UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

IMPLEMENTING LUDIC STRATEGIES FOR THE DEVELOPMENT OF ENGLISH ORAL SKILLS

JIMENEZ RIVERA GRACIELA DESIREE
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

ATIENCIA POGO SHIRLEY CRISTINA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

MACHALA
2024

UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

IMPLEMENTING LUDIC STRATEGIES FOR THE DEVELOPMENT OF ENGLISH ORAL SKILLS

JIMENEZ RIVERA GRACIELA DESIREE
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

ATIENCIA POGO SHIRLEY CRISTINA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

MACHALA
2024

UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O INTERVENCIÓN

IMPLEMENTING LUDIC STRATEGIES FOR THE DEVELOPMENT OF ENGLISH ORAL SKILLS

JIMENEZ RIVERA GRACIELA DESIREE
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

ATIENCIA POGO SHIRLEY CRISTINA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

SARMIENTO CHUGCHO KLEBER OSWALDO

MACHALA
2024

ATIENCIA AND JIMENEZ DISSERTATION

6%
Textos
sospechosos

📋 **3%** **Similitudes**
0% similitudes entre comillas
< 1% entre las fuentes mencionadas
⚠️ **3%** **Idiomas no reconocidos**

Nombre del documento: ATIENCIA AND JIMENEZ DISSERTATION.pdf
ID del documento: 738401855d6a83ee13a97e44687fbe0938da65fa
Tamaño del documento original: 1,3 MB
Autores: []

Depositante: Sarmiento Chugcho Kleber Oswaldo
Fecha de depósito: 25/1/2025
Tipo de carga: interface
fecha de fin de análisis: 25/1/2025

Número de palabras: 12.129
Número de caracteres: 94.907

Ubicación de las similitudes en el documento:

≡ Fuentes de similitudes

Fuentes principales detectadas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	**Documento de otro usuario** #e541f0 🏷 El documento proviene de otro grupo 1 fuente similar	**< 1%**		📋 Palabras idénticas: **< 1%** (65 palabras)
2	**scielo.senescyt.gob.ec** | EF English Proficiency Index e inglés en Ecuador: Suposicion... http://scielo.senescyt.gob.ec/scielo.php?script=sci_arttext&pid=S2631-28162022000200012 3 fuentes similares	**< 1%**		📋 Palabras idénticas: **< 1%** (57 palabras)
3	**repositorio.uti.edu.ec** http://repositorio.uti.edu.ec/bitstream/123456789/6466/1/MEJIA ALMEIDA GRACE KARINA.pdf	**< 1%**		📋 Palabras idénticas: **< 1%** (56 palabras)
4	**FINAL_THESIS-KAREN JIMENEZ - JULIETH VALLE..docx** | FINAL_THESIS-KARE... #40c892 🏷 El documento proviene de mi grupo 3 fuentes similares	**< 1%**		📋 Palabras idénticas: **< 1%** (45 palabras)
5	**Documento de otro usuario** #70fdda 🏷 El documento proviene de otro grupo 3 fuentes similares	**< 1%**		📋 Palabras idénticas: **< 1%** (35 palabras)

Fuentes con similitudes fortuitas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	**repositorio.utmachala.edu.ec** https://repositorio.utmachala.edu.ec/bitstream/48000/22256/1/TT. SANCHEZ-JUMBO- 023.pdf	**< 1%**		📋 Palabras idénticas: **< 1%** (25 palabras)
2	**repositorio.epnewman.edu.pe** https://repositorio.epnewman.edu.pe/bitstream/20.500.12892/1147/1/TF_BerthaGladysAmaoVar...	**< 1%**		📋 Palabras idénticas: **< 1%** (30 palabras)
3	**www.redalyc.org** | AICLE: enfoque alternativo para el desarrollo del vocabulario en ... https://www.redalyc.org/journal/921/92153186004/html/	**< 1%**		📋 Palabras idénticas: **< 1%** (26 palabras)
4	**THESIS IN ENGLISH MAFER y CARLA.pdf** | CORDOVA AND ALVARADO DISSE... #160aec 🏷 El documento proviene de mi biblioteca de referencias	**< 1%**		📋 Palabras idénticas: **< 1%** (22 palabras)
5	**www.academia.edu** | (PDF) El tratamiento de las destrezas orales en la enseñanza d... https://www.academia.edu/35248450/El_tratamiento_de_las_destrezas_orales_en_la_enseñanza_...	**< 1%**		📋 Palabras idénticas: **< 1%** (23 palabras)

Fuentes mencionadas (sin similitudes detectadas)   Estas fuentes han sido citadas en el documento sin encontrar similitudes.

