comprehension ($M=1, 28$; $SD=0.45$) some students understood the most of what was said at a slower-than-normal speed with repetitions. But other parts had difficulty following what was said; they spoke slowly and with the help of repetitions. In the grammar aspect ($M= 1, 22$; $SD= 0, 41$), some learners made similar errors of grammar or word order that sometimes changed the meaning. On the vocabulary component ($M=1, 28$; $SD=0.41$) pupils used the wrong words. And in pronunciation, most of them required concentration; sometimes they repeated in order to clarify what they understood.

Finally, in this part, developing this chapter broadened the perspective as a teacher, and exposed the methods, their purposes and instruments that were applied in this determined context. Moreover, it exposed the different useful outcomes of the tools that were applied. Also, this facilitated the detection of the language problem, the learning styles, and relevant aspects of their socio-cultural context that influenced their learning process. Providing the basis for the intervention plan, meeting the learners' needs, and designing the precision learning objectives according to the analysis in the first stage and preliminary knowledge. These initial results were a great opportunity to improve as a teacher.

Chapter 3: Presentation and Validation of the Methodological Proposal

This chapter details the validation of this proposal with the theoretical or empirical foundation elements and particular characteristics. It provides the viability, feasibility, and benefits of this proposal. For the validation of the proposal, the criteria of professionals in the area and the systematization of experiences through the data collection obtained from the application of a sequence of ludic activities and games to improve speaking production according to the needs detected in 6th grade students from Marquez de Selva Alegre School were used. On the other hand, the objectives of the proposal, the structure, and the dynamics of the components. Moreover, here is the description of the methodological requirements and the description of the budget or financial analysis. Furthermore, this information is organized according to the research questions. It shows and describes statistics, including minimum, maximum, mean, and standard deviation. And, for qualitative data, the researcher added quotes of what students said to illustrate the respective interpretation.

3.1. Validation of the Proposal.

Firstly, this project was viable because it used the necessary research methods and techniques and obtained the proper permissions from the principal of the institution and the student's parents in a real-life context with social relevance. It took time, money, materials, and equipment to conduct the study and generate results. It was feasible because it was based on a real situation in an English classroom. To develop this work, it was necessary to have the resources, time, materials, and instruments to carry out the study. It involved the students of the 6th grade at Escuela de Educación Básica Particular Márquez de Selva Alegre in the academic school year 2023-2024 as principal beneficiaries who needed to improve their speaking production in English as a second language by improving teaching development at the same time. The essential quality of this research proposal were ludic activities in English in a specific learning context. This research proposal shares useful benefits because it contains a good theoretical value that can be used by other teachers and professionals in future similar research.

3.2. Theoretical Foundations

3.2.1. Research Question 1.

What theoretical issues are essential to consider in the development of speaking production through ludic activities and games? As was explained in Chapter I, the theoretical issues that were essential to consider in this research proposal were: ludicity with gamification elements, because it refers to the fact that using ludic exercises to improve student performance is a useful tactic. Students can practice all speaking components by using the language that these exercises encourage them to use. Ludic exercises are a great way to keep the classroom engaged and increase students' understanding of the material being presented. Furthermore, the speaking exercises produced a lively atmosphere that encouraged students to engage. As a result, students progressively improve their capacity for communicating in a foreign language (Saavedra, Rivera, & Cango, 2023).

In the same way, other essential theoretical issues have been considered, such as the theories of language learning according to the research proposal. Also, in this research proposal, the ELT methods and procedures in this case were discussed: CLT, TPR, SFL approaches, and collaborative learning as the independent variable. Besides, engaging motivational strategies, providing assignments and activities, and reminding individuals of the collective and personal objectives to meet are examples of specific tactics that encourage students' autonomy, and collaboration is also a crucial component (Dornyei, 2001). In addition, the subject matter, the methodology, and the learners' needs were considered.

Specifically, the dependent variable in this study focused on speaking skills, encompassing various dimensions such as fluency, comprehension, grammar, vocabulary, and pronunciation, all of which were assessed in the skill test. Additionally, the role of the professor was crucial in providing learners with practical phrases to facilitate language negotiation, such as "I'm sorry, I didn't quite catch that [...] I don't understand. What exactly does X mean? Could you explain that again, please?" (Harmer, 2001).

3.3 Characteristics of the Proposal

3.3.1. Research Question 2.

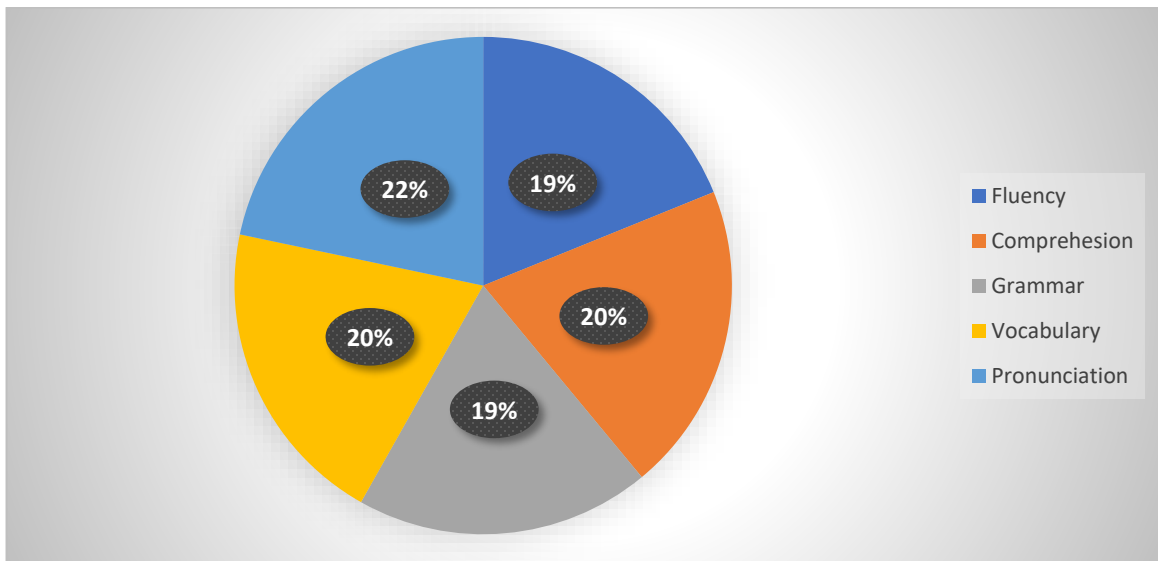
What is the current situation in the sixth grade at Marquez de Selva Alegre School?

