



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**SYSTEM OF LUDIC ACTIVITIES BASED ON THE APPLICATION OF
LUDIC METHODS THAT ENHANCE THE STUDENT'S**

**CASTRO PRESILLA MICHAEL JONATHAN
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**VASQUEZ MUY EDISSON VINICIO
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DEDICATION

I dedicate this research to my father, mother, stepmother, and especially to my grandmother who have always guided me through the correct path besides being an essential part of my life. Likewise, the person who has been with me for the last 3 years, Yanelly Arias, thank you for your unconditional support. Finally, my aunt Piedad Vasquez, whom I have a lot of appreciation.

Vinicio Vasquez.

I dedicate my thesis with much love and great affection to my father (†), as well as my mother and brothers who are a source of motivation and inspiration to be a better person, they have believed in me and gave me an example of humility, perseverance, personal growth and sacrifice. Also, I dedicate in a special manner to my best friend Joseph Gorozabel who encouraged me to study the English language, besides providing his knowledge during all this academic process.

Michael Castro.

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Michael Castro

RESUMEN

Esta investigación tiene como objetivo principal incrementar la participación y la mejora en el desarrollo de la expresión oral a través del uso de un sistema de actividades lúdicas en alumnos de bachillerato general unificado, ya que, es evidente que pese a los continuos cambios en el proceso de enseñanza aún se evidencian ciertas falencias en este caso es la falta de participación por parte de los estudiantes en actividades dirigidas a desarrollar la habilidad de la expresión oral en inglés. Esta investigación se desarrolló bajo el paradigma cualitativo con un diseño de investigación – acción, haciendo uso de métodos teóricos, mismos permitieron el abordar en la te tema a investigar, seguido a esto con la ayuda de los métodos empíricos tales como la observación participante, encuesta y entrevista docente que facilitaron la profundización del proyecto se pudo obtener información detallada de contexto en el que se desarrolló la investigación. La población de estudio estaba conformada por los estudiantes de 1ero de Bachillerato especialidad Ciencias paralelo “E” del Colegio de Bachillerato “Dr. José Ochoa León”. Debido a la necesidad en este contexto, se aplicó el sistema de actividades lúdicas el cual se planificó de acuerdo a la unidad de estudio de la institución. Por último, se recomienda continuar con la investigación tomando en cuenta que es necesario hacer uno de mucho más tiempo del que se usó en esa investigación.

PALABRAS CLAVE: Sistema de actividades lúdicas, participación, expresión oral.

ABSTRACT

The main objective of this research is to increase participation and improve the development of oral expression through the use of a system of ludic activities in unified general baccalaureate students. Because, it is evident that despite of the continuous changes in the teaching process, certain deficiencies are still evident, in this case, the lack of participation by students in activities aimed at developing oral expression skills in English. This research was developed under the qualitative paradigm with an action-research design by using theoretical methods, which allowed the approach to the subject to be investigated, consequently, using empirical methods such as participant observation, survey and teacher interview that facilitated the deepening of the project, it was possible to obtain detailed information about the context in which the research was developed. The study population consisted of 42 the students of 1st baccalaureate specialty Ciencias course “E” in Colegio de Bachillerato “Dr. José Ochoa León”. In order to solve this need, a system of ludic activities was applied, likes it was aligned to institutional study’s unit. At least, it is recommendable to develop these activities using more time.

KEY WORDS: Ludic system Activities, participation, oral expression.

GENERAL INDEX

INTRODUCCION.....	5
1. LUDIC METHOD APLYING.....	10
1.1 Historical background in the use of the Ludic Method as a motivational resource in the teaching-learning process with the Speaking skill.	10
1.2 Conceptual background about the use of the ludic method as a didactic resource in the development of activities focused on the speaking skill in the English language.....	13
1.2.1 <i>Pedagogical and didactic foundation of the use of playful activities as motivators for the correct development of oral expression in English.</i>	13
1.2.2 <i>Pedagogical Fundamentation and didactics for teaching speaking skills through the ludic method.</i>	16
1.3 Contextual background of the process for the correct development of speaking skill of the students from 1rst of Bachillerato, specialty Ciencias, course E” in the Colegio de Bachillerato “Dr. José Ochoa León”	19
1.3.1 Assessment of current state of the level of development of oral expression skills in the English language of 1rst of Bachillerato, specialty Ciencias, course E” in the Colegio de Bachillerato “Dr. José Ochoa León”	22
1.3.2 Analysis of the results in the application of the instruments.	22
CHAPTER 2. METODOLOGICAL FRAMEWORK.....	30
2.1 Paradigm and type of research.....	30
2.2 Research design	30
2.3 Population of study.....	31
2.4 Research Methods.	31
2.4.1 Theoretical level methods.....	31
2.5 Data processing techniques.....	35
2.5.1 Content analysis.....	35
CHAPTER 3. ANALYSIS AND PRESENTATION OF THE RESULTS	38
3.1 PEDAGOGICAL PROPOSAL.	38
3.1.1 Theoretical foundation of the system of ludic activities.	38
3.1.2. Pedagogical foundations of the system of ludic activities.	38
3.1.3 Psychological foundations of the system of ludic activities.....	39
3.2 Implementation of the System of ludic activities.	40
3.3 Exemplification of the system of ludic activities focused on increasing participation in students from 1rst of Bachillerato, specialty Ciencias, course E” in the Colegio de	

Bachillerato “Dr. José Ochoa León” in activities aimed at improving oral expression skills.	40
3.5 Assessment of the effectiveness of the System of ludic activities focused on improving oral expression in the students from Colegio de Bachillerato “Dr. José Ochoa León”	43
4. CONCLUSIONS	45
RECOMMENDATIONS	46
Referencias	47

TABLE INDEX

Table 1: Values assigned in the observation sheet.....23

Table 2. Values assigned to the survey results.....26

GRAPH INDEX

Graph 1. Result of the observation sheet in the “students’ participation” unit of analysis.....	24
Graph 2. Results of the observation sheet in the unit of analysis “oral expression skills”	25
Graph 3. Result of the survey in the unit of analysis of "Student’s participation"	27
Graph No. 4. Approach to class content.....	42
Graph No. 5. The application of the dramatization activity with the students.....	43
Graph No. 6. Diagram of the system of ludic activities focused on the development of oral expression in the English language.....	43

INTRODUCCION

Through time, English had become in one of the most important languages around the world, this was the main reason people consider that is essential to speak English to success in the professional life, that's why today, this language is part of the known "Tronco Comun", likewise, its teaching starts in early ages. Regarding Biondi (2013):

Desde los tres hasta los cinco años aproximadamente, es una edad clave para el desarrollo de los niños y es fundamental el respeto por la forma en que éstos aprenden. La enseñanza debe basarse en un sólido conocimiento del proceso evolutivo de los chicos y de su manera de aprender. (p.13)

It is vital to learn this language in earlier ages, since, most of time people do not domain this language easily, due to the complexity of English skills such as speaking, reading, writing, listening, so people do not learn easily, therefore teachers use a set of teaching methodologies to furnish this learning.

A teaching methodology is a set of methods focused on facilitating the knowledge acquisition basing on a philosophic current. By the same token, Muñoz, (2012) explains: "*La metodología hace referencia a la relación entre el enfoque o filosofía de enseñanza y las técnicas que se derivan de dicha filosofía*"

In addition, these methods have strategies that help to reinforce the English learning, likewise, to enhance its participation, the strategies are composed by some activities that are created to different targets The appropriate activity to enhance participation is the ludic activities, since its flexibility furnishes the acquisition of oral expression ability. There are some of them:

According to Macias Mendoza (2017) one of the most useful activities are based on music and films, because it facilitates to understand the language and how important it is, for instance without the language there is not possibility to the correct development of the human life, that is why is important to learn how it works in the real life.