1	🔗	https://profesorailianartiles.files.wordpress.com/2013/04/aprendizaje
2	🔗	https://dialnet.unirioja.es/descarga/articulo/8280797.pdf
3	🔗	https://profesorailianartiles.files.wordpress.com/2013/04/aprendizaje-formacic3b3n-y-crecimiento-personal.pdf
4	🔗	https://www.scielo.sa.cr/scielo.php?script=sci_arttext&pid=S1409-47032014000200017
5	🔗	https://scholar.google.com/citations?view_op=view_citation&hl=es&user=kwxSmqsAA

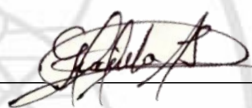# CLÁUSULA DE CESIÓN DE DERECHO DE PUBLICACIÓN EN EL REPOSITORIO DIGITAL INSTITUCIONAL

Las que suscriben, JIMENEZ RIVERA GRACIELA DESIREE y ATIENCIA POGO SHIRLEY CRISTINA, en calidad de autoras del siguiente trabajo escrito titulado IMPLEMENTING LUDIC STRATEGIES FOR THE DEVELOPMENT OF ENGLISH ORAL SKILLS, otorgan a la Universidad Técnica de Machala, de forma gratuita y no exclusiva, los derechos de reproducción, distribución y comunicación pública de la obra, que constituye un trabajo de autoría propia, sobre la cual tienen potestad para otorgar los derechos contenidos en esta licencia.

Las autoras declaran que el contenido que se publicará es de carácter académico y se enmarca en las disposiciones definidas por la Universidad Técnica de Machala.

Se autoriza a transformar la obra, únicamente cuando sea necesario, y a realizar las adaptaciones pertinentes para permitir su preservación, distribución y publicación en el Repositorio Digital Institucional de la Universidad Técnica de Machala.

Las autoras como garantes de la autoría de la obra y en relación a la misma, declaran que la universidad se encuentra libre de todo tipo de responsabilidad sobre el contenido de la obra y que asumen la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera exclusiva.

Aceptando esta licencia, se cede a la Universidad Técnica de Machala el derecho exclusivo de archivar, reproducir, convertir, comunicar y/o distribuir la obra mundialmente en formato electrónico y digital a través de su Repositorio Digital Institucional, siempre y cuando no se lo haga para obtener beneficio económico.

JIMENEZ RIVERA GRACIELA DESIREE	ATIENCIA POGO SHIRLEY CRISTINA
0706236866	0705738466

ACKNOWLEDGMENT

We thank God for giving us the strength and wisdom to complete this project. We are grateful to our parents for their love and support and our siblings for their encouragement. We thank our thesis advisor, Kleber Sarmiento MSc., for his guidance and the coordinator, Yazmín Pinto, for her support. We also thank the high school students for their participation, which enriched this research.

ABSTRACT

The main objective of the present research was to implement a classroom system using playful strategies to improve high school students' oral communication skills in English language learning. The specific objective included analyzing the methods and activities currently employed in English language teaching, assessing students' initial levels of oral proficiency, designing a classroom system that integrates playful activities, and evaluating the results after implementation.

The study employed an empirical-analytical quantitative approach to examine the factors contributing to students' challenges in oral communication. Data were collected using non-participant observation, diagnostic assessments, rubrics, and structured questionnaires. Post-test results demonstrated significant improvements across all indicators, fluency, pronunciation, grammar, and content, compared to the pre-test. It confirms that the application of play strategies significantly improved the students' oral communication skills.

The findings show that playful activities create a fun and interactive learning environment. They boost participation, lower anxiety, and help students use the language naturally and effectively. That's why teachers should regularly use these strategies in English classes at both primary and secondary levels.

Keywords: Playful activities, speaking skills, English teaching

INDEX

INTRODUCTION

It is now necessary to learn the English language because we live in a globalized society that requires developing communication skills in another language since it facilitates access to opportunities in different areas that lead to better communication, understanding other contexts, and expressing themselves in another language.

