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FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ACTIVIDADES DIDÁCTICAS PARA EL DESARROLLO DE LA EXPRESIÓN ORAL EN EL IDIOMA INGLES

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SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O INTERVENCIÓN

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CHAMBA ZAMBRANO JONH MARCELO

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RESUMEN

Esta investigación tiene como fin principal mejorar el desarrollo de la expresión oral del idioma inglés en alumnos de segundo año de educación general básica a través del empleo de actividades didácticas lúdicas, con el uso de recursos como la música y el teatro, aunque el proceso de enseñanza se encuentre en constante cambio debido a las necesidades que se presentan, aún se puede evidenciar carencia en el desarrollo de habilidades productivas como es el habla y. La investigación responde a un paradigma cualitativo, con un diseño no experimental basándose en un tipo de investigación propositiva, usando un conjunto de técnicas y procedimientos con el fin de diagnosticar y resolver los problemas fundamentales que se den en la investigación haciendo uso de métodos teóricos que permitieron sistematizar distintos criterios existentes sobre la temática, facilitando un mejor abordaje del trabajo, mientras que con la ayuda de los métodos empíricos como la observación participante, test de diagnóstico, y entrevista a docente de área, permitiendo diagnosticar el estado inicial de la población en estudio conformado por los estudiantes de segundo año de educación general básica de la escuela "Martha Bucarám de Roldós" de la ciudad de Machala dejando de lado la selección de la muestra. Es así que considerando las necesidades existentes en el alumnado se aporta con este sistema de actividades didácticas lúdicas al desarrollo de la expresión oral por medio de recursos interactivos que motivarán al estudiante a participar de manera activa en la ejecución de las actividades en el proceso de enseñanza aprendizaje.

Palabras Claves:

Recurso, Sistema, método, enseñanza, aprendizaje.

ABSTRACT

The main purpose of this research is to improve the development of oral expression of the English language in second-year students of basic general education through the use of recreational didactic activities, with the use of resources such as music and theater, although the process of Teaching is in constant change due to the needs that arise, there can still be evidence of a lack in the development of productive skills such as speech and The research responds to a qualitative paradigm, with a non-experimental design based on a type of propositional research, using a set of techniques and procedures in order to diagnose and solve the fundamental problems that arise in the research using theoretical methods that allowed to systematize different existing criteria on the subject, facilitating a better approach to work, while with the help of empirical methods such as participant observation, diagnostic test, and an area teacher interview, allow diagnosing the initial state of the population in study made up of second-year students of basic general education from the "Martha Bucarán de Roldós" school in the city of Machala, leaving aside the selection of the sample. Thus, considering the existing needs of the students, this system of playful didactic activities is provided to the development of oral expression through interactive resources that will motivate the student to participate actively in the execution of the activities in the teaching-learning process.

KEY WORDS: Resource, System, method, teaching, learning.

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INTRODUCTION

Communication in the human being is an important means for the development of daily life especially oral expression, since we are born we need to communicate from the emission of babbling to the production of complete words and sentences, this oral production will be carried out with the learning of the language acquired from the first years of life, but when they begin our school years of training, We have the opportunity to acquire new languages, integrally forming the child with the teaching of a new language such as English, based on the importance of integration into a globalized world where the development of oral expression and the need for communication and the use of English from the early school years and the importance of language acquisition from childhood.

"La enseñanza del inglés en cualquier parte del mundo, en la actualidad, es vista como una necesidad y una urgencia. No importa qué continente te encuentres o la edad que tengas, el hecho es que para cualquier persona es indispensable tener los respectivos conocimientos de la lengua inglesa". (Miriam X. Chávez-Zambrano, 2017)

The brain and cognitive development of a child allows the acquisition of a new language to have greater ease than an adult, their cognitive abilities encourage the development and oral expression of a new language, being this acquired by the environment where he/she is born or through school learning.

"Se infiere que el momento óptimo para aprender una lengua es la niñez, dada la plasticidad y flexibilidad cerebral y la falta de especialización cortical que caracterizan esta etapa de la vida: a medida que maduramos y la organización del cerebro se hace más especializada, nuestra capacidad para aprender un idioma tiende a decrecer" (Águila, 2005).

However, knowing according to studies the most optimal age range for teaching a new language, only two years ago they estimated the importance of placing the teaching of foreign language in the educational curriculum from high school, therefore the statistics reflect the Ecuadorian reality, noting the low level in the development of the four skills of the English language especially oral expression, noting a big problem in the development of the same, intervening several factors such as lack of vocabulary, fluency and teaching strategies to help students develop speech in this new language.

"La producción oral es difícil de desarrollar, y eso se debe a que su ejercicio requiere muchas horas de escucha, diálogo y pulido. Por ello el diseño de técnicas metodológicas que potencien estos tres aspectos involucra objetivos muy puntuales: temas con contenido nuevo o previo, lista de palabras para sumar al vocabulario, niveles preestablecidos de improvisación en el diálogo y un resto de elementos más (López, 2002)

Of the factors that intervene in the development of oral expression in the English language we can highlight the lack of vocabulary, the fear of making mistakes, pronunciation and a main factor is the teacher's motivation so that the student can express himself, at the beginning he will do it with mistakes, but as time goes by the acquired confidence will make the fear fade away and he will be able to develop the skill that for many Spanish speakers has become difficult, that is why our research question arises: How to contribute to the development of the skill of oral expression in the English language in the second year students of EGB of the Martha Bucarán de Roldós school in the city of Machala in the school period 2020-2021? .

Having as object of study the teaching-learning process in the second year of general basic education.

The general objective of the research is to develop oral expression skills in the English language in second-grade students of the Martha Bucaram de Roldós school in the city of Machala in the period 2020-2021, through the planning of a system of didactic and playful activities.

This objective is delimited in the field of action, the playful methods of teaching. Thus, this research work proposes as specific objectives:

1.- To provide a theoretical foundation for the study of playful methods in the teaching-learning process for the development of oral expression skills in a foreign language.

2.- To diagnose the development of the oral expression skills of the English language in the students.

3.- To elaborate a system of ludic didactic activities that contribute to the development of oral expression in the students.

4.- To evaluate the effectiveness of the system of ludic didactic activities applied in the development of oral expression skills in the English language.

The present investigation is directed to the students of the second year of general basic education of the educational unit "Martha Bucaram de Roldós" of the city of Machala, who have an age range between 6 and 7 years old.

Aware of the reality of this research work, qualitative, descriptive research is carried out. Using methods of theoretical and empirical level, with the use of techniques such as interview, participant observation, and tests that allow measuring the process of the proposed activities.

The importance of the research presented is the use of activities that help the student to develop oral expression, thus promoting meaningful learning and the development of one of the most important skills of English as a second language.

The practical contribution of the research lies in the system of playful didactic activities. Its novelty consists in the fact that through dynamic, playful, and creative activities, the student loses fear and begins to master one of the most important skills in learning English, oral expression, through the enrichment of his vocabulary.

The present work is structured by an introduction where certain aspects about the research topic are detailed, followed by a chapter one where the theoretical supports that are necessary for the realization of the work are detailed, successively the methodological framework is detailed where the type of research is determined, the purposes it pursues and the different ludic activities and techniques used for the collection of the necessary information, to consequently address the results obtained. And finally, we show the conclusions and recommendations supported by a pertinent bibliography.

CHAPTER 1.

DIDACTIC ACTIVITIES FOR THE DEVELOPMENT OF SPEAKING SKILLS IN THE ENGLISH LANGUAGE

The current chapter is directed to the theoretical foundation of the use of didactic activities for the development of speaking skills, generating a clearer and more objective vision of the different concepts and processes that have been used throughout history. With the concepts provided, a theoretical basis is offered to support a pedagogical proposal that contributes to the development of students' speaking skills in English.

1.1. Historical background of the use of playful didactic activities to develop speaking skills in the first years of basic education.

Over the years the learning of a new language such as English has become of vital importance for the development of educational and productive skills of human beings, essentially the development of the speaking skill over the years. Teachers worldwide have implemented various strategies to reach their students and the practice of the speaking skill. It is acquired and produced more easily, knowing that it is one of the most difficult skills to develop in students, one of the methods used was memorization and repetition. It was erroneously believed that the student would learn by storing vocabulary in his head in a mechanical way in long texts such as sentences in ancient times with the use of Latin and religiosity, as in the first half of the nineteenth century.

"Respondían a los intereses de las clases dominantes y a la vez poseían gran influencia religiosa, estos métodos de forma general dirigían al escolar hacia un aprendizaje memorístico del contenido; por lo que existía una ruptura entre la forma de expresión y su comprensión." (Mendoza, 2017)

Taking into consideration the first half of the XIX century, where the learning of other foreign languages was only for the children of the upper class in Europe due to the need to do business and become familiar with works of art of that time, and the study of grammar, the translation and use of words from one language to another was born, as in this case Greek and Latin.

During World War II in 1945, due to the monopolization and imperialism of the United States, there were programs in which the English language was taught as a central means of communication, considering that a universal language was needed for communications between

countries, due to the need for trading and other types of negotiations, and interest was generated in finding methods that help the learning of this language, such as English.