As explained in Chapter II, to determine the specific situation, the application of various research instruments was required. These instruments included: the learning test, socio-cultural and economic survey, use of technology survey, pre-test, oral observation

matrix, and post-test. The principal learning style identified in the level, according to the surveys, was auditory learning. However, it was also noted that it is important to consider the individual learning styles of all students. Thus, offering a variety of activities to engage the learners providing a comfortable opportunity for participation in English class. The focus skill for development was speaking, with fluency identified as the weakest dimension, alongside grammar.

Figure 9

Speaking Skills Pre-test (Mean)



Elaborated by: Gloria Barrero (2023).

3.4. Objectives of the Proposal

The objectives of the proposal align with the objectives of the research work. The primary aim, was to assess how the use of ludic activities and games can improve speaking skills for A2 level children in 6th grade from MSA elementary school. To achieve these objectives, theoretical support for developing speaking skills through ludic activities and games was studied. Furthermore, the current situation in the 6th grade at Marquez de Selva Alegre School was assessed. The implementation of ludic activities and games in the classroom in both in-person and virtual settings as part of the second language acquisition process was carried out. Finally, as detailed in this chapter, the proposal is validated by

describing the influence of ludic activities and games on the communication competence of learners in the 6th grade at MSA School.

3.5. Structure, and Dynamics of the Components of the Proposal.

The implementation phase of the research took place from Monday, December 11th, 2023, to Thursday, February 8th, 2024. This research had twelve academic hours within six weeks, with communication games and discussion simulations. The learning activities were divided into six main lessons that included synchronous and asynchronous hours with students in the 6th grade at Marquez de Selva Alegre Elementary School. The intervention involved the application of ludic activities and games to help students in 6th grade with an A2 level develop oral communication skills based on an initial diagnosis. In addition, these activities helped to improve and develop communication between learners and the teacher. To achieve that, it was necessary to complete a list of activities that focused on developing speaking production.

3.5.1. Research Question 3.

What ludic activities and games can be included in the classroom in the second language acquisition process, according to the context? According to the context explained throughout this research work, the activities that were selected, adapted, and included in the 6th grade classroom were activities related to enhancing oral communication skills through ludic activities and games. Taking into account the target, learning needs, styles, survey results, and instructional process. The last aspect mentioned was the curriculum, lesson plans, and CEFRL. Also, it was useful to consider recommendations from the theoretical background of similar situations in different places and institutions. As a dynamic result, the speaking ludic activities applied in a lesson sequence are detailed sequentially below, considering the CEFR criteria.

CEFR Criteria

According to the Common European Framework of Reference for Languages (CEFR) criteria, which contains six levels, it is possible to describe language ability and choose the right learning materials according to the right level. In this study, students are in A2 pre-intermediate level, where, in concordance with CEFR production activities and overall spoken production, “learners can give a simple description or presentation of people, living or working conditions,

and daily routines. Likes/dislikes, etc., as a short series of simple phrases and sentences linked into a list” (Council of Europe, 2018, p. 69).

Figure 10

CEFR A2 Spoken Production

CEFR A2 SPOKEN PRODUCTION	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g., people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something. Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms. Can say what he/she is good at and not so good at (e.g., sports, games, skills, subjects). Can briefly talk about what he/she plans to do at the weekend or during the holidays.
	SUSTAINED MONOLOGUE: GIVING INFORMATION Can give simple directions from place to place, using basic expressions such as ‘turn right’ and ‘go straight’ along with sequential connectors such as ‘first,’ ‘then,’ and ‘next.’
	SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE) Can explain what she likes or dislikes about something, why he/she prefers one thing to another, making simple, direct comparisons. Can present his/her opinion in simple terms, provided listeners are patient.
	PUBLIC ANNOUNCEMENTS Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.
	ADDRESSING AUDIENCES Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of straightforward follow up questions. Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.

Note. adapted from “Common European Framework of Reference for Languages: Learning, Teaching, Assessment Companion Volume with New Descriptors” (Council of Europe, 2018, p.69-74).

In other words, A2 Pre-intermediate level learners have the ability to engage in everyday conversations using the language they commonly use. They communicate in clear and straightforward terms, expressing their immediate environment and personal needs (Council of

Europe, 2018). This proficiency level was taken into account during both the pre-test and post-test assessments.

Speaking Ludic Activities

Guessing game: Guessing Vocabulary

Activity: Miming and describing diseases.

Focus: disease-related vocabulary.

Age: 10–12

Level: elementary and above.

Materials: Colourful sheets and cardboards with the words.

The objective of this game is to get students to think and speak quickly.

How to play: The teacher motivates the students, gives instructions, and oversees the activity. The class selects one student from each row of chairs to participate in miming. In their respective turn, each student steps in front of the class and chooses a colourful piece of cardboard from the teacher's table. The student then reads the content silently and proceeds to mimic it for the other learners. Next, the students in the class consider the possible answer and raise their hands to participate. The student who performed the mimicry selects a classmate who wishes to answer. If the students respond correctly, they win the cardboard. Finally, the student with the most cardboards becomes the winner.