Role plays and Dramatization are useful to the correct development of the oral expression, since activities like Role play has certain flexibility when it is applicated giving the opportunity to the student to play in a comfortable way, besides, dramatization has a several characteristics that are evidencable even through TV, since it students can use picture to base her o his dramatization giving more possibilities to their classmates to describe her or him in a detailed way relating their descriptions with their life's experiences. As Mercedes Revert (2015) says:

Las actividades lúdicas como estrategia de aprendizaje en el desarrollo de las habilidades de inglés, además de ser una estrategia básica para el alumnado, abarcan canciones, juegos, cuentos, poemas, actividades en Internet, y sobre todo la dramatización, que consigue hacer ver a los alumnos que los conocimientos aprendidos en el aula tienen sentido y utilidad fuera del entorno escolar. (p. 145)

Particularly, in this context is difficult to apply these strategies because there is the lack of participation from most of the students, likewise, there is an insufficiency in the English language domain. In the one hand, our educative system does not have the advanced knowledge required for the correct applications of these methods, in the other hand, most of students do not domain the English Language appropriately.

In Ecuador in the last decades the system of education has given deficient results due to the fact that most of the teachers are not prepared at all to teach with the appropriate knowledge. As Según Intriago, Villafuerte, & Bello (2019) cited: "...adecuados para alcanzar el nivel de suficiencia B2 de acuerdo al Marco común europeo para las lenguas." (p. 229)

From this perspective, teachers tend to teach in an ambiguous and traditional way that provokes disinterest and hinder the motivation of the students, besides impeding the appropriate development of the oral expression ability, moreover, inside the classroom the most of the pupils show insecurity when they have to participate in activities related to the oral expression ability, in addition, the lack of domain on parts of the speech as grammar, vocabulary and pronunciation, lead us to contemplate the **next research question**: How to encourage the student's participation in activities focused on the development of the oral expression ability in the 1st of Bachillerato, specialty Ciencias, course E" in the Colegio de Bachillerato "Dr. José Ochoa León"?

The **investigation target** is the teaching-learning process of the oral expression ability in the English language.

In order to answer the inquire contemplate, it was set the next **general objective**: To implement a system of ludic activities based on the application ludic methods that encourage the students' participation in activities focused on the oral expression ability in English Subject on the students from the 1st of Bachillerato, specialty Ciencias, course E" in the Colegio de Bachillerato "Dr. José Ochoa León"?

The **ludic methods** were established as the action field to this investigation.

According to the previously stated the upcoming specific objectives were established:

1. To substantiate theoretically the use of the ludic methods in the teaching learning process in the English Language.
2. To diagnose the current participation of the pupils in activities focused on the oral expression ability.
3. To organize a system of ludic activities that contribute to the development of the oral expression ability in the English Language.
4. To evaluate the development of the oral expression ability in the English language after applying the system based on the application of ludic activities

The present investigative research has as **subject of study** to the 42 students from 1ero de Bachillerato, especialidad Ciencias, course “E” del Colegio de Bachillerato “Dr. José Ochoa León” in Pasaje.

This investigation has a qualitative perspective with a descriptive type, likewise, it has a IAP approach to provoke a change in the object of study. In this research theoretical and empiric methods were applied, besides techniques such as the interview, the survey and the participant observation.

The **importance of this investigation** is the contribution that the implementation of the ludic activities imply, since, enhance student’s creativity, the motivation in the oral communication, as well as, increases the confidence in pupils.

The **practical contribution** of the investigation is the system of activities based on the use of the ludic methods that contribute to the development of the oral expression ability

It is vital to point out that, this investigation has a social impact, since it is focused on promote the participation on activities related to the oral expression ability through ludic methods. By the same token, pupils will obtain a significant learning due to the interaction in the classroom, moreover, interacting in a clear and effective way.

Its **novelty** consists in improve the oral expression ability, as well as to encourage the students to participate in the ludic activities.

To conclude with this chapter, the structure of this investigation is presented: firstly, there is the introduction in which is explained the investigation designs, secondly, the theoretical background establish the type of the investigation, besides the methods and the different resources used to obtain the necessary information. Finally, the result discussion, the conclusion, recommendations, as well as the biography are expressed.

1. LUDIC METHOD APPLYING

1.1 Historical background in the use of the Ludic Method as a motivational resource in the teaching-learning process with the Speaking skill.

A long time ago, the use of games was observed even when the men lived in the caves, who were used to using the dance in their culture. This activity was adapting as time passed, not only to keep a good state of health but also to use it in dancing rituals related to their religion. That is why even thinkers such as Aristoteles had similar thoughts, accordingly, Animación y Servicio Educativos A. C., (2009): “incluso pensadores como Aristóteles ya daban razón al aprendizaje mediante juego y este animaba a los pad

res que dieran juguetes a sus niños para que formen sus mentes para su futuro como adultos” (p.1) Therefore, it is important to recognize the ludic method as the main partner inside the teaching-learning process in humankind's history.

In ancient times, Britain was one of the biggest empires which had conquered many territories, related to this Robert P. (2011) explains in his article: *“El auge del Imperio Británico (1815-1914) era un proyecto que consistía en una especie de ocupación mundial a través de una influencia dominante en intercambio, finanzas y economía, con un vasto ejército terrestre y naval que asegurara el control”*.

With this in mind, people knew the influence of the English language, this is why it is normal to consider that its learning has been adapted to the different needs and contexts it has been taught.

Inside the first teaching methods there is the one known as traditional, this focuses on the memorization of all the contents, always being objective, without taking students' considerations, to this Rodríguez J. ,Mato J , Pereira M. (2016) refer in this way: *“En cuanto al estilo de enseñanza, este método se basa en la técnica de instrucción directa, caracterizada por el protagonismo absoluto del docente en la toma de decisiones, donde los/as alumnos/as se limitan a ejecutar, seguir y obedecer.”*.

From this point, a change was necessary, there is when the ludic method arises, related to this Alcedo Y. y Chacón C (2011) specify: *“Por enfoque lúdico entendemos todas aquellas actividades didácticas, amenas y placenteras desarrolladas en un ambiente recreativo y cuyo impacto pedagógico promueve el aprendizaje significativo que se planifica a través del juego”*. Based on the aforementioned, it is necessary to highlight the importance and the benefits given by the ludic method.

Not long ago, the application of the ludic method as a tool inside the teaching learning-process was evidenced for the first time in the 1950s, this is supported by Huizinga J. (1950) in his novel *Homo Ludens* he explains: *“La cultura se desarrolla en las formas y con el ánimo de un juego”*. When the word “game” is used, most of the time people get confused and generally think that when this method is applied there is not a specific order or a specific objective, notwithstanding when the ludic method is applied this can be subjective up to a point, so that the teacher will always try to make his class as objective as possible.

To explain the paragraph above Arcos E. y Guisamano C. (2016) refer in this way:

Games are a good election for facing and enhancing students into a correct learning, not only for teaching but for motivation. Despite its characteristics of being totally playful, ludic techniques need to be organized and planned for a better performance, therefore, this study research is aimed to the strengthening of the students' interest and so raise their like in the English language as an important element of their future lives. (Arcos E. y Guisamano C., 2016, p.13).

To sum up, these historical backgrounds were useful to create a theoretical base in Social Science, defining the ludic method as an important resource inside the teaching-learning process. It has a lot of characteristics that particularize the ludic method from the traditional method; On one hand, students get confident and motivated easily which is necessary for succeeding in class, on the other hand, the traditional method may turn classes into a monotonous activity, this is supported by Bovio F., Palomino A., y Gonzales J. (2008) in their text: *"No debemos olvidar nunca que la rutina "mata" la imaginación. Sin ésta, difícilmente "la aventura en el agua" puede tener para el niño ese tono de alegría, de placer y de autonomía."* (p.30) All in all, it is a fact that the ludic method enhances motivation and the development of speaking skills in a significant way.

In conclusion, ludic activities have been an essential part of the teaching-learning process since ancient times, as well as at present and surely in the far future. The learning of a new language most of the time can be complicated to master, so it is necessary to apply the ludic method as a transverse axis to motivate the participation, not only on the receptive skills but also in the expressive skills, based on Paguay Yupanqui (2019) text:

It is necessary to create an explicit context for the use of the ludic activity which motivates and keeps students interested. On the other hand, students need to understand the reason and purpose of the activity, so they can realize that they are learning as well as playing when engaging in activities which are fun and which involve reading, writing, listening and speaking. (p.11)

1.2 Conceptual background about the use of the ludic method as a didactic resource in the development of activities focused on the speaking skill in the English language.