Thus, millions of people have been learning a second language, each for different reasons and intentions for several decades (Ramirez, 2015). Therefore, learning a new language, such as English, is essential for communication in various social fields. For example, several jobs require a certain level of English. Despite the importance of English in the present, public educational institutions need to meet students' expectations regarding their teaching, demotivating them to learn a new language. Therefore, it is relevant to implement innovative strategies to develop students' oral expression (Arias & Castiblanco, 2015).

Constant interaction between students and frequent practice of real communicative situations are core elements when practicing a new language. In addition, implementing playful strategies can significantly enrich the English language learning process by immersing students in everyday reflective experiences. Including relevant and current topics in the lessons also contributes to maintaining students' interest and contextualizing language use in practical situations (Sun, 2015).

Thus, oral expression is one of the most crucial language skills. Students can communicate, articulate their ideas, and actively engage in significant everyday conversations. According to Wael, Asnur, and Ibrahim (2018), educators must implement effective teaching strategies to foster and enhance students' oral expression mastery. Various studies have examined this issue by analyzing effective teaching techniques supporting students' proficiency and

improvement.

In the 1st-year BGU students of the High School, the following limitations have been identified:

❖ Students have a limited vocabulary.

❖ The deficiency in active class participation diminishes opportunities for practice and improvement.

❖ The teacher does not implement teaching techniques that promote interaction and active learning.

❖ Limited exposure to the language in real contexts hinders the development of practical skills.

Therefore, we developed an analysis in the scientific literature corresponding to 2018 – 2023, focused on the following **research question**: How to boost the oral ability of the first-year high school students?

The **object of study is the** English teaching-learning process of the first-year high school students.

We have found the **possible causes** of the scarce development of students' oral skills:

- Inactive participation and lack of motivation of the students to practice oral English skills.

- The teacher needs to use adequate teaching strategies.

- Lack of implementation of multimedia resources in the classroom.

- Lack of vocabulary appropriate to the communicative context.

Therefore, the **general objective** of the research is to implement a system of classes using ludic strategies to develop the English oral ability of the first-year high school students

This objective has restricted the scope of action for implementing playful strategies.

Additionally, this work presents the following **specific objectives**:

o To justify using playful strategies for theoretically developing the oral skill of the first-year high school students

o To diagnose first-year students' current oral skills proficiency level in high school.

o To develop a class system using playful strategies to enhance the speaking skills of the first-year high school students

o To determine the effectiveness of the class system using playful strategies in the progress of the oral skill of the first-year high school students

This study tests the following **scientific hypothesis**: Implementing a class system using playful strategies will improve the oral English skills of the first-year high school students

Based on the hypothesis, the relationship between two **variables** is studied as follows:

The **independent variable** involves implementing a class system with playful strategies focused on improving to improve speaking skills.

The **dependent variable** is the development of speaking skills.

This scientific research follows a **quantitative** methodological paradigm with an **experimental** design. The population consists of the first-year high school students

The **importance** of research emphasizes oral expression in the educational field, as it plays a fundamental role in developing communicative, social, and cognitive skills. However, students often face difficulties expressing themselves effectively. Therefore, implementing effective playful strategies is presented as an alternative to improve this skill.

The practical contribution of the research is a system of classes using playful strategies to improve oral expression skills.

This work consists of four main sections: The first chapter deals with the theory related to the object and scope of research, supported by bibliographic sources. The second chapter describes the type of research, the methods, and the techniques used. The third chapter sets out the intervention proposal. Finally, the fourth chapter covers the analysis of results, followed by conclusions and recommendations, as well as bibliography and annexes.

CHAPTER I

This chapter addresses the historical background of the research topic and examines its development over the years. Additionally, the conceptual and contextual background of the topic provides a detailed and accurate understanding of its integration into the Ecuadorian educational system. This approach establishes a solid theoretical foundation, which adequately supports the study's focus and relevance in the local context. Furthermore, it facilitates the identification of potential gaps or areas for improvement in the execution of strategies aimed at enhancing oral expression skills in English.