Activity Description: Mimic and Guess Game

The essence of this activity lies in having a volunteer student read a piece of cardboard and then act out or mime its content. Meanwhile, the other students in the class quickly think and guess the possible answer. Through this engaging process, students enhance their speaking production skills. Example of how it works:

Student A steps to the front of the class and selects a colorful piece of cardboard.

Student A silently reads the content written on the cardboard.

Student A then mimics or acts out what is written.

The rest of the class thinks rapidly and raises their hands to participate.

Student A chooses a classmate who wants to answer.

Student B responds to the mimicked content.

If Student B's answer is correct, they win the cardboard.

If the answer is wrong, Student A corrects them, saying, “No, that is not the correct answer.” Student A then selects another student to answer. If needed, Student A can repeat the mimicking actions. Students adhered to the game’s rules, and this activity encourages learners to express themselves verbally. Plus, it created a fun and interactive environment in the classroom.

Figure 11

Picture of Guessing Vocabulary



Elaborated by: Gloria Barrero (2023).

Matching Pairs and Speaking

Activity: Workgroup Speaking Activity

Focus: Memory and review of vocabulary related to diseases, sicknesses, and illnesses.

Age: 10-12

Level: Elementary and above.

The objective of this game is to get students enhancing communication skills.

Materials: Sheets Printed and folded.

How to play: The teacher motivates the students, provides instructions, and oversees the activity. The class selects one student from each row of chairs to participate in the hunt for words and pictures. In their respective turn, each student steps in front of the class and chooses a white card from the blackboard. The student then reads the word aloud and, after selecting another

card, attempts to find the matching picture corresponding to the initial word. If the student successfully identifies the pair, they earn a point. However, if they fail to do so, the learner returns to their seat. The opportunity then passes to another student. All learners in the class should pay attention to the blackboard and memorize the locations of the pictures and words.

Activity Description: Word and Picture Pair Hunt

Student A: Open a cardboard from the blackboard and read it aloud.

Students in class: Pay attention.

Student A: Search for a possible matching picture in only one opportunity.

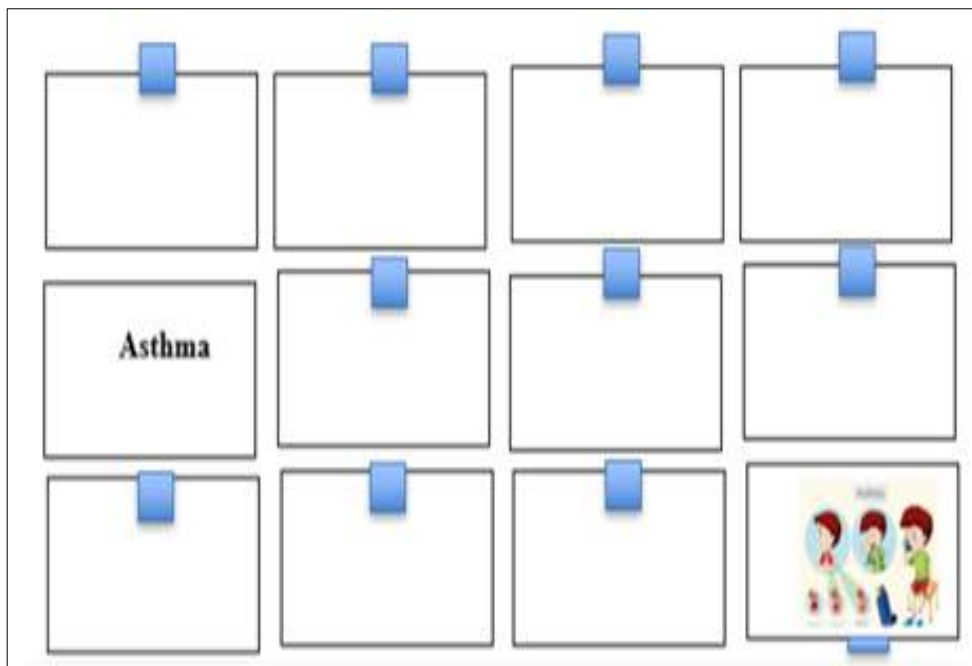
If Student A successfully matches the pair, they earn a point and collect both cards.

If Student A fails, the opportunity passes to another student in the class.

In this activity, students must follow the game's rules. Learners speak to provide their answers. This activity creates a fun environment and strengthens pupils' memory and their speaking skill. Simultaneously, it demands students' attention and mental concentration. If something is not clear, students can ask the teacher at any time.

Figure 12

Sample Word and Picture Pair Hunt



Elaborated by: Gloria Barrero (2023).



Experts' Game

Activity: A sentence-building game.

Focus: Controlled language processing.

Age: 10-12

Level: Elementary and above.

Materials: Pieces of paper, pencil, pen, colors.

The objective of this activity is to encourage students to think quickly, speak spontaneously, and engage in lively discussions.

How to play: The class selects four or five students to form a panel of 'experts.' These students come forward and sit in a row facing the class. Next, the class chooses a subject that these students will have to be experts on. This subject can be anything, from transport policy to film music, from fish to football. In pairs or groups, the class writes down the questions they want to ask the experts about this particular subject. The teacher can circulate around the class, checking the questions as they do this. Finally, once the questions have been written, they are posed to the experts.

Activity Description: Building sentences.

The element of this activity that makes it amusing is that each expert only says one word at a time, so the sentence is gradually built up. Because the experts often cannot think of how to continue, it can ramble on in ever more extreme contortions until someone is lucky enough or clever enough to be in a position to finish it (with just one word). The following example shows how it can begin: Question 1: How is a desert?

Expert 1: The / Expert 2: answer / Expert 3: to / Expert 4: This / Expert 5: is

Expert 1: Is / Expert 2: a"...etc.

Question 2: What is a land habitat? ...

Questions can be repeated until a satisfactory answer is obtained or participants can move on to the next question. Students need to pay attention to the words that their partners have said.