1.2.1 Pedagogical and didactic foundation of the use of playful activities as motivators for the correct development of oral expression in English.

Didactic resources are a set of physical and virtual materials that support the teaching-learning process to stimulate the interest, motivation, and participation of the students. These allow the students to have autonomous learning and provide new dynamics and academic experiences. According to Barbon (2018) unveil that:

Los recursos didácticos impulsan la relación interactiva de la educación y hace más amplia la preparación de los docentes, además se convierte en un instrumento de motivación para el aprendizaje del estudiante, generándose estímulos de conocimiento interactivos y dinámicos que permiten dejar atrás el aprendizaje estático y memorístico. (p.1).

Nowadays, there are two types of modern didactic resources these are technological or technical; these are used for different purposes. 1.) reinforcement material 2.) as

communicative support for the teacher. Materials can be incorporate into the teaching-learning process for instance: printed texts, audiovisual materials, didactic tools, didactic boards, etc. Their purpose is to dynamize the teaching-learning process, ensuring that students acquire the knowledge properly.

Ludic methods, also known as play-based learning are a set of fun and entertaining activities that allow learning through games. These activities help the teacher to create a harmonious environment for the students. Ludic methods aim to enhance students' learning through participation facilitating the acquisition of knowledge.

Among the same line of reasoning Gómez Rodríguez, Olga Patricia, & Sandra, (2015) explains that:

Es así que la actividad lúdica es atractiva y motivadora, capta la atención de nuestros alumnos hacia un aprendizaje específico, encontramos beneficios en las actividades lúdicas ya que, mediante ella, el niño adquiere conocimiento y conciencia de su propio cuerpo... (p. 12)

Motivation is an essential characteristic of an effective classroom because it stimulates students to pay attention to the teacher, as well as to ask and clarify all their doubts. Students' motivation is enhanced by the strategies and methodologies that teachers use in their classes, which should be based on student's interests, self-efficacy, and motivation. For instance, when activities are planned according to their preferences, learners will have more willingness to participate because the chosen topics are aligned to their interests.

Story games

It is a game that consists of completing a story spontaneously, which means, each student has to think of one or some characteristics to develop the story. The game starts when one pupil imagines a scene and narrates a situation, then another student must keep narrating the story, coherently. All students have to participate and contribute their knowledge and creative ideas to create an interesting story.

Songs/Rhymes/Chants

This dynamic helps the students with their pronunciation, attitude and acquisition of new vocabulary because it makes them vocalize and pronounce the words correctly in a natural and spontaneous way. Besides, pupils also learn new vocabulary through listening to songs. This aforementioned idea is also pointed out by Alba Santa Cruz & Benites Oqueña (2019)

Music has been considered advantageous to learners, since singing songs and listening to music is an enjoyable experience for them. Students are relaxed and feel comfortable and are receptive to learning, often singing the song over and over again. This repetition promotes self-confidence and develops vocabulary skills.

Dramatizations

In this game students have to act a situation or event, adapting a narrative text to the format of play. This helps learners to memorize certain phrases and words with their respective meanings; it also enhances collaborative skills, interaction and imagination. Moreover, pupils learn to associate gestures, performances and key words that could be

applied when speaking the language in a natural way. In words of Shvets & Polevikova (2019):

Game-dramatization takes place in a predetermined plot and provides for roles regulated by the limits of the author's text. Children should literally remember the text, realize the course of events, images of heroes of a fairy tale or story and show them exactly what they are in the product. [...]. It helps to understand the idea of a work, its artistic value, teaches children to express their feelings, promotes the development of memory, speech, the expression of independence, creativity in the selection of figurative and expressive means for creating images (p.4)

1.2.2 Pedagogical Fundamentation and didactics for teaching speaking skills through the ludic method.

Didactics is the science that focuses on the teaching-learning process and in the set of resources and techniques that are usually used according to the students' issues raised in the classroom in order to achieve the class's objectives; All of this must be based on Pedagogical foundations, in this regards Brailovsky (2018) points out: *“La Pedagogía es, además, una disciplina que reconoce en las cosas de todos los días problemas profundos y complejos.” (p. 1)*

In the same fashion, pedagogy can also be defined as a way to get the correct learning of a specific topic which facilitates the acquisition of knowledge. Regarding this previous statement, Cole (2019) points out some characteristics of pedagogy as:

Pedagogy in education concentrates on the different learning styles of students. Every teacher knows that no two students are exactly the same, and so finding out how students learn helps the teacher create lessons that help each student learn in the way they learn best. (p.1)

At this point, it is time to explain the Didactics etymological meaning as well as to provide some definitions of this term; this word comes from the Greek *didaskein*, and it can be defined as a technique which facilitates knowledge transmission according to the teacher's considerations (Buitrago 2008p. 56).

To highlight the importance of these two parts of the teaching-learning process it is necessary to explain each one's contribution. On the one hand, Pedagogy can be understood as the science which studies the theoretical bases of the set of resources and techniques applied in the teaching-learning process. On the other hand, didactics provides those resources and techniques in order to get the students' attention.

Likewise, the ludic method is applied according to the pedagogy standards; it is aimed at getting the students' attention to enhance their confidence which makes them to participate more in class's activities.

Related to the aforementioned remarks, Arcos Pumares & Guisamano, (2016)explain:

Imagine when teaching vocabulary, the teacher as a strategy can use real objects and so involve the students into new material, but what happen if they are no familiarized with objects, then it comes games to reinforce the utilization of real objects for a better

understanding of the vocabulary, besides the distress and the gain confidence, both the students and the teachers will obtain satisfaction in both sides. (p.15)

In this context, it's well-known that ludic activities give students enough confidence to boost their participation, as well as to facilitate knowledge acquisition even to hyperactive students. By the same token, Paguay (2019) points out:

When a student feels anxious and threatened, their affective filter is raised, blocking input which is necessary to acquisition. When students are relaxed, their affective filter is lowered, which contributes more effectively to their acquisition of new language. (p.10)

On the whole, these resources can help the speaking skill acquisition, even if the student does not have a good fluency he could improve it, because ludic activities give students the necessary confidence to participate in tasks related to the speaking skill, this point was remarked by Arcos Pumares & Guisamano, (2016) in their research work, they stated that: *“In both necessities, games for emphasizing linguistics are appropriated for accuracy and for fluency communicative games”*.

On the other hand, it is common to face situations in which the student prefers to speak in their “way” or “style” to avoid mistakes, as a result of this, in some cases they do not consider some pronunciation aspects, this is why they pronounce words in a wrong way, in this regards Arcos E. y Guisamano C. (2016) argues: “It is worth mentioning that when

dealing with the speaking skill, the students most of the time do not only get involved in the accuracy but fluency.” (p. 24)

In conclusion, it is essential to recognize how important it is to keep the pedagogical foundations so that the ludic activity must be aligned to the main objective of the class in order to achieve the correct knowledge acquisition.

1.3 Contextual background of the process for the correct development of speaking skill of the students from 1st of Bachillerato, specialty Ciencias, course E” in the Colegio de Bachillerato “Dr. José Ochoa León”

There is a set of common drawbacks that impede the correct development of the oral expression ability. Those issues deal with the contextual, cognitive and the emotional needs. Along the same reasoning, Rodriguez Pérez, (2012) affirms that:

Así mismo, numerosas investigaciones aluden a una serie de variables que influyen en dicho proceso, las expectativas, los patrones atribucionales, el autoconcepto, los reforzadores, las metas, las emociones... Por consiguiente, este constructo tan amplio no se puede entender sin una interrelación de diversas dimensiones: una dimensión cognitiva; una dimensión contextual y una dimensión emotiva-afectiva. (p.383)

First of all, the lack of confidence is one of the most complex issues in students, because their participation depends on how confident they are towards speaking tasks, moreover, it is vital to highlight that each pupil is a world apart, that is why the teacher must look for an activity that works for everyone. In many cases, students prefer not to participate because they fear being teased or ridiculed by their classmates when performing oral tasks. Another essential point deals with family troubles that can arise from their contextual needs caused by a lack of emotional support from their parents and economic hardship as well.