1.1. Characterization of the Historical Evolution of Playful Teaching-Learning Strategies about the Development of Oral Expression Skills

Throughout history, playful teaching and learning strategies have evolved to meet society's needs, always aim to improve students' oral expression skills effectively and engagingly. These strategies have incorporated new techniques and resources, making learning more dynamic and enjoyable (Muñoz, 2021).

Historical data shows that the English language has evolved into a critical tool for global communication, emerging during the height of British writer William Shakespeare's career. By the late 16th and early 17th centuries, estimates suggested that over 400 million people spoke English as their mother tongue. This number rises markedly when including countries where English is the second most widely spoken language. The extensive dissemination and widespread adoption of English as the predominant language have been instrumental in its development and establishment as a primary means of global communication (Manatou, 2020).

Over the years, various pedagogical trends have emerged in language teaching. These trends have continuously evolved, adapting to the needs of students and contemporary society.

From methods based on repetition and memorization to approaches that promote interaction and practical use of the language, The training of trainers is a crucial component of the learning process. Below are two of the most influential approaches that have shaped language teaching at different historical times

Grammar Translation: The grammar-translation method, which emerged in Prussia at the end of the 18th century, is based on analyzing grammatical rules and translating texts between the target language and the native language. It uses the target language as a reference and focuses on teaching the written language, with deductive learning of grammar and vocabulary lists. The teacher is the central figure, and the student has a passive role. This method inspired opposition in the 19th century, leading to the Reform Movement, which promoted new proposals in language teaching (Nieto, 2024).

The Direct Method: Originating in the late 19th century, this method is based on the idea that learning a second language should be similar to acquiring a first language. Introduced in France and Germany and popularized in the U.S. by L. Sauveur and M. Berlitz, it emphasizes using only the target language for instruction. The method focuses on teaching vocabulary and daily structures through an inductive approach to grammar (Callata, 2020).

It aims to develop oral communication skills through questions and answers, emphasizing pronunciation and grammar. Vocabulary is taught using objects, pictures, and associations. Learning is driven by imitation and association, with the teacher, ideally a native speaker, serving as an active model. The Direct Method has brought significant changes to language teaching, highlighting issues in traditional methods and paving the way for new approaches (Pablo, 2014).

Audiolingual Approach: This method arose in response to the communication needs of

soldiers during World War II. The entry of the United States into the conflict significantly impacted language education in America. To ensure an adequate number of language-trained individuals, the audiolingual method relies on linguistic structuralism, which understands language as a system with different levels: morphosyntactic, phonetic-phonological, and lexical. (Cortés, 2017)

Communicative Approach: The communicative approach emerged in the 1970s as a response to the limitations of previous methods. This approach emphasizes communicative competence, which is the ability to use the language effectively and appropriately in different contexts. It promotes activities that simulate real communication situations. Projects are typical activities of the communicative approach and can range from a short period to an entire academic year. In a typical project, the process begins with selecting the topic and participants. Next, an outline and a work schedule are developed, and roles are assigned (Arellano, 2017).

Natural Approach: This method involves replicating the natural way people learn their first language to help them learn a second language. Emerging in the late 19th century with the reform movement, it gained popularity through L. Sauveur in Boston, who advocated for intense oral interaction in the target language while avoiding reliance on the native language. F. Franke supported this approach in 1884, arguing that active and direct learning, using gestures and allowing students to infer grammatical rules, facilitates effective acquisition of the second language. This method evolved into the Direct Method, characterized by teaching exclusively in the target language, focusing on repetition, and facilitating the transition to learning writing and grammar once a solid oral competence has been developed (Gooding de Palacios & Orbis, 2020).

Task-Based Approach: This approach, emerging around 1990 as an evolution of earlier communicative methods, emphasizes using language in real-life activities instead of focusing on

specific grammar rules or functions. Grounded in discourse analysis principles and second language acquisition psychology, it fosters genuine communication in the classroom by differentiating between linguistic content and communication processes. The method starts with communicative activities that enable teachers and students to explore key language elements collaboratively. It integrates language learning with practical application, highlighting content and linguistic structure during classroom tasks (Sánchez, 2014).