The Experts' Game encourages even reluctant speakers on the panel to speak, even if (or perhaps because) they only have to produce one word at a time. It keeps both experts and questioners engaged in the construction of utterances in a controlled but often surreal environment (Harmer, 2011, p.276 - 277).



Be an Artist

Activity: Drawing and Describing

Focus: Controlled language processing.

Age: 10-12

Level: Elementary and above.

Materials: Cardboard, sheet, notebook, pencil, pen, colors.

Objective: Practice vocabulary related to describing drawings.

Topic: Special dates.

Activity Description: Drawing and describing special dates.

How to procedure: The teacher motivates the students, provides instructions, and oversees the activity. Students choose a number randomly and turn the cardboard when the picture appear, students said it aloud and draw about the topic assigned in their cardboards or screen (e.g., Christmas, Mothers' day, Children's day, etc.).

Next, they describe their drawings to the class in English. They can use descriptive words such as shape, color, size, etc. Other students can guess which special date each drawing represents. This activity is excellent for expanding vocabulary and practicing oral expression.

Figure 13

Sample of Drawing and Describing



Elaborated by: Gloria Barrero (2024).

Source: Pictures of some drawings in 6th grade of MSA School.

Given Advice**Activity:** Complete Sentences with “Should” and “Shouldn’t”**Focus:** Comprehension and grammar. Oral expression.**Age:** 10 and above**Level:** Pre-intermediate & intermediate**Materials:** Cardboard, pictures, blackboard, tape, markers. / computer, slides, pictures, sentences to complete.**Objective:** Practice using “should” and “shouldn’t” when giving advice.**Topic:** “Should” and “Shouldn’t”**Activity Description:** The activity involves students reading and completing sentences aloud based on the topic and context of each sentence. It is a great way to practice both reading comprehension and oral expression.**How to procedure:** The teacher motivates the students, provides instructions, and oversees the activity. Pupils engage in the activity by forming and finishing phrases out loud in pairs or teams, using inspiration from the images and concepts displayed on slides or on a black board. For every accurate contribution, points are given to the corresponding pair or teams.**Figure 14***Sample Giving Advice Activity*

The graphic illustrates a sample activity for giving advice. It features a grid of buttons for 'ADVICE' (Affirmative/Should and Negative/Shouldn't), a row of recycling bins (PLASTIC, GLASS, PAPER, METAL, WASTE), and a sentence completion example: 'We **Should** recycle paper, glass and cans.'

Elaborated by: Gloria Barrero (2024).

“Special’s dates gameboard.”**Activity:** Communication board game**Focus:** Develop speaking**Age:** 10-12**Level:** Beginner-Advanced**Time:** 30 – 40 minutes.

The objective of this activity is to encourage collaboration, improve language skills, and enhance critical thinking.

How to procedure: Students work in groups, play a board game, and engage in discussions based on questions. Pupils can read questions and respond using the game's instructions. Some sentences and questions on the gameboard include: Go back 3 spaces, start again, 'I wish you a happy new year in...' 'Easter is in...' 'It is Halloween; it is...' 'Your best friend's birthday is in...' 'Your mother's birthday is in...' 'When is Christmas?' 'When is your birthday?' 'When is Mother's Day?' 'When is Arbor Day?' 'When is Children's Day?' 'What is your favorite month of the year? Why?' 'What do you do for Christmas?' or 'What did you do on Christmas?' etc.

Activity Description: The activity involves students reading and answering aloud based on the topic and context, using the prepositions “in” or “on” properly. It is a great way to practice both reading comprehension and oral expression. Additionally, it enhances collaborative work and creates a conducive environment for learning, reviewing, and practicing topics that have been previously covered.

Picture of the game: Annex J.

3.6. Description of the Methodological Requirements

Methodological requirements played a crucial role in ensuring the rigor and validity of this study, and as explained in Chapter II, this research had a mixed- method approach as research methodology with quantitative and qualitative analysis. This particular methodological approach was selected considering factors such as the nature of the research problem, the availability of data, and the research objectives. To study the theoretical support for developing speaking skills linked to ludic activities and games. To verify the actual state of affairs in 6th grade at Marquez de Selva Alegre School. To implement the ludic activities in the classroom in a

second language acquisition process. To validate the proposal describing the influence of ludic activities and games on the communicative competence of learners in the 6th grade at MSA School. The collected data was through a learning test, two surveys, and observation, which were the primary data collected by the research. The analysis employed statistical tests.

3.7. Description of the Budget or Financial Analysis.

On practical considerations, there was a constraint related to time considering the end of the academic year 2023-2024 in the coast region. However, the resources and access to data were acquired correctly by the educational program. The materials were according to the topic and activities to be developed. For example, in a game of questions and answers, it was feasible to use cardboard, and an online modality, a Power Point interactive presentation. Considering the classroom delivery medium, games and didactic materials were created with creativity, utilizing and adapting current materials such as textbook activities and relevant topics. Also, songs and videos were used as supplementary resources. For assessment, it was necessary to have a rubric and format to identify differences between the pre-test and post-test. School supplies such as cardboard, paper of different colors, markets, sheets in blank, tape, and books to develop the activities in class were provided for the school. The design and printing of various visuals were carried out using appropriate resources, ensuring affordability.

3.8. The analysis and discussion of the results obtained from the implementation of the proposal.

3.8.1. Research Question 4.

How does the implementation of ludic activities and games help to generate speaking production in 6th-grade students at MSA School? To give an answer to this question, first detail the observation as a qualitative component through a thematic analysis. The implementation in class followed a sequence. The task number one, “Guessing Vocabulary,” was applied on Monday, December 11th, in the year 2023. The activity followed the parameters described in the task according to the current English topic at that time, program and unit from the Microcurricular planning in MSA Elementary School for 6th grade. This activity showed some good first results, such as students who are always silent deciding to participate, and the majority of students enjoyed the activity. Students who had spoken little

in English class before in this class played a good role during the implementation of this first game, and it was a surprise as a teacher and as an instructor that the feeling of happiness for them was present because it was a good beginning to the intervention plan.