Similarly, OECD (2016) affirmed that: “The data that emerge based on these four groups show that, regardless of their **socio-economic status**, low-performing students attend school less regularly and report less perseverance and confidence in their mathematical skills than better-performing students”. (p. 1) Another very common reason is the cognitive conditions that decrease students’ confidence, and there is when teacher’s preparation becomes a fundamental factor to tackle this type of problem.

Secondly, the lack of participation of the whole course as one on speaking activities focused on the correct development of oral expression which is due to mistrust among students. Beyond this, there are cases that derive from the level of knowledge acquired, in other words, not all students are at the same level of proficiency, so some groups of pupils participate more frequently than others.

Thirdly, motivation is considered by many authors like an achievement to be attained, since students have positive results when they are motivated so teachers must try to enhance it. Espinar R. and Martín J. (2015) bring up this topic in their article: “The idea of motivation is a recurring topic throughout the history of language teaching and is considered fundamental for achieving positive results in any task”. (p.126)

This drawback was more frequent in previous years because of the lack of didactic resources for appropriate teaching, which led teachers to work with what they had, decreasing the possibility of performing more ludic activities, thus it caused a low motivation in the students when they were learning the new language, specifically the correct development of oral expression. To explain this, Pila Chipugsi, (2012) points out that:

Existen varios factores que han afectado el proceso enseñanza aprendizaje, entre ellos, el desconocimiento de la importancia de dominar el idioma inglés como segunda lengua, la falta de motivación en el estudiante, la aplicación de estrategias y métodos tradicionales que no llaman la atención del alumno, la idea de obtener el diploma de suficiencia del idioma solo como requisito de graduación, todo esto sumado a la no aplicación de estrategias motivacionales actualizadas que inviten al estudiante a ingresar al aula de clases como una vivencia positiva y no como un castigo (p. 4).

Recently, certain changes have been made in order to reduce these kinds of issues. For instance, in the past, most of the activities were carried out individually and systematically, as a result, students were used to working in a limited way. In recent years, the opposite has been done, it means, ludic activities have been prioritized, providing enough confidence among classmates when they are practicing their speaking skills. Moreover, working in pairs reduces their fear of making mistakes or being ridiculed by the rest of the students. In addition, these activities enhance the full participation of students within a course, thus they indirectly ensure that everyone works as one.

In conclusion, the term **motivation** in the last years had been used in the educational context, unfortunately, in most cases it had could not be put into practice due to the lack of educational resources, regardless of teachers' efforts to carry out ludic activities, pupils are not able to achieve the proper motivation because of the lack of resources and time. Additionally, the teacher has the obligation to highlight the importance of English and its daily use, to encourage pupils to enhance their willingness towards the English learning process. Related to the aforementioned Espinar Redondo & Ortega Martín., (2015) say:

“Another important factor that affects their motivation levels is the idea that English is present in every aspect of their daily lives”. (p.134)

1.3.1 Assessment of current state of the level of development of oral expression skills in the English language of 1st of Bachillerato, specialty Ciencias, course E” in the Colegio de Bachillerato “Dr. José Ochoa León”

This research focuses on developing activities that enhance student 's participation, who are 42 pupils of 1st of Bachillerato, specialty Ciencias, course E” in the Colegio de Bachillerato “Dr. José Ochoa León”? The first step began with a participative observation based on a structured sheet (GRAPH1), then a survey was carried out among the students aligned with the investigative process (GRAPH2), finally, the teacher was interviewed, his remarks showed the main characteristics of the students from a different perspective. (GRAPH3).

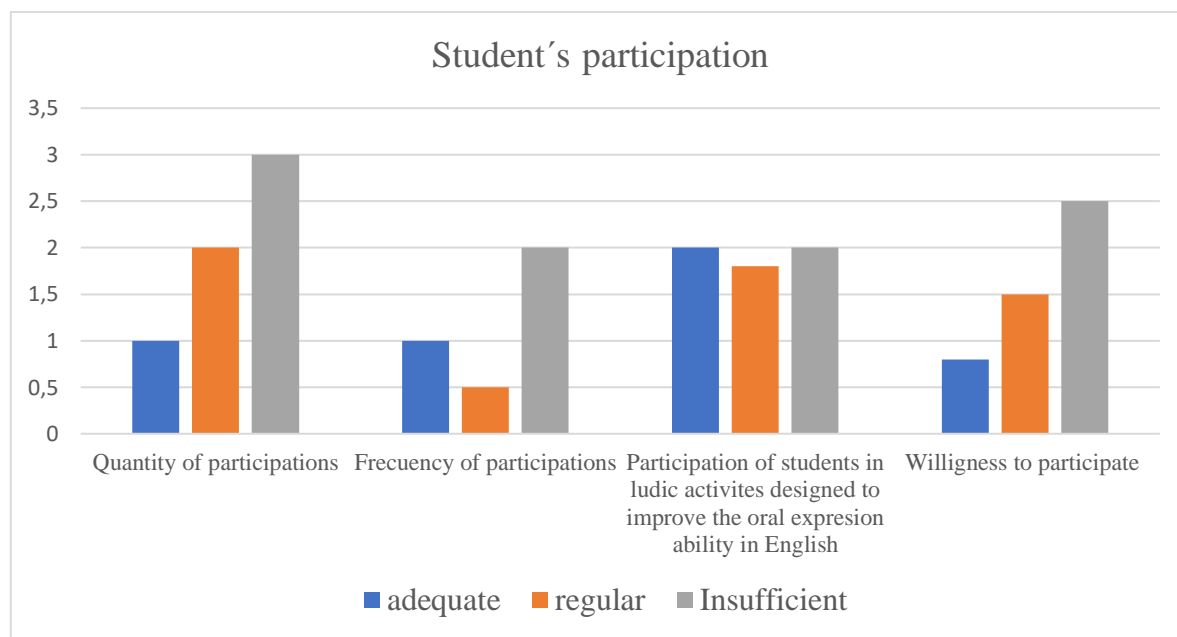
1.3.2 Analysis of the results in the application of the instruments.

Observation sheet.

To obtain empirical information based on the problems identified, an observation sheet was prepared and applied throughout the classes. They are presented in the following values:

Levels	Values
adequate	Very good
regular	good
insufficient	bad

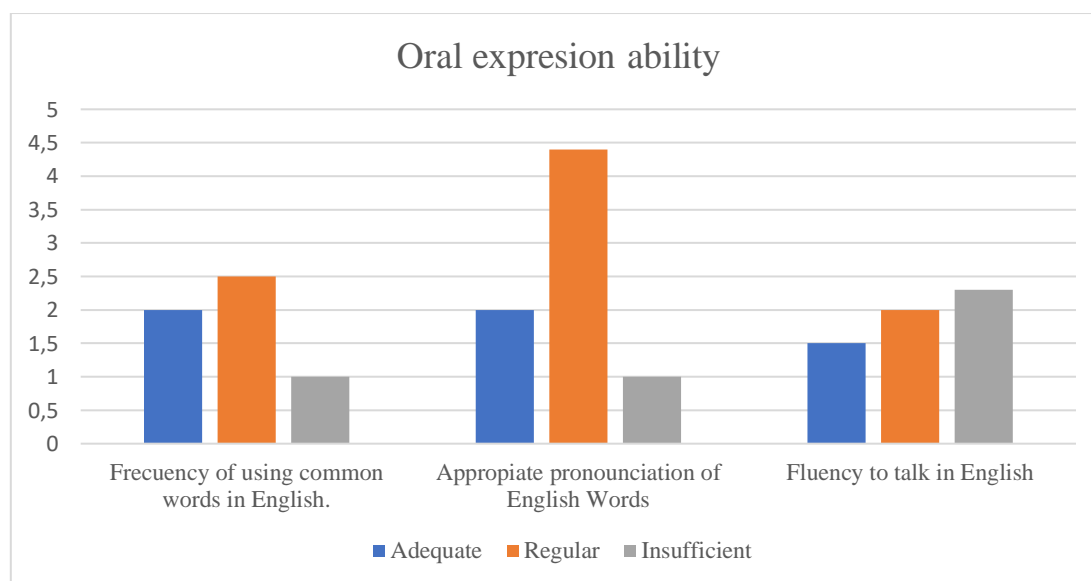
Table 1: Values assigned in the observation sheet



Graph 1: Result of the observation sheet in the “students’ participation” unit of analysis.