Digital Era: Technologies have advanced from being simple machines and tools to also including methods and processes. While the products in question remain classified as technologies, how they are applied is just as important. This shift shows that the importance is not only in the tools themselves but also in how they are used to improve teaching and language learning. Focusing on methods and processes allows for a more dynamic and effective use of technologies in education, creating a more interactive and personalized learning environment. As a result, integrating these technologies and methods has become crucial to the ongoing evolution and development of language teaching (Mendoza, 2018).

Language teaching has significantly evolved over the decades, reflecting changes in needs and historical contexts. From the audiolingual approach, which focused on language structure and immediate communication needs during wartime, to the communicative approach, which emphasizes the importance of competence and interaction in authentic contexts, each method has left a lasting impact on language pedagogy. Continual updates and improvements to these methods ensure that language teaching remains productive and relevant. This approach helps students not only understand a language but also use it correctly and confidently in various situations (Ruiz, 2016)

Since the 1970s, language teaching has shifted significantly to emphasize communication

skills. This approach focuses on improving students' ability to use the language effectively in everyday situations. This paradigm shift has influenced the development of more interactive and participatory classroom strategies, incorporating playful activities to promote meaningful learning (Cañarte, 2015).

With time, education always looks for new ways to keep students interested and motivated. Consequently, schools are adopting more dynamic teaching methods, such as playful activities that are interactive and collaborative, making learning more enjoyable and effective.

Language teaching relies on different pedagogical approaches that mirror educational trends and societal needs of their time. These approaches have continuously evolved to address changes in learning theories and the demands of a globalized world. Like other academic fields, language education is dynamic and constantly developing (Vaca, 2017).

1.2. Theoretical Characterization of the Playful Approach as a Methodological Strategy in Teaching and Learning English for Developing Oral Expression Skills

This chapter explores the theoretical foundations of using the playful approach as a methodological strategy in teaching and learning English, focusing on its role in developing students' oral expression skills.

1.2.1 Conceptualization of the Process of Teaching and Learning English.

Teaching involves guiding students' cognitive, practical, and evaluative activities. This process integrates historical and social experiences, helping students understand and mentally reproduce the ideal representation of objects. It shapes all aspects of their lives, promoting socialization and the development of values (Rodríguez et al., 2021).

On the other hand, Bravo and Vigueras (2021) describe the educational process as a dialectical process due to the appropriation of content and ways of knowing, doing, coexisting,

and being. Therefore, as individuals interact with others, they experience relatively permanent and practical changes. These interactions help them adapt to reality, transform their environment, and grow personally.

According to Formative Learning and Personal Growth (2002), the teaching and learning process involves a dynamic interaction between the educator and the students. The educator directs the student's learning experience while the students provide feedback and participate in lesson planning, thus influencing how the learning process develops.

Gómez (2010) conducted a theoretical review of playfulness and showed that different perspectives on the concept have emerged over time, influenced by various authors and periods. They note that these varying views on playfulness arise from the individual viewpoints of each author and the types of research they have conducted. Therefore, Paternina et al., (2018) define playfulness as:

> **Pedagogical Tool**: This view emphasizes the value of playfulness in educational processes as a resource to facilitate teaching and learning.
>
> **Cultural Manifestation:** Playfulness is recognized as an inherent human expression that has generated legacies and new forms of expression in various social contexts.
>
> **Tool or Game:** Some approaches identify playfulness with games, which may be reductive, as playfulness encompasses more than just games, including artistic expressions, celebrations, and performances.
>
> **Human Dimension:** This perspective goes beyond viewing playfulness merely as a tool. Playfulness involves actions and ways of facing life that may or may not be related to games.

1.2.2 Characterization of Playful Strategies and Activities

The study of playful strategies and activities integrates concepts from play psychology and educational play. This field explores how individuals and groups engage in playful activities. It recognizes the significance of play and playful activities as essential for learning, socialization, creativity, and emotional well-being (González & Álvarez, 2022).

The contextual background of this topic spans multiple disciplines, including psychology, pedagogy, sociology, and anthropology. This approach highlights how incorporating play and playful activities can effectively motivate students, foster participation, and improve the language acquisition process.

Consequently, some authors advocate using playful strategies in educational settings, particularly in developing communicative skills.

Franco (2020) maintains that playful activities, historically linked to formative environments, possess characteristics that foster learning, making them a relevant methodological option. The recreational nature of play enables interrelations within a communicative context that enhances teamwork, productive dialogue, and the development of essential social skills such as empathy, tolerance, and mutual respect. Thus, through playful sharing, fundamental values for coexistence emerge.