The second task was applied on Monday, December 18th, “Matching pairs and speaking.” The class has chosen a student for each line of chairs to participate in the hunt for words and pictures. Each one, in a respective turn, went in front of the class and selected a white piece of cardboard from the blackboard. Each student read loudly, and after choosing another card, they tried to find the pair picture of the initial word. Students paid attention and participated actively because whoever participated won a point. The objective of this activity was to get students to think and speak quickly. The teacher motivated the students, gave instructions, and controlled the development of the activity. This activity provided a fun environment and strengthened pupils’ memory on the topic of health and illnesses. This topic was according to the lesson plan and Microcurricular planning, which follow the CLIL. According to the Ministerio de Educación (2016), “Content Integrated Learning for Foreign Languages (CLIL): a model used to integrate language learning with cultural and cognitive aspects, so that language acquisition serves as an engine for student development”.

The third speaking ludic activity named “Experts’ Game” was developed on Thursday, January 4th, 2024, in presential mode. This activity also served as a review of vocabulary and was a good ludic activity to start the New Year. For this activity, five students were chosen to participate on the panel of experts. The audience or other classmates selected a question from pieces of paper in a jar. A student read the question, and the students in the role of experts provided an answer with a special condition: each member of the panel could only say a word. At the beginning, it was confusing, and some of the students wanted to give the complete answer. But with practice during the activity, it was easy and funny. At first, some answers didn't make sense because the students said the first thing that came to mind in English. However, everybody enjoyed it. Near the end, the responses were more coherent because they understood that the necessary words should continue the idea from their previous partner in the expert role. The activity consisted of four rounds of five students answering as experts.

Activity number four was developed in virtual mode on Thursday, January 11th. It had a virtual modality under what was established by the Ministry of Education of Ecuador to

protect the integrity of students, teachers, and the educational community in general due to the insecurity situations experienced in the country. The English class was done through the Zoom platform. Students used a cardboard, white sheet, or notebook sheet to develop the final product of this activity. First, on the screen were fourteen digital cards with numbers. Each student selected one digital card, and when a picture appeared, students said it aloud. Then, it was explained that they should complete a challenge drawing and colouring with a restricted time. At the end, some of them showed their final result and described it. Some smiles were present, and classmates' opinions were good. This was excellent because, despite the adversity in society, the students were focused on doing, learning, and enjoying. Positive attitude learners often pick up L2 quickly and effortlessly, but negative attitude learners proceed more slowly. The commitment is determined by attitude (Du, 2009).

The fifth intervention took place on February 18th, conducted in virtual mode. The activity was named "Giving Advice," and it consisted of a friendly competition between boys and girls. Students participated by taking turns creating and completing sentences aloud based on pictures and ideas presented on slides. Points were awarded to their respective teams for each correct contribution. The topic focused on "Giving advice using the modal should" in affirmative and negative form, corresponding to the images displayed. At the beginning of the class, the teacher explained the rules, requiring students to participate by raising their hands using the Zoom tool, and the cameras had to be on throughout the class. Students followed the instructions and enjoyed the activity as they had the opportunity to practice the knowledge acquired and, at the same time, develop their speaking ability by remembering, creating, and completing sentences with the modal should.

Fortunately, it was possible to return to the classroom on Monday, January 29th, 2024. The last activity, as part of the medicine in the intervention plan, was developed in the classroom. It was a board game about special dates that was applied on Wednesday, January 31st. To achieve success, students worked in four groups of five students in each group. The teacher explained the rules and motivated the students to practice the topics of special days and dates using the gameboard. The teacher provided the gameboards; students carried out their tokens from home; others did it quickly with clay; and others used their erasers to participated. They threw the dice and moved their tokens forward, and according to the

number, they read the question and answered it. Students' participation was influenced by attitude. Pupils with a good attitude towards learning work hard and can achieve good results in the game and in their learning process. In this case, the teacher was only a guide and supervisor, walking in the classroom and helping the teams when it was necessary. The activity created a good environment, and students developed oral communication skills because speaking ability is one of the most crucial skills for students to acquire when studying English (Illyin et al., 2021).

During the development of these speaking activities, there was evidence of the interest of the students in participating in and learning through ludic activities. Sometimes some of them said, "Teacher, when will we play again?" or "Are we going to play today?" Their questions were in L2 and L1 in the classroom and outside the classroom. Furthermore, it was evident that the students in 6th grade demonstrated a strong commitment to improving their performance. The students frequently asked questions related to vocabulary and pronunciation, such as "How do you say _____ in English?" Or, "Can you repeat that, please?" They also showed a willingness to seek assistance by saying, "Help me, please" or expressing when they did not understand something. As a result, the students felt more confident when speaking to both their teacher and classmates. These experiences opened a new perspective for the teacher.

The application of the whole sequence of ludic activities and games promoted a positive learning environment, and the predisposition of the students for the English class was better. Additionally, relevant elements such as motivation, a positive attitude, anxiety management, and self-confidence were evident through the intervention process. As stated by Barrett (2017), 'the brain only learns if there is emotion.' This is a crucial element because emotions influence the learning process for these students in various ways, based on their individual feelings and personal circumstances. However, the teacher created a fun learning environment for English using playful materials and strategies, piquing their curiosity and capturing their attention during spoken activities in English class. This approach enhanced the speaking skills of this group of students and provided opportunities for interaction, idea sharing, and solving language games.