In first place, the category **“Facility of the use of frequently used words of the English language”** shows that students are used to avoiding participating in these kinds of activities. Secondly, the category **“Frequency of participation”** reveals that the frequency of participation from students is regular because they participate twice per class in most cases. Thirdly, the category of **“Student’s participation in ludic activities focus on the improvement of oral expression in English ”** allows the analysis and consequently the conclusion that the participation tends to increase slightly. Finally, the category **“willingness to participate voluntarily”** unveils the fact that participation is even lower than previous categories, being in many cases inexistent.

To summarize, the participation of the students has a regular level, since it was better than how it was at the beginning, in other words, their participation was not extraordinary, just was higher than when this research started.



Graph 2. Results of the observation sheet in the unit of analysis “oral expression skills”

In the unit of analysis **“oral expression skills”** there are 3 categories aimed at characterizing it. Firstly, the **“ability to use frequent words in the English language”** in this category certain mastery of words in the English language was observed, so their performance is considered to be regular. Secondly, the category **“Correct pronunciation of words that belong to the English language”** showed excellent results, since in general students have a good pronunciation. Finally, the category **“Fluency in speaking English”** displayed a lack of fluency in the students.

To sum up, the category **“Fluency in speaking English”** did not display good results since students were not able to develop their oral expression in a fluent way, on the other hand, the first category showed good results as well as the latter.

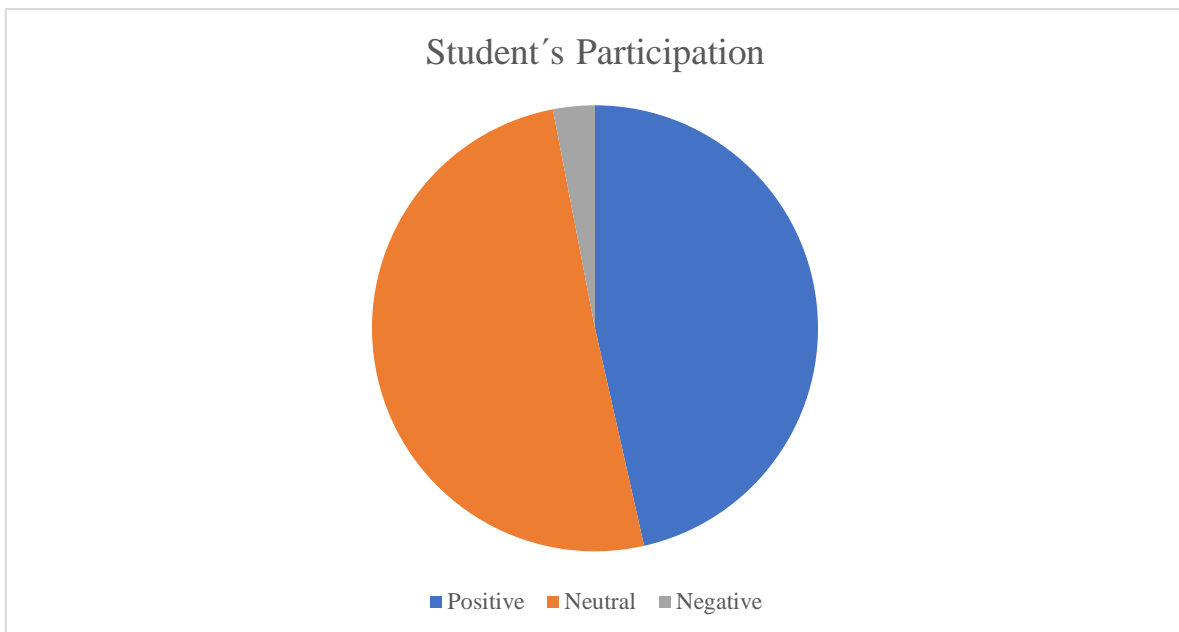
Survey.

Continuing with the process of obtaining information regarding student participation in activities of oral expression, the following survey was conducted. This is presented under the following analysis:

Levels	Values
Positive	3

Neutral	2
Negative	1

Table 2. Values assigned to the survey results.



Graph 3. Result of the survey in the unit of analysis of "Student's participation".

In relation to the unit of analysis "Student participation," it was identified that overall, 50% of the pupils (21 students) maintain regular participation in activities that focus on the use of their oral expression. Likewise, 47% of the participants (19 students) with a rating of 2 maintain positive participation in activities related to oral expression. Finally, 3% of the members (3 students) with a value of 1 responded negatively to the analysis.

To conclude, it is evident that students of 1st of Bachillerato, specialty Ciencias, course E” in the Colegio de Bachillerato “Dr. José Ochoa León” have neutral position, since most of them show a regular willingness to participate. However, there was a minimal difference between students with a neutral response and the pupils who had a positive answer, since just 2 students made the difference between these groups. Finally, 3% of the students provided negative results about how participative they are when performing ludic activities related to the development of oral expression.

Interview.

Aiming at having a different perspective related to the student’s participation, the teacher in charge of the class was interviewed, who responded from a professional point of view. The following aspects were extracted:

Regarding the student’s participation, the teacher stated that **“it is not simple for them, it generally depends on the level of the students”**, so it was deduced that the frequency of participation will always depend on the student’s skill levels.

After asking if the students participate in activities related to the “speaking” in-group, teacher highlighted that the modality (accompaniments) has several complications that hinder the correct development of this kind of activities, nevertheless, in previous classes in the face-to-face modality, it was noticed that the students were more willing to speak in English in this type of activities.

When asked about how fluent students are when they have to talk, the instructor said that he had not had situations in which the students have more complex and longer answers when speaking in English, emphasizing that in most cases the answers are direct and short.

When he was inquired about the application of the ludic activities, he referred to the adaptive process that everyone is still going through and, as a consequence of this, the difficulty to apply these activities, moreover, he explains about future activities, because the students are not entirely comfortable yet, in addition, the teacher pointed out “it is in a process of the adaptation and transformation”.

When he compared the pupil’s participation in ludic activities and traditional tasks, he emphasized that the actual modality is a temporary impediment to apply ludic activities, however, he concluded that when the class had face-to-face modality students were used to being more participative in ludic activities than the traditional.

As final analysis, this question was raised; Would the students be willing to participate more frequently by having a greater number of ludic activities? consequently, the teacher affirmed that they would do it, however, he highlighted the need for a larger timetable for the development of English classes, which is the main drawback to carry out the classes with this type of activities.

On the one hand, it was determined that the lack of participation in the development of oral expression in the English language is due to the insufficient motivation and confidence of the students as well as their level of proficiency. On the other hand, there are many factors that interfere, among them: the short class time, since to develop the oral expression ability teachers need more time. To conclude, it is necessary to emphasize the complexity that the

online modality has brought, moreover, the absence of adaptability to these activities and the transformation that both teacher and students are going through.

CHAPTER 2. METODOLOGICAL FRAMEWORK

This chapter focuses on exposing the different methodological aspects used in this research. At this point, it is important to detail the type of research that was applied, as well as, to present the paradigm that was used when selecting the population.

2.1 Paradigm and type of research

To start, the present research is developed under the framework of the Qualitative Paradigm, which has as its main premise is to obtain information in a subjective and particular perspective, not only considering the population thoughts but also the researcher's considerations, related to this Moreno & Pérez point out: "El paradigma cualitativo asume lo que ya existe en la realidad de acuerdo con sus propios significados y la perspectiva de sus actores, por lo que su finalidad es explicar la causa-efecto de las relaciones en una espiral ascendente." (p. 2)

By the same token, it is important to highlight that research with a qualitative paradigm seeks to comprehend in a particular and deep way the main reason for the actions of the target population. In addition, after checking the objectives, it is necessary to find information in a subjective and particular way, which confirms the need for the Qualitative Paradigm use as a primordial requirement in this investigation.