Similarly, Venegas (2021) emphasizes the significance of playful strategies for the holistic development of children, both personally and socially. Such strategies make children feel valued, offering opportunities for adequate development while respecting their learning paces. Moreover, children can express their potential by feeling like protagonists in their formative processes within a recognized and accepted environment.

In summary, incorporating playful activities into the learning process promotes

interaction with the environment, experimentation, and hands-on learning. These activities stimulate symbolic play, enhancing cognitive development, memory, and imagination (Vega, 2024). Playful strategies also show considerable potential for facilitating early childhood learning. Focusing on action, manipulation, and discovery, these strategies help children develop various skills and abilities, allowing them to gain knowledge naturally and enjoyably (López, 2023).

1.2.3 Conceptualization of Oral Expression

Oral expression involves techniques that allow individuals to communicate ideas effectively. This means conveying the desired message without limitations hindering such communication. Developing this skill is fundamental for achieving efficient, communicative interaction (Mejía & Angulo 2024). Therefore, teaching and learning a foreign language must emphasize oral expression as a critical aspect. This crucial skill requires dedication, practice, and constant exposure to master a second language. Developing this competence provides new opportunities for communication and enriches the experience of learning and relating to others in a multicultural and globalized context.

Bello and Castellanos (2020) explain that oral expression represents a complex mental process. In this process, individuals select and articulate words and organize and structure their thoughts before speaking. This process involves a dynamic interaction between cognition and language, where individuals must consider both the content of their message and the most effective way to convey it.

In addition, students develop oral expression in a foreign language more effectively in a social environment conducive to exchange. The European Commission has been working on creating spaces where students can interact freely. These environments are crucial as they allow

students to gain confidence and improve their productive skills. Students feel more comfortable engaging in playful and communicative activities in positive and pressure-free settings, which is essential for their learning (Hernández & Gómez, 2021).

1.3. Contextual Characteristics of the English Language Teaching-Learning Process for Developing Oral Expression Skills.

This section presents the contextual characteristics of the English language teaching-learning process in General Basic Education in Ecuador. It will determine how a playful approach creates favorable contexts for students to significantly improve their fluency and oral proficiency in English.

1.3.1. Organization of the Teaching-Learning Process in Basic English Language Education.

Teaching strategies relate closely to several aspects. First, the teacher's pedagogical style defines their teaching methods. Furthermore, the form of communication the teacher exercises in the classroom and her role is fundamental. Teacher training and the theories that support their practice, such as behaviorism, cognitivism, meaningful learning, and traditional or active models, also influence the strategies employed. Likewise, all didactic elements, such as objectives, content, and methods, relate to the teacher's pedagogical model (Cardino et al., 2020).

Polania et al. (2022) state that teaching strategies begin when the teacher plans lessons. They consist of the set of decisions that each teacher makes, based on his experience, to educate in the best possible way. Language teaching strategies have evolved significantly over time. Initially, traditional methods did not integrate technology or encourage interaction between students. In the early days of language teaching, teachers needed strategies to promote meaningful learning in language education.

The Ministry of Education (2021) outlines fundamental foundations to guide the design and implementation of the English curriculum. These principles adopt a communicative approach to language, emphasizing interaction and communication as the primary elements in learning a foreign language.

The Ministry of Education's educational proposal for teaching English as a foreign language is based on two fundamental principles. First, it emphasizes the communicative language approach, which encourages student interaction and communication in the target language. Second, it implements the integrated language learning model, Content and Language Integrated Learning (CLIL), which weaves cultural elements into learning a new language. In summary, the Ministry of Education's curriculum aims to teach English practically, using the language as a communication tool and connecting it with the learning of other subjects (Mineduc, 2021).

The communicative approach and the CLIL model are two key pillars currently promoted for English as a foreign language education. The European Commission has published a report on the European Union's educational policy in this field. Beyond the language domain, these approaches prioritize developing practical communication skills and intercultural understanding in students. By integrating cultural aspects into the learning process, learners gain grammatical and vocabulary skills and a deeper understanding of the target language (Custodio, 2016).