Table 7

Summary of the intervention process

Months	Days		
December	11	13	14
	Guessing Vocabulary.	Worksheet activity. Reinforcement on Vocabulary about illnesses.	English Book activities Reading and Writing.
	18	20	21
	Matching pairs and speaking.	Vocabulary about Christmas and activity.	Christmas Party.
		4	Experts' game Review vocabulary, grammar.
January	8	10	11
	Topic: Special dates vocabulary.	English class topic special dates. Book activities, reading and writing.	Be an Artist Draw a picture and describe it. Speak loudly and clearly.
	15	17	18
	Modal Should.	Book activities Video reinforcement.	Should or Shouldn't Giving advice
	22	24	25
Review Worksheets.	Practice for Partial Quiz.	Partial Quiz Google forms.	
29	31		
On and in with dates.	Board game Special dates.		

Elaborated by: Gloria Barrero (2024).

In addition, addressing research question number four, this study administered a post-test following the same structure as the pre-test, as explained in Chapter II of this research proposal. The oral post-test was conducted in person at Marquez de Selva Alegre School on February 9, 2024, involving 20 sixth-grade students. A total of 10 questions were included, covering the same five dimensions: fluency, comprehension, grammar, vocabulary, and pronunciation. The post-test outcomes are further explained below, presenting a quantitative analysis through descriptive statistic.

Table 8*Post-test Results*

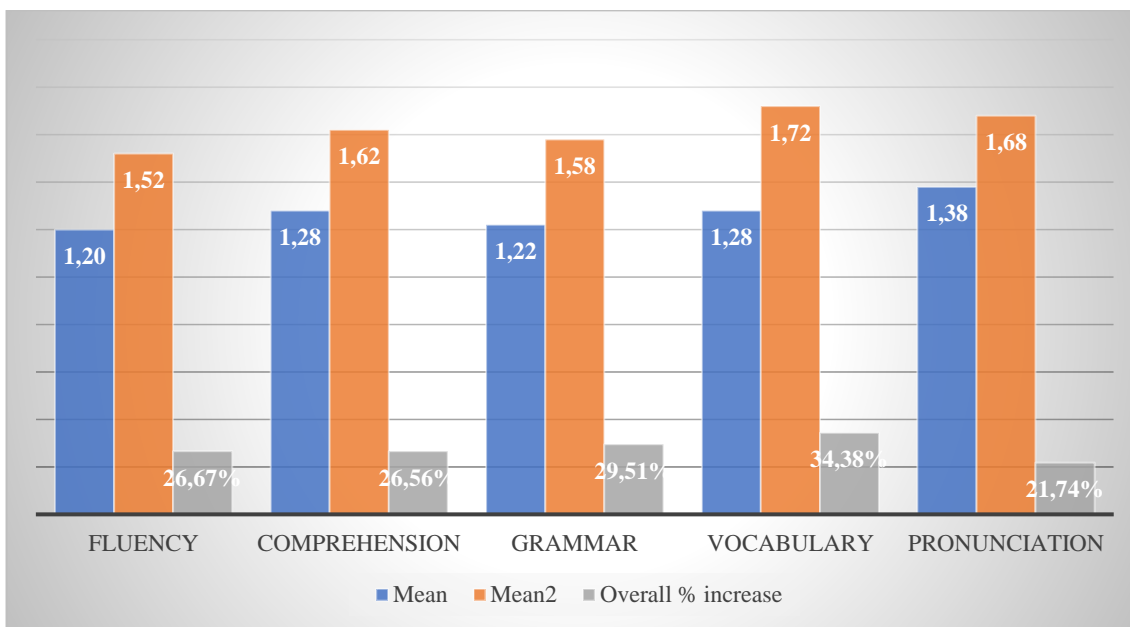
Skills	Mean	SD	Min	Max
Fluency	1,52	0,43	0,8	2
Comprehension	1,62	0,39	0,8	2
Grammar	1,58	0,35	0,8	2
Vocabulary	1,72	0,31	1,2	2
Pronunciation	1,68	0,35	0,8	2

Elaborated by: Gloria Barrero (2024).

Based on the values in reference to fluency ($M=1,52$; $SD=0.43$) Speech in the conversation post-test was generally fluent, with occasional lapses while the student searched for the correct manner of expression. About comprehension ($M=1,62$; $SD=0.39$) students understood nearly everything in normal speech. Although occasional repetition was necessary in the activity. In the grammar aspect, ($M= 1,58$; $SD= 0,35$) some learners occasionally make grammatical and/or word order errors, but this time they do not change the meaning in a drastic way. On the vocabulary component ($M=1,72$; $SD=0.31$) pupils occasionally use inappropriate terms and/or must rephrase ideas because of lexical inadequacies. And the pronunciation ($M=1.68$; $SD= 0.35$) was intelligible, although the listener was conscious of a definite accent and irregular patterns of intonation that were unsuitable. These findings demonstrated that students overcame obstacles while maintaining an improved level of performance. The total score, derived from pre-test and post-test information, showed the experienced improvement. As detailed in the following graph and chart:

Figure 15

Speaking Improvement



Elaborated by: Gloria Barrero (2024).

By comparing the data obtained from the pre-test with the post-test, it is possible to visualize the overall increase between both scores in each dimension, indicating a positive change in enhancing oral communication skills for A2 level children through ludic activities and games in the 6th grade of MSA school. While this increase is minimal, it is evident. In the pre-test, it was evident that the pupils were searching for the appropriate way to express themselves, which occasionally interrupted the discourse. However, in the post-test, they demonstrated generally improved fluency, with occasional lapses as they searched for the correct manner of expression. In terms of comprehension, some students retained most of the information even when it was repeated at a slower pace than usual. However, others required slower speech and repetition due to difficulties in understanding the content. On the other hand, pupils comprehended almost all of the material in regular speech in the post-test. Even if the development of the exercise required some sporadic repetition.