In regards to the need of implementing English for communication; methods called audio-oral were created to develop reading, writing, and speaking skills, from a behaviorist method trying to implement English through habits.

"En sus orígenes este método se basó en las teorías lingüísticas de Bloomfield y Skinner, norteamericanos conductistas, que planteaban que adquirir una lengua es sólo adquirir hábitos, obviando la parte racional y consciente del aprendizaje. Apoyados en la teoría de que en la lengua todo se produce sobre la base de estímulo-reacción, los creadores del método audio-oral" (MACIAS, 2017)

In the Ecuadorian environment over the years, educators have been implementing orthodox techniques of memorization and repetition copying inadequate models since the 1980s, but over time teachers and students have tried to modify teaching methods and strategies to help students develop oral expression.

1.2. Conceptual and referential background of the use of didactic activities for the development of the speaking skill.

Etymologically, the word didactics is derived from the Greek DIDASKEI= which means to teach TENKE.

(Escudero 1980, 117, como se citó en (unkown, 2010)) insiste en el proceso de enseñanza-aprendizaje: "Ciencia que tiene por objeto la organización y orientación de situaciones de enseñanza- aprendizaje de carácter instructivo, tendentes a la formación del individuo en estrecha dependencia de su educación integral".

Likewise, another author (Fernández Huerta (1985, 27) describes "Didáctica como una sucesión de normas que tienen como finalidad a un aprendizaje significativo basado por métodos de enseñanza.

Authors agree that didactics is the art or the means of execution of various activities that are carried out in the teaching-learning process to make this learning meaningful, using effective tools to achieve a quality process in students by making this become activities with practical and playful resources, motivating the student to be part of the execution, reception and formation of their learning.

Speaking comprehension

The cognitive development of the human being allows the acquisition of different knowledge, but also the acquisition of new languages and languages, oral comprehension focuses on building the message acquired, what the brain receives in its short- or long-term memory, in the case of the English language helping the communicative development with the use of a new language through words and grammatical structures already acquired.

Communication skills for the development of the speaking skill.

The communicative skills in human beings develop as their cognitive growth is acquiring several new acquisitions of vocabularies, forms of speech and security when communicating, so it is important to define some parameters for oral expression that can be developed properly, even more so when the object of study are children in full academic training.

Speech Conceptualization

La expresión oral es el proceso de hablar que va más allá de la simple producción de sonidos concatenados los unos a los otros. El objetivo fundamental de quien estudia un idioma extranjero es la comunicación, es decir enviar y recibir mensajes de forma efectiva y de negociar significados. (Jean Robin,1982 "c.p." Gonzales Ana)

Educational field specifically in learning a foreign language is one of the ways or skills to express in a new language compared to common speech where linguistic aspects are involved such as, Pronunciation that allows the emission of clear and concrete sounds when speaking. On the other hand, intonation helps the receiver to understand clearly what the sender wants to express according to the variation of the voice and fluency where the speaker expresses ideas clearly by the ability to receive vocabulary and security when speaking.

Speaking comprehension

Speaking comprehension, also known as listening comprehension, is the ability to encode a given message or transmit it in a clear manner in which accent, pronunciation, grammar and vocabulary accomplishments are involved.

"Por tanto, la audición hace referencia a la capacidad del que escucha para reconocer los elementos del lenguaje en la cadena hablada y reconocer los sistemas fonológicos y gramaticales del lenguaje, así como la capacidad para relacionar estos elementos entre sí en frases y comprender su significado. Sin embargo, en el proceso de escuchar, que es donde reconocemos la función de esas frases, seleccionamos lo que es relevante para nuestro objetivo y rechazamos lo que es irrelevante". (Esclapez, 2018)

Didactics.

We could say that didactics is the necessary adequate space between the student and knowledge, taking into consideration the set of actions performed by the teacher with a clear and precise objective, which is the acquisition of new knowledge by the student.

Didactics is a branch of pedagogy, where the student is allowed to schematize, visualize an objective in the learning process, helping and encouraging the learner with the use of resources, spaces and the effective orientation of learning.

Playful didactic activities

The playful activities seen from the pedagogical point of view as the application of games in the learning process, related to the cognitive development of the child, where not only the theoretical prevails in the process but the development of the creative part of the child involving and strengthening the development of different skills and most importantly the development of personality, humor that will define the child in the future.

"Lo lúdico no se limita a la edad, tanto en su sentido recreativo como pedagógico. Lo importante es adaptarlo a las necesidades, intereses y propósitos del nivel educativo. En ese sentido, el docente debe desarrollar la actividad lúdica como estrategias pedagógicas respondiendo satisfactoriamente a la formación integral del niño y la niña". (Torres L., 2017)

Furthermore, creativity facilitates the reception and reproduction of knowledge, in this case English as a second language, it is also a means of training children by facilitating in their adult life the solution of conflicts through thinking, reflection and dialogue.

Playfulness is rather an attitude, a predisposition of the being in front of life, in front of everyday life. It is a way of being in life and of relating to it in those daily spaces in which enjoyment and pleasure are produced, accompanied by the relaxation produced by symbolic and imaginary activities such as play.

For this reason, teachers should incorporate innovative strategies in their teaching using games to facilitate the learning of the English language to elementary school students, because it is at this level, that the requirement to teach the foreign language is fulfilled.

"Usar actividades lúdicas en el aula de lengua extranjera es un elemento imprescindible en el propio proceso de enseñanza-aprendizaje de una lengua, especialmente en sus primeras etapas puesto que nos introduce en ciertas habilidades necesarias para la sociedad actual desde

un prisma didáctico". (Genesse, 1994)

CREATIVITY

Our brain has two hemispheres that help the human being to develop integrally; the left side the logical part and its diverse analytical functions and, on the right side the imagination and creativity are developed. The human being is a creative being due to the need to understand situations of life and learning both empirical and academic in their way, creativity together with imagination helps this learning to be understandable through the comparison of experienced situations or the visualization of unexperienced panoramas.

The child has the great capacity to use imagination and creativity for the formation of new learning or knowledge, therefore the teacher needs to develop activities that essentially help the development of creativity and take advantage of the ability of children at that age to discern and absorb a new language, through the use of activities appropriate to both the age range and the introduction of a new topic.

The process of acquiring English as a second language develops creativity and language skills.

"Por otra parte, este estudio del lenguaje infantil desde sus inicios no sólo lleva a conocer mejor los mecanismos de desarrollo del lenguaje, sino a valorar el lenguaje infantil no como un torpe remedo del de los adultos, sino como una forma de habla propia con patrones característicos, uno de los cuales es su progresiva evolución." (Borras, 2018)

The key is the use of activities that develop the student's creativity and consequently the acquisition of the new language to develop oral expression and the use of the surrounding environment.

MOTIVATION

Motivation is one of the most important factors in the teaching-learning process and when we refer to the learning of a foreign language such as English, motivation must be considered as a key to the acquisition of this new language, because it is considered "difficult" when speaking and writing it. The use of appropriate recreational activities is the key to the flow of learning in students, but some indicators must be considered to facilitate the learning process.

Decision to start the activity. Since English is connoted as one of the students' not favorite subjects, most of them try to escape from the activities proposed by the teacher, refusing to try to do them.

- Perseverance in their compliance. Learning a foreign language is not easy but can be attempted by practicing the use of grammar, etc.

- Cognitive commitment in complying with it. The use of learning strategies and appropriate play activities will help the student to better organize and acquire knowledge.

1.2.1 Didactic foundations on the use of ludic activities

The tools that are used to organize our learning are also the foundations on how an educator gives the basis for the student to form his concept of things, according to the way he grasps it. The importance of this project is the motivation to express oneself and without fear using English as a second language.

1.2.2 The use of drama and music for the development of oral expression in the English language

Playful activities are tools that will help students to receive knowledge clearly and creatively, motivating them to be part of the process. For this reason, we have chosen two playful activities for the development of oral expression in second grade children of

Martha Bucarám de Roldós School in the city of Machala.

1.2.3. Theater as a ludic activity for the development of oral expression

Theater is one of the clearest and most expressive expressions that will help the student to develop oral expression and linguistic skills in a precise way through an established text or script, and mimic development, through characters that get the attention of the audience as well as the speaker or actor.

"Uno de los procedimientos más eficaces que están sirviendo de influencia para el aprendizaje del inglés es el uso del teatro como recurso pedagógico para la enseñanza del inglés, principalmente con la participación de personajes muy llamativos". (Mamani, 2018)

The importance of using theater is to motivate the student through a striking activity that "hooks" the student as is the theater and its linguistic expressions, also helps not only to speaking skill but also to the clearer reception of knowledge.

"Dada la naturaleza tan singular del teatro como medio de comunicación, diremos que son dos los principales objetivos generales: la expresión y la creatividad. Los objetivos

específicos de aprendizaje son las actividades que observamos día a día y que nos ayudan a clasificar de forma inductiva los errores o aciertos a través de la experiencia de los ensayos" (Torres J., Actas de adquisición de aprendizajes de lenguas y literatura)

1.2.4. Music as a ludic activity for the development of oral expression.

Our brain goes through different stages, in the childhood stage the plasticity for the acquisition of new knowledge varies between 3 and 9 years old, the use of music in learning activates imagination and creativity and cognition processes such as attention, memory, perception, intelligence, thinking and fundamentally language, also the use of music unconsciously turns a common learning.