1.3.2 Importance of English in Secondary Education.

Teaching English in secondary schools prepares students for a globalized world. English is believed to be the universal language for communication, science, technology, and business. Learning English opens many academic and professional doors and allows you to access various educational information and resources. Proficiency in the English language in secondary

education enables students to participate in exchange programs, obtain scholarships from foreign universities, and access internationally renowned academic and research literature. In addition, it is necessary to master English to find work in international companies and enter higher education institutions (Peña, 2019).

The importance of English in secondary education also lies in developing the communication and cognitive skills necessary for academic and personal success. Learning English helps students improve their teamwork, problem-solving, and critical-thinking skills. English courses encourage active participation, expression of thoughts and opinions, and the skills necessary to understand people from other cultures and modern society. Learning a second language, such as English, can also enhance students' understanding of their native language and overall language skills. In conclusion, including English in secondary education is essential for developing competitive and educated individuals who can meet the challenges and opportunities of a globalized world (Mosquera, 2023).

1.3.3 Diagnosis of English Training Needs for Secondary School Students.

Large-scale international assessments are valuable tools for understanding and improving global education systems. However, their implementation and use must be carefully considered. The EF EPI (English et al.), not being coordinated with national governments and not representing the entire student population, offers a different but complementary perspective. Educational policymakers need to understand the limitations and advantages of these instruments to make informed decisions that truly benefit students and improve education worldwide (Addey & Sellar, 2018).

On the other hand, ETS reports TOEFL averages by native language, showing that the results for Ecuador are representative of Spanish speakers. These results reinforce the idea that

the level of English in Ecuador is comparable to that of other Spanish-speaking countries. These are clearly illustrated in the fourth column of Table 3, where TOEFL averages are present according to the examinees' native language. Although the EF EPI shows a negative outlook for Ecuador, the TOEFL results suggest that the country's English level is quite typical compared to its regional neighbors. The discrepancy between these assessments underscores the importance of considering multiple data sources when evaluating a country's language proficiency and educational performance.

Table 1. Regional comparison of Ecuador's TOEFL scores, 2016-2021.:

Reporting year	The average score for Ecuador	Regional average (standard deviation)	Average by native language Spanish
2020	86	86,39 (6,93)	88
2019	84	84,06 (6,71)	85
2018	491	507,42 (21,37)	491
2017	519	504,86 (22,03)	494
2016	512	501,54 (20,41)	497

ETS source: 2016, 2017, 2018, 2019, 2020, 2021.

Quality of teaching and national education policies. Therefore, although the EF EPI results may highlight areas of concern, they should not be taken as the sole measure of Ecuadorians' English proficiency. Integrating diverse sources and methodologies is essential for a more comprehensive and accurate understanding of the country's educational landscape (Angelis, 2022).

1.3.4 Diagnostic Evaluation of Speaking Skills at High School.

The results of a study conducted in the first year of high school are presented below. This study used a combination of carefully chosen methods to ensure accurate and detailed data collection.

First, the researchers carefully observed the students' behavior and communication, identifying key patterns in their group dynamics. Then, they used a specific rubric to assess each student's skills and abilities, offering a structured analysis of their academic performance. Finally, the researchers analyzed the results from a preliminary evaluation, which helped complement and compare the gathered data.

These strategies provided us with a comprehensive view of the group, and the findings are detailed below.

1.3.5 Systemic analysis of observations.

Several significant observations were made during the administration of the diagnostic test, yielding valuable insights into the participants' behavior and interaction with the test materials:

- Some students demonstrated a lack of motivation to engage in the oral activities.
- Many students showed limited familiarity with the English language, indicating that their exposure is primarily restricted to the classroom, which does not provide sufficient opportunities to develop advanced language skills.
- Several students displayed a restricted basic vocabulary.
- A substantial proportion of students required assistance in accurately pronouncing key vocabulary words.