2.2 Research design

The present research follows a non-experimental design, using the benefits of a participatory action research (PAR) process, which focuses on achieving a change in the population from a more particular and participatory standpoint, aligned to one of the secondary objectives. Likewise, Reyes, (2014) stated that: "*La IAP suscita la participación de manera constante y*

lo hace subrayando el hecho de que no basta con ser parte o tener parte, sino que ineludiblemente hay que tomar parte”. (p. 94)

2.3 Population of study.

The research population consists of the students of the 1st of Bachillerato, specialty Ciencias, course E” in the Colegio de Bachillerato “Dr. José Ochoa León” formed by 41 students.

2.4 Research Methods.

Qualitative research methods help us to understand the meaning of a phenomenon, likewise, they contribute to obtaining research results, after getting them, the credibility, reliability, transferability, and general consistency of these methods will be ensured.

These resources are used in this research and are aligned to activities that focus on obtaining knowledge and solving specific issues through a comprehensive, communicative and reproductive process.

2.4.1 Theoretical level methods.

Theoretical methods make possible the identification of non-observable qualities and relationships of the object of study; therefore, it is essential to describe them in detail to justify the decision made for the process of analyzing information and its synthesis.

It is applied different theoretical methods focused on the systemic method, historical -logic, analytic-synthetic. Thereby, the method is applied according to the investigation objectives, according to Ministry of Education explain that: “Scientists use different methods of investigation in different circumstances.” (p. 2)

Systemic approach: The main aim of this approach is to organize and present the process in a logical and objective manner whereby the project will be guided. It will focus on guiding the upcoming steps on the investigation of the development of oral skills in the English language.

Regarding Devlin-Couvert E. “The systemic approach is not only knowledge but also practice, a way to enter into the complexity. The pedagogy to be implemented must be innovative both in its general approach and in the tools used.” (2017).

Analytic-synthetic approach: This method is essential for the development of this research because it allows the analysis of the population from different perspectives which facilitates the phenomenon characterization, as well as furnishing an understanding of the problem from different points of view to find the possible solution.

Historical-logical approach:

Acquiring information from the phenomenon in a chronological and orderly way is necessary because it enables its comprehension through time. In the words of López Fernández & Palmero, (2017):

El método histórico lógico [...] Los resultados fundamentales están asociados a una caracterización de las definiciones expresadas, es decir, su origen, su contenido, ejemplo, sus dificultades y sus ventajas, esto propicia una mejor comprensión del tema y una apreciación del cómo responder a la problemática de impartir este andamiaje matemático. (p. 2)

Inductive-deductive approach:

It is essential to point out that this method focuses on understanding the object of study from a particular perspective to a general one, moreover, it provides the opportunity to apply the obtained result in other contexts. Accordingly, Azungah T, (2018):

The deductive and inductive approaches provide a comprehensive approach to analyzing qualitative data. The process involves immersing oneself in the data reading and digesting in order to make sense of the whole set of data and to understand what is going on. Azungah T, (2018).

2.4.2 Empirical Approaches:

This method focuses on leading the researcher to explore first-handed reality to develop his findings by using a set of experiences as his/her main fundament ensuring the reliability of his results. Rojas, Vilaú, & Camejo, (2018) suggest that: *“Estos métodos posibilitan revelar las relaciones esenciales y las características fundamentales en el comportamiento real del objeto de estudio, pues a través de procedimientos prácticos con el objeto.”* (p. 2)

- **Survey:**

This resource collects information from the participants through using questions formulated according to the survey's aim, moreover, these inquiries must be focused on finding the information according to the targets of the investigation. Among the lines of López-Roldán & Fachelli, (2015):

...a encuesta se considera en primera instancia como una técnica de recogida de datos a través de la interrogación de los sujetos cuya finalidad es la de obtener de

manera sistemática medidas sobre los conceptos que se derivan de una problemática de investigación previamente construida. (p.8)

- **Observation**

First of all, the observation is an investigation instrument that allows the researcher to visualize the phenomenon from a personal perspective as well as to find new possible variables, as cited in Itziar, Maria Teresa, & Ana María, (2014) text:

La observación se ha registrado a través de las notas de campo, de sistemas categoriales emergentes, y de la reconstrucción de la realidad, para comenzar nuevamente el ciclo con una nueva observación. Además de adquirir y desarrollar estas destrezas cognitivas-racionales, se ha intentado traspasar al plano de los aprendizajes de tipo emocional y personal. (p. 207).

- **Participant observation:**

To sum up, this resource is necessary because the research is outlined by a Qualitative Paradigm, which means that the researcher must be involved with the participants to obtain more specific information related to the lack of participation and motivation when using the oral expression in the English language.

- **Interview:**

This technique provides information in a spoken and personal manner. It is subjective since it delves into aspects related to religion or personal experiences besides it provides a progressive approach to the subject consequently obtaining essential information. Another

point to highlight is that this method works both individually as well as in groups which enable the researcher to gather information from the pupils in a precise way.

To conclude, it is appropriate to point out that the interview has several characteristics which facilitates the gathering of information from a subjective perspective as well as to show the student's reality by writing down the essential's aspects.

2.5 Data processing techniques.

2.5.1 Content analysis.

Analysis of content is a systematic technique that usually is found in investigation related with the communication and education, likewise, it provides the necessary information to study them in a systematic and objective way. Regarding to Health, (2019): “Using content analysis, researchers can quantify and analyses the presence, meanings and relationships of such certain words, themes, or concepts. (p. 2)

2.6 Working with the variables in the research.

Furthermore, it is vital to describe the two types of variables: Intervening variables and Modifiable variables. Firstly, there are **ludic activities** which are the intervening variable, and the **participation of the students** as the modifiable variable.

Intervening variable: This variable deals with the population that is meant to produce changes, so the researcher analyzes its effects to finally identify how effective are the ludic activities in the participants. **The intervening variable** is known as the variables that affect the dependent variables, in this case, the phenomenon produced in the population. The influences produced in the pupils can be positive or negative, in addition, ludic activity has many characteristics that have positive effects on the students, for instance, the ability to

solve dairy problems. In words of Álvarez G., Bungacho S., Rodríguez C., Córdor G., (2021): “Las actividades lúdicas deben tener como objetivo cultivar la creatividad de los niños, permitiéndoles resolver los problemas cotidianos, tener su propia iniciativa...” (504)

Modifiable variable: It is essential to define that this variable shows the results of the intervening variable, and focus on enhancing students’ participation and their motivation in the activities related to the development of oral expression and how it is modified in a positive or negative way in the 1st of Bachillerato, specialty Ciencias, course E” in the Colegio de Bachillerato “Dr. José Ochoa León” formed by 42 students.

Increased student participation in activities related to oral expression:

Through a set of actions, students will get involved in doing activities related to the speaking skill, from previous class assignments.

DIMENSIONS

-* Use of oral expression.

Category

1-Quantity of participations

INDICATORS

-Once for class

-More than one for class

-None

2-Participations' frequency

INDICATORS

Frequently

Frequent

Infrequent

DIMENSIONS

Categories

1. * Frequently of the use of common word convenient from the English Language

INDICATORS

- Use
- Use frequently
- Do no use

* Correct pronunciation of words that come from the English language.

INDICATORS

-Correct

-Mildly correct

-Incorrect

CHAPTER 3. ANALYSIS AND PRESENTATION OF THE RESULTS

3.1 PEDAGOGICAL PROPOSAL.

The present chapter focuses on the presentation and explanation of the pedagogical contribution in the educational institution. This pedagogical contribution is a set of activities based on a ludic approach, which enhances the development of the oral English expression in the Colegio de Bachillerato “Dr. José Ochoa León”

This system of activities was carried out with 3 classes, likewise, it was aligned to the project provided by MINEDUC, each class had a time frame of 40 minutes per week, in addition, one of the main goals was to develop it in a dynamic way to obtain better results in the English skills in general but especially in the oral expression ability.