"El uso de la música de manera inconsciente convierte un aprendizaje común en algo significativo para el niño al mismo tiempo que desarrolla la parte del lenguaje también desarrolla la parte emocional facilitando la socialización entre individuos, teniendo la capacidad de influir en el ser humano a todos los niveles: biológico, fisiológico, psicológico, intelectual, social y espiritual". (ESTHER, 2015)

The objective of using music is the development of oral expression, being one of the most connoted problems in the learning of English as a foreign language. As teachers we need to implement activities and strategies that help the student to the reception and in this case expression of knowledge, therefore music is an appropriate means to reach and motivate the student to use the vocabulary acquired from a lyric or paragraph of a song and become part of their acquired language, for this reason. (Bernal, 2010) "proposes as a success in education how the teacher selects and organizes the different activities, contents and learning experiences. The use of effective strategies will enhance the learning process in children, as well as the relationship and familiarization of a new vocabulary.

1.3. Contextual framework

1.31. Conceptual background of the use of playful activities for the development of oral expression in the English language.

(RODRÍGUEZ, 2015) "La actividad lúdica propicia el desarrollo de las aptitudes, las relaciones y el sentido del humor en las personas, lo que predispone la atención del niño motivando en su aprendizaje, convirtiéndose en una herramienta estratégica para el proceso de enseñanza aprendizaje, al aplicar este tipo de actividades el niño alcanzará el aprendizaje de manera

atractiva y creativa lo cual favorecerá su desempeño en el aula de clases con el desarrollo de aptitudes y actitudes".

According to Piaget "El juego forma parte de la inteligencia del niño; porque representa la asimilación funcional o reproductiva de la realidad según cada etapa evolutiva del individuo. Las capacidades sensorio motrices, simbólicas o de razonamientos, como aspectos esenciales del desarrollo del individuo, son las que condicionan el origen y la evolución del juego".

The implication of the game in the child's academic training stage will undoubtedly make the reception of new information successful and meaningful, but we must take into consideration that to develop oral expression sufficiently, aspects such as pronunciation and fluency must be emphasized.

"El uso de la lúdica es de vital importancia en lo referente a la destreza oral. No solo que es un aporte cognitivo sino también ayuda al aspecto afectivo de las personas que están involucradas en el aprendizaje de otra lengua." (Alvarado, 2019)

Through playful activities, we achieve that entertainingly the students lose their fear of expressing themselves and making mistakes that at the beginning will be noticeable, but the objective is to prove to the child that English can be entertaining and productive.

1.2.3 Context of Ecuadorian education to the use of ludic activities for the development of oral expression in English as a second language.

Ecuadorian Educational Curriculum of English as a foreign language.

The Ecuadorian curriculum of English as a foreign language points out the importance of learning English as a second language, in a mandatory way in children from the second year of kindergarten, taking into consideration policies that involve interculturality in the different activities or educational proposals for teaching English, trying to involve playful activities that help the student's meaningful learning, trying to leave behind memorization as an ambiguous method of learning, also pointing out the development of language skills, the development of creativity and critical thinking.

It also establishes an integrated and integrative learning through methodologies such as CLIL and the culture of Ecuador and its customs, using playful and recreational activities in order to capture the student's attention.

Curricular Adjustment

The Ecuadorian educational curriculum has had different variations or adjustments since 1996 until 2011, when the curriculum for the Bachillerato General Unificado came into validity, through Ministerial Agreement No. 242-11. The different modifications have been made in order to give the student a comprehensive training depending on the age range and the sublevels where they are located, taking as a reference the Common European Framework of English language that starts from a basic level A1 to an intermediate level and which is established for the completion of the unified baccalaureate at level B2.

The intention of the curricular readjustment is based on the classroom activities that the teacher can apply so that the subject can be easily acquired and absorbed by the student, using the right resources for the success of the teaching-learning process.

"Parte de los diseños curriculares previos y recoge la experiencia de los docentes en su implementación, presentando una propuesta más abierta y más flexible, con el objetivo de brindar mejores herramientas para la atención a la diversidad de los estudiantes en los diferentes contextos educativos de todo el país" (ecuador, 2019)

One of the main objectives is the respect for the national identity and its cultural diversity, which is taught through didactic strategies and activities in English as a second language.

Methodological orientations

The methodology is focused on autonomous and group work, the development and activity of the student in the classroom process, the student has the ability to generate their own learning based on the knowledge and explanation given by the teacher, the teacher must implement activities that develop the skills of students and become participatory students as in the case of oral expression and the fear that many students have when speaking English due to the lack of vocabulary essentially.

In the Ecuadorian context, oral expression has become one of the skills with the lowest levels in the area of English due to lack of vocabulary, fluency and confidence of the student when speaking English as a second language.

1.3.2. Analysis of the results of the instruments

In the analysis of the instruments in order of application, the result of the participant observation (ANNEX 1) is presented, which shows how the ability of oral expression is manifested, taking

into account the different dimensions such as communicative ability, linguistic domain and the ability to express your emotions and ideas.

In the second-grade class it has 37 students where it is shown as a monotonous, repetitive and fossilized class where there is no active participation of the student in the process and development of oral expression skills, limiting the development of productive skills in learning English.

Table 1. Values assigned to the observation record
• Communicative ability of the English language

Levels	Students
high	7
medium	14
low	16

Communicative ability of the English language
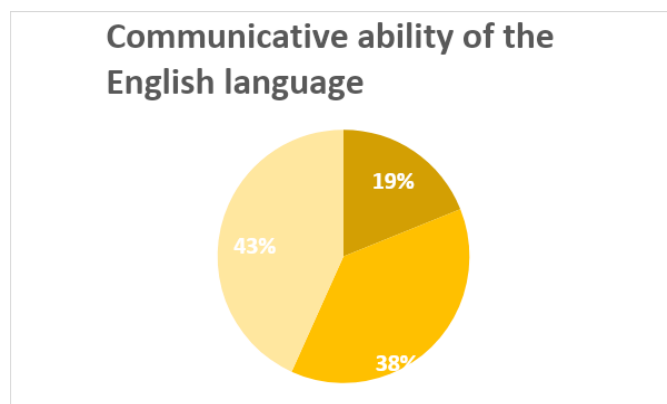
In the dimension of communicative ability of the English language, 19% of a high level was observed where the student always expresses sentences or simple phrases in the English language with coherence and in his attempt he does it fluently, a medium level with 38 % observing that the student sometimes has some difficulty expressing simple sentences or phrases in the English language with coherence and in his attempt he tries to do it fluently and 43% of the students rarely expresses simple sentences or phrases with coherence in the English language and in his attempt he cannot do it fluently.

The results indicate the lack of coherence and fluency when expressing sentences or presenting ideas in the classroom.

Linguistic mastering of the English language

Levels	Students
High	5
Medium	12
Low	20

DOMINIO LINGÜISTICO DEL IDIOMA INGLES
■ alto ■ Medio ■ Bajo
14%
32%
54%
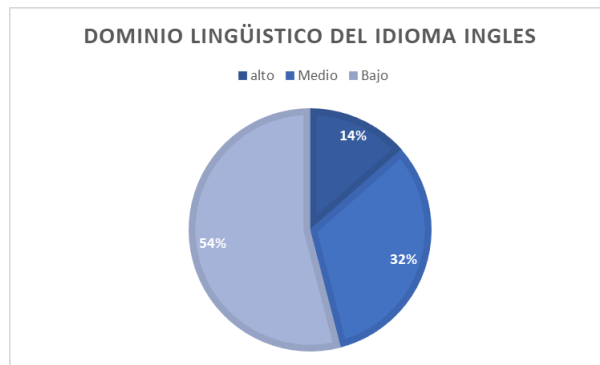
In the dimension of linguistic mastering of the English language, a percentage of 14% of students, who always demonstrate knowledge of the lexicon in the English language and master the pronunciation of words; at the time of expressing ideas or opinions, 32% of the students to Sometimes they demonstrate knowledge of the lexicon in the English language and master the pronunciation of words when expressing ideas or opinions; 54% rarely demonstrate knowledge of the lexicon in the English language and do not master the pronunciation of words, which makes it difficult for them to express ideas or opinions.

The results show the little lexical development that children have when using the English language in the construction of simple sentences.