The grammar portion of the pre-test had some substantial errors committed by certain students that periodically altered the meaning. Compared to the post-test, when some students sporadically made grammatical or word order errors. On the vocabulary component, in the

pre-test, pupils frequently used the wrong words, but in the post-test, they occasionally used inappropriate terms, necessitating the rephrasing of ideas due to lexical inadequacies. Additionally, the majority of them needed to concentrate on pronunciation in the pre-test; occasionally, they repeated what they had heard to make it clear. The post-test shows a similar characteristic with some pupils, but the listener is aware of a distinct accent and inappropriately irregular intonation patterns, even though the pronunciation remains understandable. Comparing the pretest scores, it is clear that participants have significantly improved since they use appropriate language with more confidence, improved grammatical structures, and improved pronunciation to facilitate successful communication. The statistical significance of the results is indicated in the table below.

Table 9*Descriptive Statistics of Speaking Pre-test and Post-test*

N	Pre-test		Post-test		Difference between means		Final Results
	M	SD	M	SD	M	SD	Overall% increase
20	6,36	2,18	8,12	1,83	-1,76	0,35	27,67%

Elaborated by: Gloria Barrero (2024).

The valid data in both cases (pre-test and post-test) consisted of 20 data points each. The difference between the means was calculated as $MD = -1,76$, with a standard deviation of $SD = 0,35$ observed between the two tests, indicating the distribution of the data. The overall increase at the end of the intervention was 27,67%, a positive result. The paired-sample t-test reflected a statistically significant difference between pre-test and post-test ($t = -2,76$, $p < 0,01$) demonstrated and suggested that, on average, the scores on the post-test are higher than those on the pre-test. This significant difference supports the conclusion that the intervention positively impacted the participants' oral communication skills, contributing to answering research question number 4 of this research proposal.

Furthermore, as verification of the hypothesis, which mentioned that students in 6th grade will improve their speaking production through the implementation of game activities

in the second language acquisition process, the data obtained was compared with both the null hypothesis (H0) and the alternative hypothesis (HA). The resulting p-value, which is less than 0.01, is considered highly significant. This means that the probability of getting such a large (or larger) difference between the pre-test and post-test by pure chance is extremely low. In other words, this provides a solid evidence to reject the null hypothesis and conclude that there is a genuine and significant difference between the evaluated conditions, establishing a real relationship between the variables compared.

Finally, based on the statistically significant difference between the means of the pre-test and post-test ($MD = -1.76$, $SD = 0.35$), with a p-value less than 0.01, and supported by the alternative hypothesis, it is determined that the overall increase of 27.67% denotes the success of this proposal. Despite pupils being shy and curious about the initial surveys and pre-test, they have demonstrated their interest in improving their oral ability in a second language since the first speaking activity as part of the intervention plan. The implementation of a ludic speaking activity per week proved beneficial, leading to improved positive attitudes and confidence among the students. In addition, the realization of the intervention plan did not interrupt the students' learning process in any way; rather, it helped to improve the teaching–learning process of speaking skills with A2 students in the 6th grade of Marquez de Selva Alegre School.

The results obtained have been compared with similar data from previous investigations in a comparable context. It is possible to affirm that the application of ludic activities and games to enhance oral communication skills in the educational context of teaching English as a foreign language is a good intervention plan. Ludic games, as practical-didactic materials, provide support for developing cognitive skills. Additionally, students have demonstrated that they can enhance their oral communication skills, which reflects their dedication to learning a new language (Proaño, 2018). In other words, if students can engage in playful activities in the classroom, they will gain the confidence they need to speak in a foreign language (Campoverde, 2019). Moreover, there are a great number of activities that can be applied according to the learners' needs, styles, and objectives of the study program. Contemplating the benefits of adopting, adapting or creating their own custom materials. Taking in mind the advantages of ludic tools and the helpfulness of traditional and trend approaches.



Conclusions

The theoretical issues present in this research proposal on theories of language learning such as behaviourism, constructivist, and sociocultural perspective, as well as useful approaches and methods such as CLT, TPR, SFL, and collaborative learning, were essential in the development of speaking production through ludic activities and games because they provided a good theoretical basis for this study. Not forgetting the relevant aspect founded in the theoretical framework with the research background contributed positively to the strength of the theoretical basis of this research work.

The analysis of the state of affairs in the 6th grade at Marquez de Selva Alegre School was possible evidence of the real learning needs, as well as the learning styles and sociocultural aspects that exist inside the teaching and learning process of English as a foreign language. Thanks to the application of the proper methods and techniques with useful research instruments such as tests, surveys, and observation tools, gathering the relevant information where speaking skills were the focus as a result of the initial tests and surveys. At the same time, it was the pillar of the intervention plan and post-test.

The ludic activities and games selected, adapted, and applied in the 6th-grade classroom were activities related to enhancing oral communication skills through ludic activities and with the help of language games. In which students demonstrate their interest in participating and develop their oral communication skills. Also, examining suggestions derived from the theoretical framework of comparable circumstances in various settings and establishments was beneficial in this research project. The teacher was a guide and motivator in the days that applied the speaking lesson sequence in a ludic way. The main characters were the students, enjoying their learning process.

Thus, the influence of ludic activities and language games on the communicative competence of 6th-grade learners at MSA School was positive. As indicated by the analysis conducted between the initial and final tests. Besides, the good results obtained during the intervention plan and the post-test revealed that most of the students improved by having the opportunity to engage and interact in English class. That is, the entire process demonstrated that understanding the real learning needs, preferred learning styles, motivations, and emotions plays a relevant role in the teaching and learning process of speaking skills with A2-level students.





Recommendations

After obtaining the results of the diagnosis phase, after establishing the theoretical foundations, and with good final outcomes. It is recommended to persist with the implementation of ludic activities, recreational experiences, word games, and language games for this group in their next course: 7th grade. This approach will further enhance their oral communication skills in a manner that is both familiar and engaging for them. Additionally, it is necessary to consider incorporating new playful activities and language games, as numerous options can be adapted to lesson plans and microcurricular planning, while also taking into account the CEFR descriptors.