3.1.1 Theoretical foundation of the system of ludic activities.

The system of ludic activities is meant to prioritize the development of oral expression in the English language as well as to increase the motivation in the teaching-learning process in the English Language in the 42 students from 1st Bachillerato specialty Ciencias, course “E”.

3.1.2. Pedagogical foundations of the system of ludic activities.

Nowadays, a correct use of the English language allows the students to obtain better communication, that is to say, it is vital to develop all the skills appropriately, specifically abilities such as oral expression that in most cases is difficult to master, along this line of reasoning, Escalona Sánchez, Medina Betancourt, & Escalona Reyes, (2010) pointed out: *“...aprender la lengua oral es necesaria la práctica del nivel fonológico, el morfosintáctico y el léxico – semántico, relacionados con las competencias del enfoque comunicativo” (p. 4)*

The teaching-learning process has been progressing in a fast way, and ludic activities have played an important role in that change since the use of them became more common as it was evolving, therefore, it is important to keep applying those kinds of activities. By the same token, Santana Ramírez, Gonzales Escorcía, & Castellar Arrieta, (2015) stated:

La tesis de la anticipación funcional ve en el juego un ejercicio preparatorio necesario para la maduración que no se alcanza sino al final de la niñez, y según Groos, sirve precisamente para jugar y prepararlo para la vida; ya que considera el juego como pre ejercicio de funciones necesarias para la vida adulta, porque contribuye en el desarrollo de funciones y capacidades que preparan al niño para poder realizar las actividades que desempeñará cuando sea grande. (p. 10)

It is essential to point out that this methodology is directly linked to the Piagetian theory, which stated that the games are immersed on the human evolution process, in this regard Santana Ramírez, Gonzales Escorcía, & Castellar Arrieta, (2015) cited: “En 1956 planteó el juego como parte de la inteligencia del niño, porque representa la asimilación funcional o reproductiva de la realidad según cada etapa evolutiva 11 del individuo”. (p. 10)

3.1.3 Psychological foundations of the system of ludic activities.

Ludic activities integrate games that focus on reaching specific objectives in the teaching-learning process; these activities are strongly established by the psychologist Vygotsky, who developed the Vygotskian Theory, which explains that the use of games helps to connect aspects such as social and affective to dimensions like intelligence, memory, attention, etc. that is why it has a significant influence on the development of the English skills.

3.2 Implementation of the System of ludic activities.

The present system of ludic activities implemented in the 42 students of 1st of Bachillerato, specialty Ciencias, course E” in the Colegio de Bachillerato “Dr. José Ochoa León” is aligned to the internal curriculum, moreover, these activities focused on the enhancement of students’ participation as well as the development of their oral expression in English.

The following steps were designed to apply the system of ludic activities in a suitable way:

- Designing ludic activities according to the topic of the class to increase the oral expression skill in English as well as students’ participation.
- Correlating the systems of ludic activities with the Vygotskian theory and its psychological principles.
- Applying the ludic activities to facilitate the development of the oral expression ability.
- Applying the game “dramatization” to allow students to express themselves in a spontaneous way, and not in a mechanized manner, which fosters the mastering of the oral expression ability in a more natural style.

3.3 Exemplification of the system of ludic activities focused on increasing participation in students from 1st of Bachillerato, specialty Ciencias, course E” in the Colegio de Bachillerato “Dr. José Ochoa León” in activities aimed at improving oral expression skills.

Example class:

- 1. System of the ludic activities designed for students from:**

1ero, especialidad Ciencias, course “E”

2. **Objective of the class:**

-Students will understand that responsible consumption and production build sustainable societies through collective and participatory agreements

3. **Class content:**

Climate change and Extinction



Graph No. 4. Approach to class content.

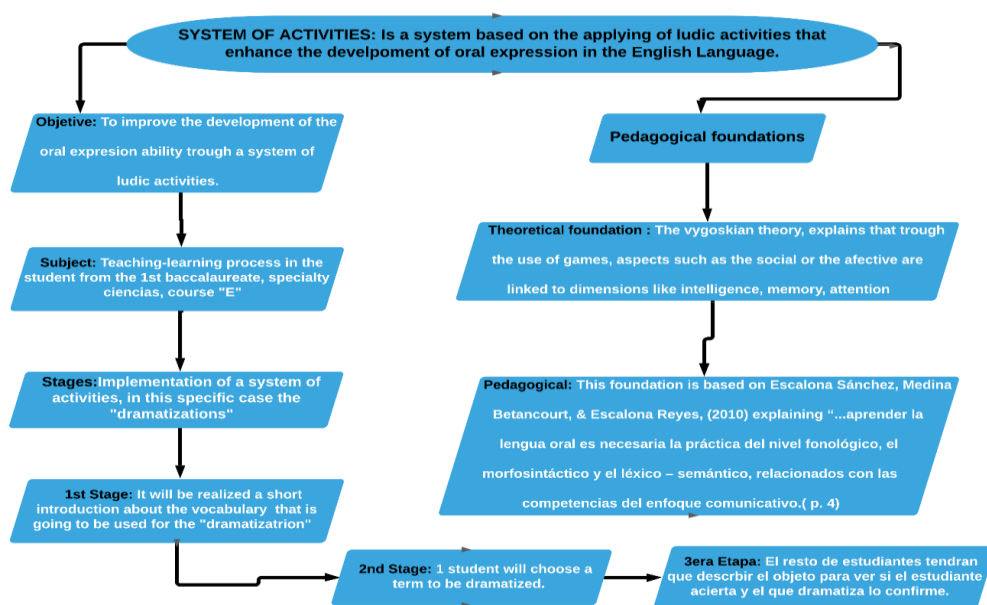
4. **Proposal to the teacher (Ludic activity)**

First activity: *Dramatization*



Graph No. 5. The application of the dramatization activity with the students

3.4. Description of the structure of the system of ludic activities focused on the development of oral expression in the English language.



Graph No. 6. Diagram of the system of ludic activities focused on the development of oral expression in the English language.

3.5 Assessment of the effectiveness of the System of ludic activities focused on improving oral expression in the students from Colegio de Bachillerato “Dr. José Ochoa León”

To verify if the application of the pedagogical proposal was effective in the development of the oral expression skill in English, a participant observation was applied, likewise, the researcher used an observation sheet (ANNEX 1) previously structured according to the categories and variables established for assessment purposes.

Consequently, the system of activities used was delimited by the individual teacher's planning, in this case, numbers 14 - 15. In this system, a perceptible change was observed, since when ludic activities started the students used their native language to develop their ideas in English, however, when the system of ludic activities was applied, specifically talking about “*Dramatizations*” the pupils tried to make themselves understood by using the English language the whole time.

Nevertheless, despite students trying to do their best to develop their oral expression ability, the participation did not increase significantly, in other words, the pupils' participation was higher than in other traditional activities but not extraordinary.

According to the interviewed Lic. Félix Chávez (ANNEX 3), the students participation reflects a general positive change, however, there were factors that hamper their willingness to participate in the activities applied, for instance the virtual modality, which according to the teacher is a determining agent that hinders the student participation. This was observed in students who were reluctant to participate

because of the lack of confidence and the different contexts the pupils have while they are in class.

To conclude with the application of instruments, a survey was elaborated and applied to the students, (ANNEX 2) this resource focused on obtaining data that would help the researchers to visualize the students' willingness to participate, the results showed reluctance to participate is due to their lack of confidence to practice this ability, likewise, according to the data analyzed, most of the pupils affirmed that are willing to participate more frequently if ludic activities were applied as a daily resource.