• Use of voice

Levels	Students
High	5
Medium	12
Low	20

Use of voice
■ alto ■ Medio ■ Bajo
27%
32%
41%
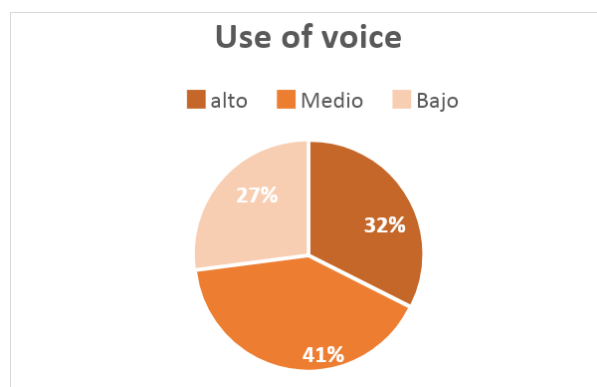
In the dimension use of voice, 32% of the students use a low tone of voice, insecurity is observed at the moment of speaking and expressing their ideas and opinions, 41% sometimes use a strong and clear tone of voice and 27% rarely use an adequate tone of voice when expressing themselves clearly and adequately in front of the classroom.

The results show insecurity in the students when speaking, they do it self-consciously for fear of making mistakes and being repressed at the time of evaluation. The results show insecurity in the students when speaking, they do so in a self-conscious way for fear of making mistakes and being repressed in some way.

INTERVIEW DIRECTED TO THE AREA TEACHER. (Annexe 2)

Through the interview addressed to the teacher, it was possible to determine the existence of a low level regarding oral expression of 37 children in the second year of basic education, given this by the lack of attention to the area of English in the educational institution and the monotonous activities that have been developed with children at this age, in the development of various areas of analysis such as communicative ability, expressing the lack of fluency when expressing and speaking the linguistic domain, and the use of the voice, These are parameters that the teacher is starting to work on because it is the first year of school with an English teacher

DIAGNOSTIC TEST (Annex 3)

With the purpose of evaluating and knowing the development of the oral expression ability in the students of the second year of elementary school, the diagnostic test was applied, corroborating that:

In proportion to the unit of analysis 1 communicative ability of the English language, the following results were obtained: In proportion to the unit of analysis 1 communicative ability of the English language

Levels	Students
high	5
Medium	15
low	17

COMMUNICATIVE CAPACITY

alto   Medio   Bajo

14%   41%   46%
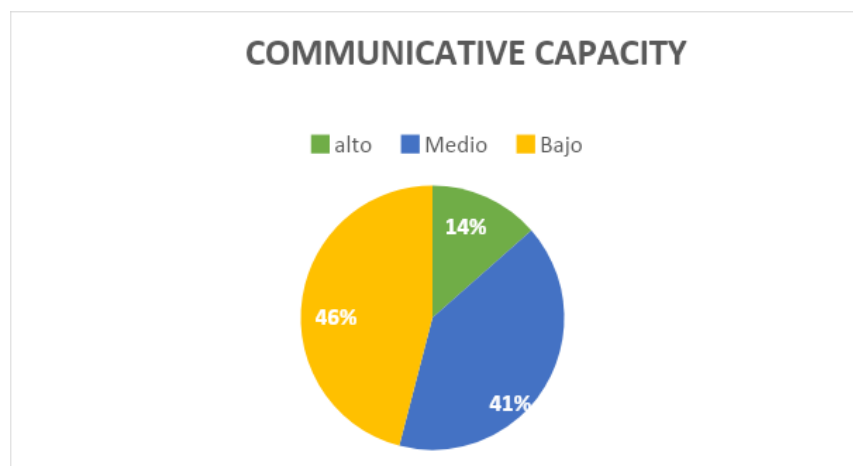
Communicative capacity of the English language and its category use of the English language to express ideas or opinions, it was found that 17 students (46%) obtained a score of 3 points, which places them in the low level, 15 students (41%) scored an average of 4 points, placing them in the medium level, and only 5 students (13%) were found in the high level. It is evident that most of the students' present problems of coherence and clarity when expressing their ideas and opinions, due to the lack of fluency in the emission of sentences.

The results demonstrate the deficiencies that are being created in the construction of the language and their difficulty in expressing themselves.

Regarding dimension 2 linguistic mastery of the English language.

Levels	Students
High	3
Medium	16
Low	18

LANGUAGE DOMAIN

alto Medio Bajo

8%
43%
49%
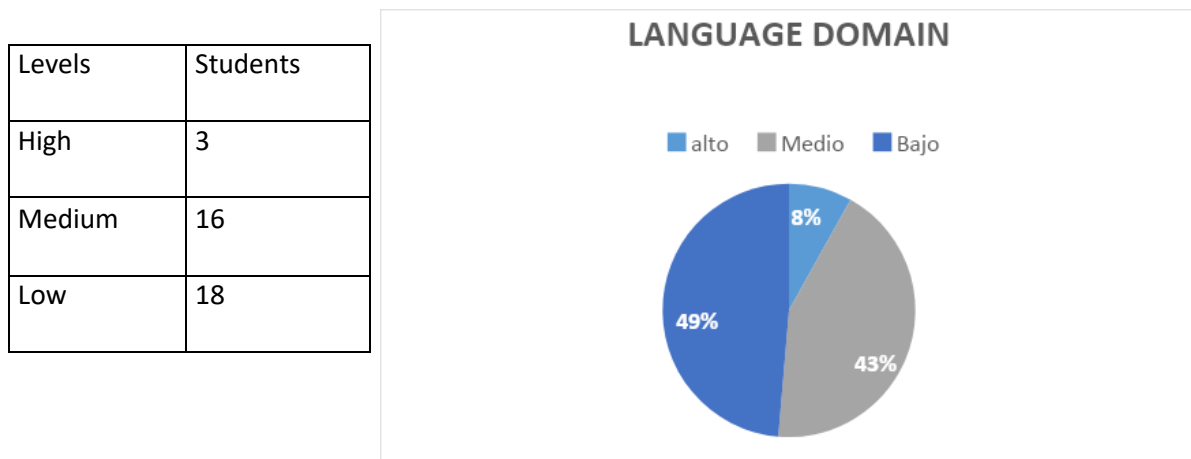
The linguistic command of the English language and its category, knowledge of the English language, 18 students (49%) were at a low level, 16 students (43%) were at a medium level and 3 students (8%) were at a high level. As a result of these tests, there is a low lexical management of the language and lack of mastery in the pronunciation of words.

This demonstrates the poor lexical management that the children have and the poor pronunciation they have when uttering simple words.

USE OF VOICE

Levels	Students
High	7
Medium	24

USE OF THE VOICE

alto Medio Bajo

15%
34%
51%
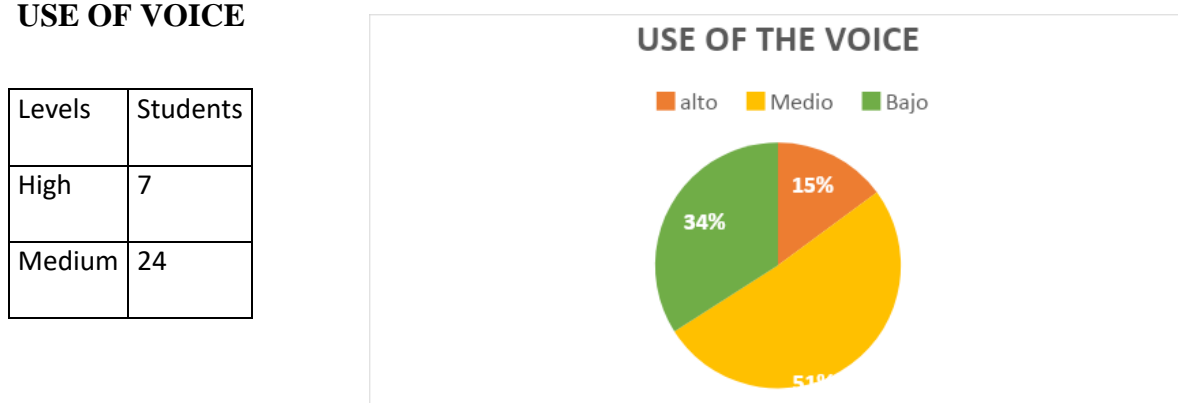
Low	16

16 students (34%) are located in the low level, 24 students (51%) placed in the medium level and 7 students (15%) placed in the high level, showing a low level in volume, use of pause and diction at the moment of speaking or emitting a message.

Due to the insecurity in the command of English, the results show that the use of the voice is not adequate at the moment of participating or emitting sentences.

It is necessary to carry out an intervention aimed at the development of oral expression in children in the second year of basic education at Martha Bucarám de Roldós school, where the levels in the areas of communicative ability, lexical proficiency and use of the voice reach very low levels, noting the problem that students have, when trying to express their emotions and feelings, due to the fear of making mistakes and the lack of vocabulary.

CHAPTER 2.

METHODOLOGICAL FRAMEWORK

The present chapter details the main aspects of the methodological framework such as the description of the research process, the type of research, the paradigm and the selection of study population, simplifying what has been said, it could be said that it is the detailed explanation of how the research was carried out, taking into consideration the approach in which it is established.

2.1 Paradigm and type of research.

The present research is focused on the qualitative paradigm, due to the fact that

(..) hablar de métodos cualitativos es hablar de un modo de investigar los fenómenos sociales, en el que se persiguen determinados objetivos para así, dar respuesta a algunos problemas concretos a los que se enfrenta esta misma investigación.   (Denzin 1994).