Taking into account the model and structure of this research proposal, which focused on enhancing oral communication skills for A2-level children in 6th grade through ludic activities and language games, and considering that the outcomes were quite satisfactory, the content of this research work could serve as a consulting resource for future researchers facing similar challenges in the teaching and learning process of speaking skills. This study, as a practical example, could be applied in future research proposals and instructional design processes to enhance speaking skills according, their proper context.

At the same time, as a recommendation, English teachers and instructors should continue their investigations to strengthen and enhance specific skills based on their learners' actual needs and learning styles within their groups. Additionally, they should consider their unique situations, including sociocultural and technological aspects, and provide relevant solutions. This approach will contribute to the development of a network connecting national and international academic contexts, allowing for comparisons and knowledge exchange. It is essential to acknowledge that knowledge and experiences are fluid and dynamic in a world characterized by constant change.

Therefore, both public and private institutions at various levels should develop and implement research initiatives aimed at enhancing oral communication skills. Because it is crucial to recognize that speaking skills in a foreign language (EFL) are essential for students at all proficiency levels, by embracing innovative ludic or playful activities, didactic games, and new ideas, educators can motivate students to realize their full potential. Ultimately, this approach lays a solid foundation for effective interaction in English.



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Annexes

Annex A Learning style test and instrument of application.

LEARNING STYLES TEST					
Profesor:	Lcda. Gloria Paola Barrero Manso.		Date:		
QUESTIONS	Visual	Auditory	kinesthetic	Reading/writing	
Objective	Measure and know individuals' preferred way of absorbing, processing, comprehending, and retaining information.				
1	What do you like most on your birthday?	Decoration.	Sing songs /music.	Hugs, activities.	Write letters and invitations.
2	What activities do you like?	Look for pictures with labels about stories.	Listen stories.	Participate in a story with puppets.	Read books.
3	What do you do in your free time?	Drawing.	Listen to music.	Playing x2.	Write or read.
4	What do you like as a present the most?	Flash cards. A book to color, a notebook to draw.	A device to listen to music.	Clay, tempera, brushes.	A laptop or notebook to write.
5	If you had money. What thing will you buy?	A camera. Smart T.V. A cellphone.	A radio, earphones, Smartwatch.	Clay, colors, crayons, sheets, toys.	Books, comics, newspapers, Jorunals.
6	What do you remember when you go to a party?	People.	Music.	Plays.	Sentences.
7	What do you do when you are angry?	Change my face.	Yell / shout.	Kick.	Breathe and hope.
8	What do you like to do on vacations?	Watch T.V.	Listen to music.	Play with your toys. Play a musical instrument.	Read books.
Adapted from:	https://i.pinimg.com/originals/4f/17/17/4f171799f0435c5f98c5a94a2c45599c.jpg				

TEST DE ESTILOS DE APRENDIZAJE			
Maestra: _____ Nombre: _____			
	Visual	Auditivo	Kinestésico
¿Qué te gusta más en tu cumpleaños?	La decoración	Cantar las mañanitas	Abrazar
¿Qué actividades te gustan?	Leer cuentos	Escuchar cuentos	Participar
¿Qué haces en tu tiempo libre?	Dibujar	Escuchar música	Jugar
¿Qué es lo que más te gusta que te regalen?	Un libro	Un aparato para escuchar música	Pacifina
Si tuvieras dinero. ¿qué comprarías?	Una cámara	Un radio	Pacifina
¿Qué recuerdas cuando vas a una fiesta?	Las personas	La música	Los juegos
¿Qué haces cuando te enojas?	Cambiar mi cara	Geta	Pateteo
¿Qué te gusta hacer en vacaciones?	Ver tv	Escuchar música	Jugar con mis juguetes

Annex C Use of Technology.

Use of technology		
Objective: To know with what technology students are in contact to develop speaking learning activities.		
Greetings! Dear student, this survey has an academic proposal, and your answers here will be confidential		
Instructions: Mark with an x if you have one of the tools below at home.		
Technological tools or devices	Yes	No
Cellphone		
Computer		
Digital Camera		
MP3		
Internet		
Video games /xbox /PS4		
Smart TV		
Smart watch		
Cable TV service		
GPS		

Annex D Skill Test

Pre-test and Post-test Format. Speaking
Objective Pre-test: Measure the learner's oral communication skills before the implementation phase. Post-test: Measure the learner's improvement in oral communication skills after the intervention phase.
Introduction Good morning, dear students. This pre-test/ post-test serves an academic purpose aimed at fostering your development.
Instructions Please listen carefully and provide an answer for each question using your own words in a clear form.
Questions <ol style="list-style-type: none">1. What's your name?2. How are you today?3. Can you tell me what day it is?4. Show me the ...?5. Who is your best friend?6. Tell me as much as you can about your best friend?7. What do you like about school?8. What have you been studying about school?9. Tell me about some things you really like to do?10. Talk about what do you like to do best at recess.
Acknowledgement Thank you for your participation in the pre-test. Your involvement is invaluable and will greatly contribute to our understanding and improvement of the learning process. Your effort and dedication are truly appreciated. Thank you again for your time and commitment.
Note: Adapted from: Helping English Language Learners Succeed by Zuñiga, C., & Marino, E. (2006).



Annex E Observation Student Oral Language Observation Matrix

SOLOM Teacher Observation Student Oral Language Observation Matrix					
Students' name			Grade:		Date:
Language Observed:			Administered By (Signature):		
	0,4	0,8	1,2	1,6	2
A. Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant: often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
B. Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions.
C. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.
D. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited: comprehension quite difficult.	Student frequently uses wrong words: conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
E. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.

Adapted from: [Microsoft Word - SOLOMTeacherObservation.doc \(cal.org\)](https://www.cal.org/twi/EvalToolkit/appendix/solom.pdf)

<https://www.cal.org/twi/EvalToolkit/appendix/solom.pdf>