4. CONCLUSIONS

1. According to the theoretical foundation, it was concluded that the application of the system of ludic activities is essential to enhance the correct development of the oral expression ability of the English Language.
2. The results obtained from the diagnosis of student's participation showed a considerable lack of interest from the pupils in activities in general, as well as a minimal use of the English language when participating.
3. The system of ludic activities presented positive changes in general, but they were not remarkable in the development of oral expression in the English language, since, after applying this system, a limited number of students tried to express themselves in English extensively.
4. Once the system of ludic activities was applied and after evaluating its evolution, it was concluded that this system had regular results in the students, since after its application they did not increase their willingness to participate notably, and their interest in developing their oral expression was not outstanding.

RECOMMENDATIONS

1.- It is advisable to continue with the investigation, for doing so, more time per class should be given to apply the ludic activities appropriately; due to the complexity to develop the oral expression ability.

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ANEXOS

Anexo 1. Guía de observación participante.

Tabla de valores:

Niveles	Valores
Suficiente	Muy bueno
Poco Suficiente	Bueno
Insuficiente	Malo

Unidad de análisis: Habilidad de la expresión oral.	
1. Categoría: <i>Facilidad de la utilización de palabras de uso frecuente de la lengua inglesa.</i>	
Los estudiantes utilizan palabras de uso frecuente de la lengua inglesa.	
Los estudiantes utilizan algunas veces palabras de uso frecuente de la lengua inglesa.	
Los estudiantes no utilizan palabras de uso frecuente de la lengua inglesa.	
2. Categoría: <i>Correcta pronunciación de las palabras provenientes de la lengua inglesa</i>	
Los estudiantes pronuncian correctamente palabras provenientes de la lengua inglesa	
Los estudiantes pronuncian medianamente correctas palabras provenientes de la lengua inglesa	
Los estudiantes pronuncian incorrectamente palabras provenientes de la lengua inglesa	

3. Categoría: Fluidez a la hora de hablar en inglés	
Los estudiantes hablan fluidamente en el aula clase	
Los estudiantes hablan fluidamente de manera segmentada en el aula clase	
Los estudiantes no hablan fluidamente en el aula clase	
Unidad de análisis: Participación de los estudiantes.	
1. Categoría: <i>Cantidad de Participaciones</i>	
Los estudiantes participan una vez por clases en haciendo el uso de la habilidad de la expresión oral.	
Los estudiantes participan más de una vez por clases en haciendo el uso de la habilidad de la expresión oral.	
Los estudiantes no participan en haciendo el uso de la habilidad de la expresión oral.	
2. Categoría: <i>Frecuencia de las participaciones</i>	
Los estudiantes participan muy frecuentemente en clases en haciendo el uso de la habilidad de la expresión oral.	
Los estudiantes participan frecuentemente en clases en haciendo el uso de la habilidad de la expresión oral.	
Los estudiantes no participan frecuentemente en clases en haciendo el uso de la habilidad de la expresión oral.	
3. Categoría: <i>Participación de los estudiantes en actividades lúdicas enfocadas a la mejora de la expresión oral en inglés.</i>	
Los estudiantes participan una vez por clases en haciendo el uso de la habilidad de la expresión oral.	
Los estudiantes participan más de una vez por clases en haciendo el uso de la habilidad de la expresión oral.	
4. Categoría: <i>Disponibilidad a participar voluntariamente</i>	
Los estudiantes se disponen a participar voluntariamente en actividades relacionadas al desarrollo de la expresión oral.	

Los estudiantes no frecuentan el disponerse a participar de manera voluntaria en actividades relacionadas al desarrollo de la expresión oral.	
Los estudiantes no se disponen a participar de manera voluntaria en actividades relacionadas al desarrollo de la expresión oral.	

Anexo 2:

Encuesta al estudiante:

¿Cuántas veces participa usted en actividades lúdicas enfocadas al desarrollo de su expresión oral en inglés?

- Una por clases
- Más de una por clases
- Ninguna

¿En una actividad lúdica en inglés con cuánta frecuencia se dispone usted a participar de manera voluntaria?

- Una por clases
- Más de una por clases
- Ninguna

¿En una actividad lúdica en la que su desarrollo es únicamente entre compañeros, cuántas veces se sentiría motivado a practicar el desarrollo de la expresión oral en inglés? (*speaking*)

- Una por clases
- Más de una por clases
- Ninguna

¿Con un mayor número de actividades lúdicas por mes enfocadas al desarrollo de la expresión oral cuan frecuente se sentiría usted motivado a participar?

- Muy Frecuente
- Frecuente
- Infrecuente

¿Cuán frecuente se siente usted motivado para participar en actividades enfocadas al desarrollo de su expresión oral?

- Muy Frecuente
- Frecuente
- Infrecuente

¿Cuán frecuente usted se dispone a hablar en inglés de manera voluntaria?

- Muy Frecuente
- Frecuente

- Infrecuente

Entrevista al docente:

¿Cuán participativos son los estudiantes al practicar el *speaking* con el docente?

¿Considera usted que los estudiantes participan más hablando en inglés con sus compañeros que haciéndolo el docente?

¿Cuál podría ser la principal razón por la que los estudiantes no se sienten motivados a participar en actividades enfocadas al desarrollo de la expresión oral en inglés?

¿Cuándo se solicita la participación voluntaria en actividades enfocadas al desarrollo de la expresión oral en inglés con cuanta frecuencia la respuesta es extensa?

¿Ha realizado actividades lúdicas con el fin de mejorar el desarrollo *speaking* de su estudiantado?

¿El alumnado se desenvuelve con una participación en actividades lúdicas enfocadas al desarrollo del *speaking* en comparación a prácticas convencionales?

¿Cuándo se busca desarrollar la expresión oral en inglés con tareas convencionales, el alumnado se siente atraído a completarlas?

Bajo su criterio. ¿Cree usted que los estudiantes tendrían un mayor índice de participación en actividades relacionadas al *speaking*, si se aplicará con más frecuencia el uso de actividades lúdicas?



UNIVERSIDAD TÉCNICA DE MACHALA

D.L. NO. 69-04 DE 14 DE ABRIL DE 1969

Calidad, Pertinencia y Calidez

FACULTAD DE CIENCIAS SOCIALES

SECCIÓN / CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Oficio no. UTMACH-FCS-PINE-2021-067-OF

Machala, 10 de agosto de 2021

Distinguido Doctor
CÉSAR ANÍBAL NIETO GUZMÁN
RECTOR COLEGIO DR. JOSE OCHOA LEON
Pasaje.-

De mi especial consideración:

Reciba el cordial saludo a nombre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de Ciencias Sociales, al tiempo que aprovecho la oportunidad de exponer y solicitar lo siguiente:

Los Estudiantes de Octavo Semestre, están completando el periodo académico de la Carrera, y como no escapará de su conocimiento, previo a la obtención de su título de licenciatura, ellos deben cumplir con un trabajo de titulación, como requisito de graduación. En este caso los señores Sr. EDISON VINICIO VÁSQUEZ MUY portador de la cédula de ciudadanía No. 0705547628, y Michael Jonathan Castro Presilla, portador de la cédula de ciudadanía No. 0705469377, han seleccionado al establecimiento de su regencia para desarrollar su investigación, que se basa en un proyecto de sistematización de experiencias prácticas de investigación dentro del proceso de enseñanza del inglés. Cuyo tema es: IMPLEMENTACIÓN DE MÉTODOS LÚDICOS QUE INCENTIVAN LA PARTICIPACIÓN EN LAS ACTIVIDADES DE EXPRESIÓN ORAL EN LA ASIGNATURA DE INGLÉS EN EL ALUMNADO DEL 1ERO DE BACHILLERATO ESPECIALIDAD CIENCIAS PARALELO "E" DEL COLEGIO "DR JOSE OCHOA LEON".

Por ello solicito a usted, autorizar al Licenciado Félix Raúl Chávez Armijos, Profesor de inglés de ese curso, les brinde las facilidades a nuestros estudiantes para que puedan realizar su trabajo con el compromiso que los caracteriza.

Agradezco de antemano su gentil atención.

ATENTAMENTE

JONH ELAMBA ZAMBRANO, MGS.
Coordinador Carrera de Pedagogía
De los Idiomas Nacionales y Extranjeros
EEE/Elm E.
cc. Archivo