"Hace referencia al sujeto como actor "que forma parte del universo que conoce (razón por la cual) es también inacabado, determinado e indeterminado a la vez, construcción y constructor, significa y es significado por otros" (Hernandez, 2009)

Research within the qualitative approach seeks to involve the researcher and look for a solution to the determined problem, applying it directly and being part of the possible solutions, but this paradigm is related to the form of applied research, confronting theory with reality in search of a solution. Because of its type, this research is propositional and seeks a deeper intervention of the problem posed to contribute to its solution with a proposal that transforms the initial situation.

"El trabajo de esta investigación es un proceso dialéctico que utiliza un conjunto de técnicas y procedimientos con la finalidad de diagnosticar y resolver problemas fundamentales. Tiene por objeto el fomentar y propiciar la investigación científica como elemento para la formación integral de los profesionales." (Mendez, 2017)

2.2 Research design.

The research according to its non-experimental design is limited to altering the object by the researcher, based directly on the theories, concepts and variables.

"Se realiza sin manipular deliberadamente las variables, es decir, se trata de un diseño en donde no se hacen modificaciones a las variables independientes de estudio. Se basa en observar los acontecimientos cómo se desarrollan en su estado natural para luego estudiarlos, de hecho, no hay condiciones o estímulos a los cuales se expongan los sujetos de estudio, solo son observados en su realidad" (Sampieri, 2019)

En el diseño no experimental se estudian objetos, situaciones, instituciones o individuos en su contexto; no se manipulan ni las condiciones ni las variables de manera deliberada. Consiste en observar los fenómenos tal y como se dan en su contexto natural para después analizarlos. (Chavez, 2015)

2.3 Population.

The population is made up of the group of students in the second year of general basic education of "Abg. Martha Bucarám de Roldós" educational unit, a course that has a total of 32 students, and a teacher of English who is in charge of teaching the subject to all the basic education courses of the educational institution.

2.4. Research methods

By means of the methods used in the research, it was possible to validate the information acquired in a progressive and sequential manner with the objective of reaching a final and coherent result in accordance with the guidelines established in this research.

2.4.1 Theoretical level methods.

Theoretical methods from their conceptualization allow the researcher to clarify the information obtained from the problem and the object of research, providing a direct significance and interpretation by means of concepts and information provided in order to validate existing empirical data.

"Permiten revelar las relaciones esenciales del objeto de investigación no observables directamente, cumpliendo así una función gnoseológica importante al posibilitar la interpretación conceptual de los datos empíricos encontrados, la construcción y desarrollo de teorías, creando las condiciones para la caracterización de los fenómenos." (DEL SOL FABREGAT, 2017)

Subsequently, the theoretical methods carried out for the study of oral expression in the English language are presented.

➢ Inductive-Deductive Method:

The different ways of reasoning the problem, based on evidence drawn through observation, recording or comparison from the particular to the general, inductively and deductively following rules to base the analysis and reach a conclusion through observation, assumption and verification from the general to the particular, this method is reflected in the research starting from the basic expression of words to an already structured scheme of several words as sentences, retails and scripts in a clear and participatory manner in the process of oral development.

> "El razonamiento deductivo e inductivo es de gran utilidad para la investigación. La deducción permite establecer un vínculo de unión entre teoría y observación y permite deducir a partir de la teoría los fenómenos objeto de observación. La inducción conlleva a acumular conocimientos e informaciones aisladas" (Newman, 2006)

➤ Historical Method

By means of the historical method, it is possible to know the background and trajectory of the phenomena linked to this research, specifically those related to oral expression and the various playful activities used to develop this skill, using as a reference the historical performance of effective and ineffective activities in the development of oral expression throughout the years of schooling.

> "Implica el estudio de la evolución del objeto determinado, sus cualidades y su diversidad con las variaciones asociadas a los nodos del conocimiento que responden a la problemática de la investigación y que conduce a la comprensión de sus leyes de desarrollo internas y su causalidad. Son utilizados para determinar las leyes más generales del

funcionamiento y desarrollo del objeto; es decir, sus aspectos más importantes, su esencia y sus conexiones fundamentales mediante la lógica interna de su desarrollo". (Torres-Miranda, 2020)

➢ Systemic method

It is a process by which theoretically isolated facts are linked and a theory that unifies a variety of elements is formulated. It consists in the rational gathering of several scattered factors into a new totality, this is presented more in the hypothesis statement. Also, as systematic thinking we find that it is a method that consists of identifying some rules, some series of patterns and events to prepare them in society as excellent professionals, in this research is aimed at modeling the object by determining its components, as well as the relationships between them. These relationships determine on the one hand the structure of the object and on the other hand its dynamics.

Synthetic analytical method

By means of the analytical method, the research is transparent through the visualization of all its parts where the problem, the consequences, the effect and each of the elements that make up the research consist, being also synthetic because it focuses on the research by organizing the concepts in an orderly manner, allowing in the research to carry out playful activities that allow to give a change to the problem through the analysis of the causes and the effect to be achieved.

"Estudia los hechos, partiendo de la descomposición del objeto de estudio en cada una de sus partes para estudiarlas en forma individual y luego de forma holística e integral. Estos métodos corresponden a géneros de raciocinio o sea la inducción y la deducción." (Blog de investigación descriptiva, 2020)

➢ Descriptive Method:

Mediante este método (…) se permiten detallar situaciones y eventos, es decir, cómo es y cómo se manifiesta determinado fenómeno, el cual busca especificar propiedades importantes de personas, grupos, comunidades o cualquier otro fenómeno que sea sometido a análisis. (Sampieri, 2019)

That is to say, its only objective is the collection of information in a dependent or non-dependent way of the variables.

In the following research, the descriptive method contributes to the understanding of the subject of study, taking as a variable the development of oral expression in second grade children, determining the specific population group.

2.4.2. Empirical level method.

The empirical methods are supported by the results investigated through data collection and the use of tools that support the information through experience, by helping to carry out the analysis of the information, these could be: participant observation form, diagnostic test and teacher interview. Resources that show the initial preparation of the object of study.

These methods make it possible to reveal the characteristics and essential relationships that take place in the object of study in order to subsequently match the variables and the measurement of the research.

For the development of this research, two empirical methods were selected to support it: The participant observation guide. where the problem is detailed and examined based on items that determine the level of learning achievement of the students. The interview. where the information obtained in the application of activities and the oral development of the students is reliably detailed. The diagnostic test is a tool that helps the researcher to measure the level of knowledge of the student, in this case the development of oral expression skills and vocabulary acquisition throughout the educational training.

Each of the data collection tools is detailed below:

● **Participant observation:**

The participant observation guide is one of the fundamental tools for obtaining data, where we can verify in a visual and exploratory way the qualities, characteristics and performance that give meaning and identity to the object of study.

"Las prácticas son accesibles sólo mediante observación, y que las entrevistas y narraciones simplemente hacen abordables los relatos de las prácticas en lugar de las prácticas mismas. A menudo se dice de la observación que permite que el investigador descubra cómo funciona o sucede algo realmente" (Flick, 2020)

"El punto de partida para decir que la observación es un procedimiento que ayuda a la recolección de datos e información y que consiste en utilizar los sentidos y la lógica para tener un análisis más detallado en cuanto a los hechos y las realidades que conforman el objeto de estudio; es decir, se refiere regularmente a las acciones cotidianas que arrojan los datos para el observador" (Guillermo Campos y Covarrubias, 2012)

The participant observation guide is divided by each of the units of analysis, taking as items to evaluate the categories into which it is divided. The levels of always, sometimes and rarely are used as a reference to measure them with different values ranging from 1-3 depending on the results observed. (ANNEX 1).

- **Teacher Interview**

One of the fundamental instruments for the collection of information is the interview, being a direct and knowledgeable source of the difficulties and progress of the children in the classroom.

In this research, a structured interview was conducted where the points to be addressed in this case are focused on the oral development of second grade children and the activities used for such oral development.

The following interview is focused on each of the units of analysis, applying each question, facilitating the classification and analysis, with specific and reliable data, with a high degree of objectivity and reliability. (ANNEX 2).

- **Diagnostic Test**

    "El test diagnóstico nos facilita la identificación de las características personales que pueden influir en el progreso del alumnado y de sus causas, tanto individualmente como en grupo. Consiste en saber cómo se desarrolla, evoluciona el proceso de enseñanza- aprendizaje del alumnado y su maduración personal en el medio escolar y familiar. Para ello debemos conocer cómo es el individuo y hacia dónde evoluciona o puede llegar" (PEDAGÓGICO, 2018).

The diagnostic tests will clearly and accurately demonstrate the level of information that the student has, in order to optimize a new scenario of knowledge to students depending on the results at the end of this test, in order to know the development of the oral expression of students and provide a solution for both the development of oral expression and vocabulary from an early age.

Structured with questions referring to each unit of analysis, taking into consideration the age and development of the children. (ANNEX 3)

2.5 Data processing techniques.

2.5.1 Content Analysis

For the essential inquiry of the information and the obtaining of measurable and non-measurable data, it is necessary to carry out a content analysis which will help the clear evaluation of the results obtained and the effective application of methods and activities to be developed.

The data collection process is carried out through the application of empirical methods detailed above, therefore, in order to support the ludic activities for the development of oral expression, we proceed to the following analysis of variables.

2.6.- Working with the variables under study in the research study

In order to facilitate the research process, two types of variables are determined for the study and use of the system of ludic activities for the development of oral expression in the English language, with students of the second year of basic education of the Martha Bucarám de Roldós school, in the city of Machala.

Since this is non-experimental propositional research, we used the following variables:

Variable 1: Development of oral expression in the use of the English language, as a modifiable variable being, the development of speech skills in the process of learning the English language understood as, a process of actions and activities that help to master the linguistic skill from an early age, through the parameters of attention, time and stimulus.

Variable 2: Development of activities for the oral production of the language this intervening variable is composed of a system of ludic and integrating actions defined

as: The set of creative activities, using resources such as theater and music being the intervening channels of knowledge, based on interest, creativity and coexistence.

The modifiable variable is operationalized through the following units of analysis:

Table 1. Working with the variable: development of oral expression in English classes.

Analysis Units	Categories	Indicators
Communication skills in the English language	● Use of the English language to express ideas or opinions.	. Coherence and clarity of the message . Fluency at the moment of transmitting what you think.
English language proficiency	Knowledge of the English language.	. Lexicon management in the language . Proficiency in the pronunciation of words
Use of voice	● Ability to convey feelings and attitudes	. Volume in the projection of the message . Adequate use of pauses when speaking in English . Diction when speaking in English

Development of oral expression in the English language: Oral expression is understood as the communicative capacity inherent to human beings, which allows them to express their ideas, opinions, concepts through the linguistic domain of the language. It helps people to make contact and establish connections with their peers through the use of the voice.

UNIT OF ANALYSIS: Communicative competence in the English language

Category 1: Use of English to express ideas or opinions

- Consistency and clarity of message

- Fluency in conveying one's thoughts.

UNIT OF ANALYSIS: English language proficiency

Category 2: English language proficiency

- Lexical proficiency in the language

- Proficiency in the pronunciation of words

UNIT OF ANALYSIS: Use of the Voice

Category 3: Ability to convey feelings and attitudes.

- Volume in the projection of the message

- Adequate use of pauses when expressing oneself

- Diction when speaking in English

ANALYSIS

ENGLISH LANGUAGE PROFICIENCY

Good: When the student always demonstrates knowledge of the lexicon in the English language and masters the pronunciation of words when expressing ideas or opinions.

Regular: When the student sometimes demonstrates knowledge of the lexicon in the English language and masters the pronunciation of words when expressing ideas or opinions.

Insufficient: When the student does not demonstrate knowledge of the lexicon in the English language and does not master the pronunciation of words making it difficult for him/her to express ideas or opinions.

COMMUNICATIVE ABILITY IN THE ENGLISH LANGUAGE

Good: When the student always expresses coherently sentences or simple phrases in the English language and in his/her attempt he/she does it in a fluent way.

Regular: When the student has some difficulty expressing him/herself coherently in simple sentences or phrases in the English language and attempts to do so fluently.

Insufficient: When the student never coherently expresses him/herself with simple sentences or phrases in the English language and in his/her attempt is unable to do so fluently.

Use of voice

Good: When the student always uses adequate voice volume and diction when projecting a message in the use of the English language.

Regular: When the student sometimes uses adequate voice volume and diction when projecting a message in the use of the English language.

Insufficient: When the student never uses adequate voice volume and diction when projecting a message in the use of the English language.

After the culmination of the research phase, the empirical and theoretical methods used for the elaboration and collection of research data, should be denoted; having clear the type of research and its conceptualized and contextualized paradigm, as well as the operationalization of each of the intervening and modifiable variables with their respective indicators, facilitating the application of the methods, obtaining reliable and trustworthy data for the subsequent analysis of the results obtained.

CHAPTER 3.

SYSTEM OF LUDIC DIDACTIC ACTIVITIES FOR THE DEVELOPMENT OF ORAL EXPRESSION.

The development of this chapter is to describe the fundamental contribution that the research will give to the educational field specifically to the English learning area; therefore, it is determined as a System of didactic playful activities for the development of oral expression in the English language, based on activities that involve theater and music, taking as an objective to develop the skill of oral expression in the students of Second EGB. The formal components are the functions and role of the students and the didactic component is the specific objective of each of the activities to be carried out for the development of the oral expression skill, taking into consideration the form, method, content and resources that will be used in the same, to finish with the evaluation of this system of didactic and ludic activities.

3.1. Theoretical foundation of the system of playful didactic activities for the development of the oral expression skill.

The implementation of a system of playful didactic activities aims to improve and develop the learning of the English language and the development of oral expression in the students of the second year of basic education at the Martha Bucarám de Roldós School, in the city of Machala.

This system is designed to be applied in 4 classes of 45 minutes, once a week, giving the application in a playful and entertaining way for students at this age where the game is the appropriate way for the reception of learning.

Therefore, this system is composed of a set of activities where the components of oral expression such as fluency, tone of voice, clarity when expressing words or sentences are involved, providing the student the opportunity to achieve each of the objectives set for the integral development of the English language.

Según Lurduy, 2007, (se citó en Chacón, 2011) El sistema de actividades Lúdicas didácticas, compuesto de normas donde los principales interventores son el maestro, el estudiante, el conocimiento y el entorno donde se muestra las concepciones y creencias aso también como la definición de conceptos.

A un sistema se lo determina como el "Conjunto de elementos cuyas relaciones son de un orden tal que posibilita manifestar determinadas cualidades, propiedades totalizadoras que no se ofrecen mediante la mera suma de elementos" (Zayas, 2014)

Characteristics of a system of ludic activities.

- It is made up of elements that involve the whole in the performance of oral expression activities.

- It is a set of elements that has a specific objective for the development of the skill.

- It is based on norms and parameters already established under a structural regime.

- It has elements of interaction between student-teacher.

- It is participative, recreational and effective in the development of productive skills.

- Its main objective is to strengthen the student's communicative and reflective skills.

This system of ludic activities seeks in a precise way to motivate the student to interact using English as a second language in the classroom, involving resources such as theater and music, in order to innovate learning and the development of skills such as oral expression.

In the elaboration of the system of ludic didactic activities, the pedagogical, didactic, psychological and sociological foundations were taken into account, guaranteeing the research and the use of the ludic didactic system in the development of oral expression of the English language.

3.1.2 From the psychological point of view,

The development of oral expression is based on the set of actions that will be executed with a determined objective to develop this productive ability of the English language; using the game, the child will receive his reality applying to the new acquired knowledge, through the interrelation with other children to this Vygotsky calls it "zone of proximal development" in his constructivist theory of the game.

By contextualizing the psychological environment, it points out human behavior at a social and cultural level, the system of activities seeks to adapt to these sociological schemes that students have since their formation at home and develop in the classroom.

This system of activities trains the student through play, encouraging integration and teamwork, developing the emotional and affective part of the child in an integral way.

"Se asume el concepto de sistema de actividades didácticas, como conjunto de actividades relacionadas entre sí de forma tal que se integren en una unidad el cual contribuye al logro de un objetivo general como solución a un problema científico" previamente determinado propuesto por Martínez (2009), citado en (Campos, 2019)

3.1.3 From the Pedagogical point of view,

At the point of relation of the social and pedagogical area of the child with both collaborative and individual learning, the theory of collaborative learning, where the pedagogical objective of this theory is that formal education aims to replace prelogical, intuitive or ordinary knowledge with rational, logical and epistemic knowledge.

Moreover, ordinary knowledge is presented as a cognitive-epistemological obstacle to be overcome. (Roselli, 2011) Through the various activities carried out in the process, the aim is to develop skills both in oral expression and in rational and logical skills.

Through the various activities carried out in the process, the aim is to develop skills in oral expression as well as rational and logical skills.

3.1.4 From the linguistic point of view,

The theory of applied linguistics according to Dialnet, emphasizes the game and the intervention of other disciplines or areas such as sociology, psychology and pedagogy, emphasizing the acquisition of language with the audio-oral method.

"El determinar estructuras en lo fonológico, léxico y gramatical permitió el dominio de las lenguas de un modo más rápido mediante un ejercicio sistemático y enmarcado en los planteamientos propuestos, la aplicación del método audio-oral en laboratorios audio-linguales para la enseñanza de la lengua" (Janeth, 2019)

3.2. Structure of the system of activities

Components of the system of ludic didactic activities for the development of oral expression.

Certain components are needed to carry out the realization of didactic ludic activities, these are:

Non-personal components:

Content. - "De acuerdo con los aportes de la lúdica, puede considerarse como el conjunto de las diferentes manifestaciones artísticas, culturales, autóctonas y tradicionales, propias de una región, un grupo o una sociedad". (Vera, 2018).

This set of activities aims to develop oral expression taking into consideration all the cultural manifestations that may be involved in order to facilitate the students' understanding.

● **Form. -** This system of didactic play activities is characterized by giving the student a structured idea of the new knowledge to be acquired; it is effective by providing the information to the student consciously and unconsciously because through games or activities that provide fun and entertainment the brain receives the information that we need to remain in the child's brain.

● **Method**. - Some authors define it as the succession of activities that are carried out in a progressive manner to reach an objective either in the short or long term.

"Muchas veces se denomina "método" a lo que en realidad es un enfoque que toma como base de reflexión teórica sobre la lengua y/o sobre el aprendizaje, y en él encontramos más espacio para la interpretación y variación individual de lo que permitiría un método" (Mato, 2011)

The communicative method or "communicative approach" is based on the importance of knowing the linguistic elements of the English language and tries to meet the needs that students have in the development of oral expression by deepening the practice of speech, known as a method or an approach where didactic activities are used taking into consideration the object of communication, the people, the mode and the time.

● **Resources. -** The resources used for the application of this system of activities have been digital and material resources; digital by the acquisition of knowledge given these days by the universal pandemic, so the use of digital media is the most optimal option to develop skills, materials at the time of the application of the activities the students made use of resources they already had at home and to be able to apply the activities such as music and theater in a creative and playful way.

● **Evaluation. -** The evaluation is given in a systematic way through rubrics or levels of achievement. The objective is to give the student the opportunity to recognize his own error or failure in the development of the activity.

"Las valoraciones lúdicas se basan en proyectos, lo cual ayuda a que el alumno reflexione cómo y por qué tomaron ciertas decisiones, y entregue sus pensamientos al final de la evaluación. Así, si un estudiante no obtuvo el resultado esperado, puede entender qué fue lo que pasó, por qué y dónde se equivocó**."** (Delgado, 2018)

Formal components:

Role of the Participants.

The following section shows the formal components of the system of playful didactic activities such as the role of the teacher and the student, in order to show the joint work that these two characters perform in the execution of the activities for the development of oral skills.

Teacher.

Erroneously, since ancient times, the teacher has been given the major responsibility in the training of children's knowledge, but his real role is mediation, control, providing information, by being a guide in the learning process.

"Para Vygotsky, la construcción cognitiva está mediada socialmente, está siempre influida por la interacción social presente y pasada; lo que el maestro le señala al alumno influye en lo que éste construye." (Rodriguez M. A., 1999)

Functions of the teacher within the system of didactic ludic activities must fulfill:

➢ Guide and orient each of the activities to be carried out.

➢ Give clear instructions of what the students need to do.

➢ Motivate students to actively participate in the activities.

➢ Monitor each of the activities being performed.

"En definitiva el docente y el estudiante son seres estrictamente sociales, que interactúan entre sí conjuntamente con el entorno y el medio en el que se encuentran. Por lo tanto, el

papel del docente es de propiciar el desarrollo intelectual en el estudiante y ayudarlo a ser independiente" (Calle Suarez Carlos Andrés, 2014)

Student.

The student is the main responsible for his learning process, the interest, attitude and motivation that he shows at the moment of acquiring new knowledge will be the key to the success of the process. Taking into account the ease of use of technology, the student can easily and simply access networks where they will find information that will help them to self-improve their skills and expose their achievements in the performance of the class.

General Objective. - To develop oral expression skills and vocabulary enrichment in the English language in second grade students of Martha Bucaram de Roldós School in the city of Machala in the period 2020-2021, through the planning of a system of didactic and playful activities.

3.2.1. Description of the structure of the system of playful didactic activities for the development of oral expression.

The following ludic didactic activities for the development of oral expression, are carried out through classroom activities, the student-teacher interaction is key to the development of oral expression of children and their evolution in the acquisition of words to their usual vocabulary in learning English as a foreign language, applying the use of theater and music as a teaching strategy for the implementation of activities on common topics used in the learning process to children in the second year of basic education virtually with the use of the zoom platform, these subjects are taught under the following characteristics:

● Develop children's communication skills.

● Awaken children's interest in learning more about the topic or knowledge in process.

● Increase inter-relationship and collaborative work.

● Increase children's imagination and creativity.

The following play activities correspond to the proposal for the development of oral expression and the different objectives that will help to apply and obtain favorable results.

ACTIVITY 1

Topic: COMMANDS

Object: At the end of the topic, students will be able to act properly according to the command that the teacher or partners give them, develop communicative skills, and learn new vocabulary.

RESOURCES: Laptop, virtual resources, music: [kids songs- Rhymes- commands - Learn English for kids - English educational video.Tinguiritingui - YouTube](#)

Forma: Virtual learning

Procedure: The teacher shares a song to students about commands, students listen and repeat the keywords such as stand up, sit down, hands up, hands down, clap your hands, look up, look down, etc. students integrate this word to sing and act the song while they are listening and watching the video after that, the student take a teacher role and give instruction to your partners.

ACTIVITY 2

Topic: This is me

Object: The student will be able to identify and pronounced the parts of the body and give instructions to their partners.

Forma: Virtual learning

Resources: Laptop, music, virtual resources

Procedure: The students learn about the parts of the body by using a song and act according to the song. Say and recognize the parts of the body. When the children catch up on its information, students talk to other students and instruct for example ... "Simon say" put you hand on your shoulders**.**

ACTIVITY 3

Topic: Wild animal

Object: Students will be able to recognize the wild animal and immitted their sound to development you speaking skill.

Forma: Virtual learning

Resources: Laptop, music, virtual resources. Masks of animals (onomatopoeia)

Procedure: Students listen to a song and say the chant about wild animals and try to imitate the sound that they produce, previously the students make a mask of different wild animals and make a roll play. Each girl or boy will choose one animal and try to build a short conversation with basic phrases such as … Hello, I am a lion when I am hungry and say grooooo!! And pass the turn to another partner asks …… Who are you?

ACTIVITY 4

Topic: Funny story

Object: Students will increase their creative thinking by organizing ideas to create stories or narratives.

Forma: Virtual learning

Resources: animal mask, laptop, virtual resources

Procedure: The teacher instructs students about narrative in this class. Students will use the animal mask that they used in the last class and the teacher will tell a funny story but the teacher needs the students' ideas to complete the story. In this story, we talk about wild animals in the city and the teacher starts to tell the story. One day the Wild animals would want to know the city, so (name of animal) said that we can (active verb) ……teacher and students complete the story at the end.

Graphic representation of the System of Didactic activities for the development of oral expression.

SYSTEM OF LUDIC ACTIVITIES FOR THE DEVELOPMENT OF ORAL EXPRESSION IN THE ENGLISH LANGUAGE

-PEDAGOGICAL FOUNDATION

-PSYCHOLOGICAL FOUNDATION

THEORETICAL FOUNDATION

LINGUISTIC FOUNDATION

OBJECTIVE

To develop oral expression skills and vocabulary enrichment in the English language in second grade students of the Martha Bucaram de Roldós School in the city of Machala in the period 2020-2021 through the planning of a system of playful didactic activities.

STRUCTURE OF THE SYSTEM OF ACTIVITIES

DIDACTIC COMPONENTS

COMPONENTES FORMALES

NON PERSONAL:

Target , Content

Method, resources

Evaluation

Functions

Role of participants

EVALUATION OF THE SYSTEM OF DIDACTIC ACTIVITIES FOR THE DEVELOPMENT OF ORAL EXPRESSION

3.3.-Evaluation of the effectiveness of the system of didactic and recreational activities.

The dynamic activities in the learning process for both children and adults facilitate the acquisition of new knowledge and the improvement of skills for the development of speech and acquisition of a new language, so these activities were applied to students in the second

year of basic education virtually with the use of the zoom platform, and the intervention of the English teacher in the execution of the planning of activities, because certain didactic activities were incorporated into the planning of the topics already planned previously by the teacher in her unit plan: Commands, This is me, Wild animals and Fun story, in each of the classes involving activities that with the help of music and theater helped the students to understand in a clearer and more dynamic way the learning, the teacher presented herself satisfied with the work done arguing " I find the ideas of activities they have proposed very creative, one of the factors of not using activities like these is the time we English teachers have, it is because of the schedule established to teach our subjects. "As it is known, the activities have a time limit to be able to finish them and at the end evaluate the content, but in organizing each of the activities is the success".

Regarding the assessment of the students in the participation and execution of the activities, the rubric (Annex) was used to evaluate the performance of the students in each of the activities, therefore we could say that:

As regards in the communicative ability activities 90% of the students were interested in performing each of the activities giving the comparison from the 13% obtained in the diagnostic test to the 75% effectiveness obtained with the application of the didactic activities, showing in the students more confidence at the moment of speaking and expressing their opinions, noticing certain errors in pronunciation and clarity when expressing themselves but willing to improve their communicative skills.

With Regards the linguistic domain, the students started in their evaluation test with a percentage of 8% in their highest level of this dimension, with the application of the ludic didactic activities, it was possible to obtain a 50% effectiveness result, concluding that this result was obtained due to the interference of the mother tongue in the learning of the English language because they do not have the capacity of precision in the use of the language and have a low level of precision and comprehension in the use of the language.

And to conclude regarding the activities of voice use, 95% of the students had a satisfactory level of effectiveness starting from a 15% of the high level of the diagnostic test, by the use of songs and active participation in theater and dramatization activities where one of the demands is the use of voice and interlocution in class.

CONCLUSIONS

❖ After the preceding theoretical review on the development of the oral expression of the English language the authors evidence that; the linguistic methods are little applied for the effective development of oral expression, being for this one of the least developed skills in the students.

❖ The initial diagnosis of the students in the second year of basic education at Martha Bucarán de Roldós school in the city of Machala, show that they do not have a good development at the level of speech and oral expression in the use of the English language, due to lack of vocabulary and other linguistic considerations such as tone of voice, clarity and fluency in the use of simple sentences.

❖ Based on theoretical foundations, this system of playful didactic activities was developed in a contextualized, flexible and integrative way, which is applied through activities within the planning and performance of the class, whether it is virtual or face-to-face.

❖ The effectiveness of the system of ludic didactic activities for the development of oral expression of the English language was demonstrated through the criteria raised by the teacher of the institution where she recognizes her acceptance and satisfaction to see the results and the response of the students in the performance of each of the activities.

RECOMMENDATIONS

❖ The development of the oral expression of the English language needs to use necessary resources that help the student to better receive the subject, call attention and motivate the study of English as a foreign language.

❖ It is suggested to approach and update didactic knowledge and learning application activities, in researches that emphasize activities that help the student to receive information consciously and unconsciously.

❖ Activities that help develop the student's critical thinking and achieve fluency in the exposition of ideas should be employed.

❖ It is recommended to integrate some multiple intelligences of the student for the development of skills in the area of English, especially speaking skills.

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ANNEXES

Anexo 1. Guía de observación participante.

GUÍA DE OBSERVACIÓN PARTICIPANTE

Tabla de Valores:

Niveles	Valores
Siempre	3
A veces	2
Rara vez	1

Unidades de Análisis: *Capacidad comunicativa en el idioma inglés*	
1. Categoría: *Uso del idioma inglés para expresar ideas u opiniones*	
El estudiante *siempre* expresa con coherencia oraciones o frases simples en el idioma inglés y en su intento lo hace de manera fluida.	2
El estudiante *a veces* posee cierta dificultad para expresarse con coherencia oraciones o frases simples en el idioma inglés y en su intento trata de hacerlo de manera fluida.	
El estudiante *rara vez* se expresa con coherencia oraciones o frases simples en el idioma inglés y en su intento no puede hacerlo de manera fluida. .	
Unidades de Análisis: *Dominio lingüístico del idioma inglés*	
2. Categoría: *Conocimiento del idioma inglés*	
El estudiante *siempre* demuestra conocimiento del léxico en el idioma inglés y domina la pronunciación de las palabras al momento de expresar ideas u opiniones	
El estudiante *a veces* demuestra conocimiento del léxico en el idioma inglés y domina la pronunciación de las palabras al momento de expresar ideas u opiniones	

El estudiante *rara vez* demuestra conocimiento del léxico en el idioma inglés y no domina la pronunciación de las palabras lo cual le dificulta el expresar ideas u opiniones	
Unidades de Análisis: *Uso de la voz*	
3. Categoría: *Capacidad para transmitir sentimientos y actitudes*	
El estudiante *siempre* usa un volumen de voz, y dicción adecuada al momento de proyectar un mensaje en el uso del idioma inglés	
El estudiante *a veces* usa un volumen de voz adecuado y dicción al momento de proyectar un mensaje en el uso del idioma inglés	
El estudiante *rara vez* usa un volumen de voz y dicción adecuada al momento de proyectar un mensaje en el uso del idioma inglés	

Anexo 3. Entrevista al docente.

ENTREVISTA DIRIGIDA AL DOCENTE DE ÁREA

A continuación, usted encontrará una serie de preguntas, que ayudarán de gran manera a nuestro trabajo de grado y a afianzar nuestra investigación, se solicita contestar de la manera más franca y sincera posible para la obtención de datos fidedignos.

Gracias de antemano por su colaboración.

Unidad de Análisis: *Capacidad comunicativa en el idioma inglés* .			
No.	*Preguntas*	*RESPUESTAS*	
		SI	*NO*
01	El estudiante expresa con coherencia oraciones o frases simples en el idioma inglés y en su intento lo hace de manera fluida.		x
02	El estudiante expresa de manera fluida oraciones de uso diario en el aula de clases.	x	
03	El estudiante mediante su expresión oral lo hace de manera clara, abordando sus sentimientos y emociones		x
Unidad de Análisis: *Dominio lingüístico del idioma inglés*			

01	El estudiante demuestra conocimiento del léxico en el idioma inglés y domina la pronunciación de las palabras al momento de expresar ideas u opiniones.		x
02	El estudiante pronuncia correctamente el vocabulario en inglés. .		x
03	El estudiante moviliza de forma eficaz un vocabulario amplio y adecuado a las situaciones propias de una persona	x	
Unidad de Análisis: *Uso de la voz*			
01	El estudiante usa un volumen de voz, y dicción adecuada al momento de proyectar un mensaje en el uso del idioma inglés	x	
02	El estudiante usa el volumen de su voz adecuada al momento de realizar una lectura		x
	cuanto su estrategia didáctica que tipo de actividades usted emplea para el proceso de aprendizaje		

TEST DE DIAGNÓSTICO.

Name:_____ **Grade**:_____ **Date:** _

score

Capacidad comunicativa:

1. **Responda las siguientes preguntas sobre su información personal.**

What is your name?

How old are you?

What is your favorite color?

Do you have pet?

What is it name?

esiones y coloca en el casillero
e sientes hoy?

shcouncil.org/word-
s-2

confused shocked embarrassed excited
scared surprised

HOW DO YOU FEEL TODAY?

I am …………..

Escuche con atención y una al comando u orden correspondiente

https://es.liveworksheets.com/pf845065gc

CLASSROOM LANGUAGE

Listen and match.

Dominio lingüístico del idioma inglés y uso de la voz

4.-   Marque con una x la palabra que no corresponde a este grupo de palabras

☐	**Kitchen**
☐	**Bathroom**
☐	**Yard**
☐	**Bedroom**
☐	**Bus**

5.-   Repita y marque la palabra correcta que corresponda a la imagen

cat	hat	fat	bat
rat	hat	cat	mat
rat	bat	sat	flat

6.- Escuche atentamente la historia y conteste las siguientes preguntas:

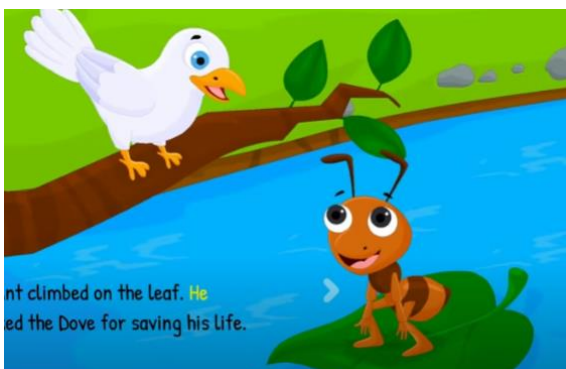https://www.youtube.com/watch?v=TpLhLBhFTag

1.- ¿Quiénes son los personajes de esta historia?

2.- ¿Por qué la hormiga se estaba ahogando?

3.- ¿Qué hizo la paloma para salvar a la hormiga?

ANEXO 4

RUBRICA PARA EVALUAR LA EFECTIVIDAD DE LAS ACTIVIDADES DIDÁCTICAS EN EL DESARROLLO DE LA EXPRESIÓN ORAL

DIMESIONES	DIMENSION	ALTO	MEDIO	BAJO
ACTIVIDAD 1	**Capacidad Comunicativa**	Es capaz de dar órdenes sencillas, pero claras y precisas mediante el uso del idioma inglés.	Tiene cierta dificultad al momento de dar una orden sencilla mediante el uso del idioma inglés	Se niega a dar una orden sencilla mediante el uso del idioma inglés
ACTIVIDAD 2	**Dominio lingüístico**	Usa el idioma inglés sin errores en la estructuración de oraciones o preguntas sencillas	Tiende a confundirse en el uso del idioma inglés en la estructuración de oraciones y preguntas sencillas	No usa correctamente el idioma inglés en la estructuración de oraciones y preguntas sencillas
ACTIVIDAD 3	**Uso de la voz**	Usa un correcto tono de voz en la caracterización de los personajes.	Usa un mediano tono de voz en la caracterización de los personajes	Usa un tono de voz bajo en la caracterización de los personajes
	Dominio lingüístico	Usa el idioma de manera adecuada en la ejecución en la producción de oraciones	Usa con dificultad el idioma en la producción de oraciones	No usa adecuadamente el idioma en la producción de oraciones
ACTIVIDAD 4	**Dominio lingüístico**	Usa palabras sencillas del vocabulario adquirido para completar oraciones	Tiene dificultad al usar palabras sencillas del vocabulario adquirido para completar oraciones	No usa palabras sencillas del vocabulario adquirido para completar oraciones