Figure 1

Dimension 1: Grammar
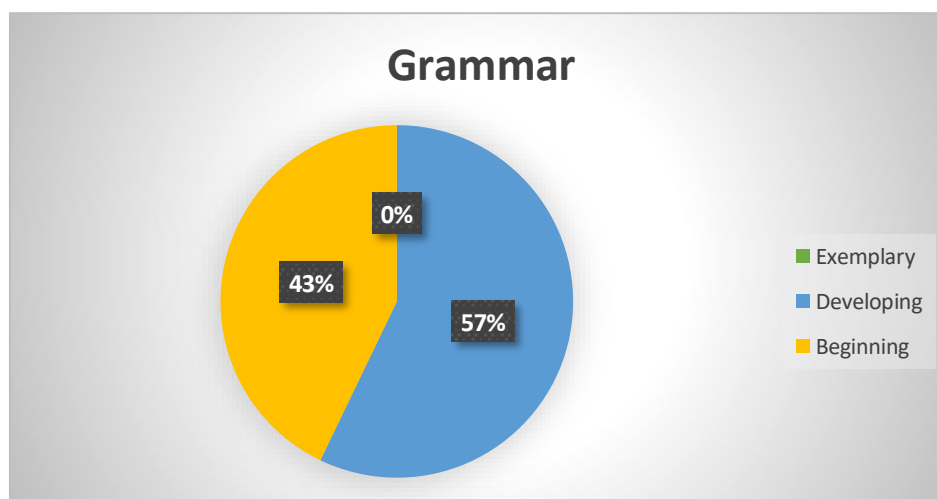
This indicator enables the teacher to assess the student's grammatical competence in sentence construction, facilitating the identification of communication strengths and challenges.

As shown in Figure 1, 57% of respondents showed a developing level, demonstrating an ability to avoid basic errors and maintain a consistent and coherent message. However, 43% occasionally made grammatical errors, which impacted their oral activities and disrupted the natural flow of communication, generating misunderstandings and limiting the clarity of their messages.

Figure 2

Dimension 2: Fluency
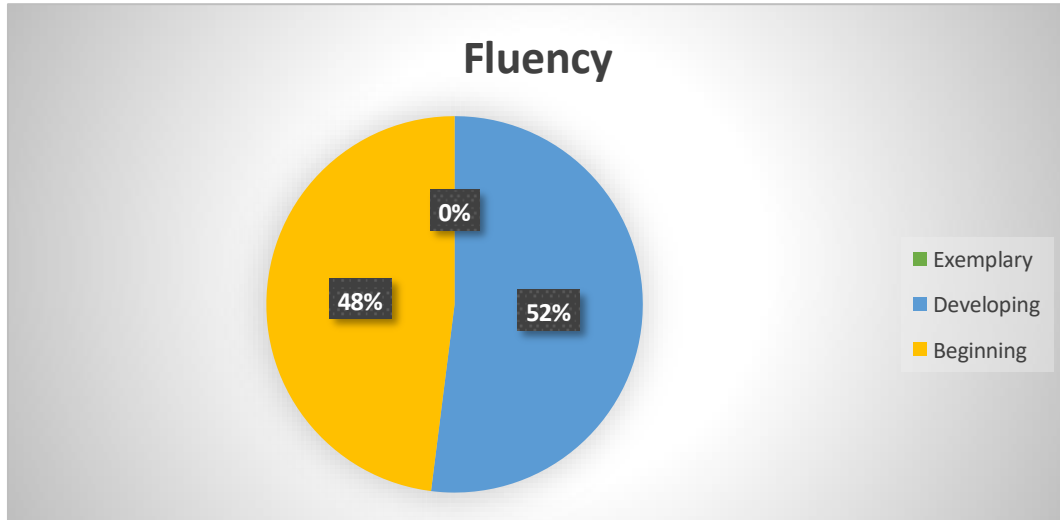
In Figure 2, this indicator enables researchers to assess students' oral fluency by evaluating their ability to articulate phrases and words smoothly without significant interruptions. It also provides valuable insights into pace, naturalness, and consistency of speech, helping identify strengths and areas for improvement in verbal expression.

Among the respondents, 48% demonstrated exceptional oral expression skills, maintaining a consistent pace throughout their interventions. They presented coherent and fluent speech, with minimal hesitation and brief pauses that did not disrupt their ability to complete the oral activity effectively. However, the remaining 52% of the group struggled to maintain an appropriate pace, frequently experiencing prolonged pauses that reflected insecurities and a lack of confidence when speaking. This pattern highlights the need to address these weaknesses to enhance students' oral competence.

Figure 3

Dimension 3: Content
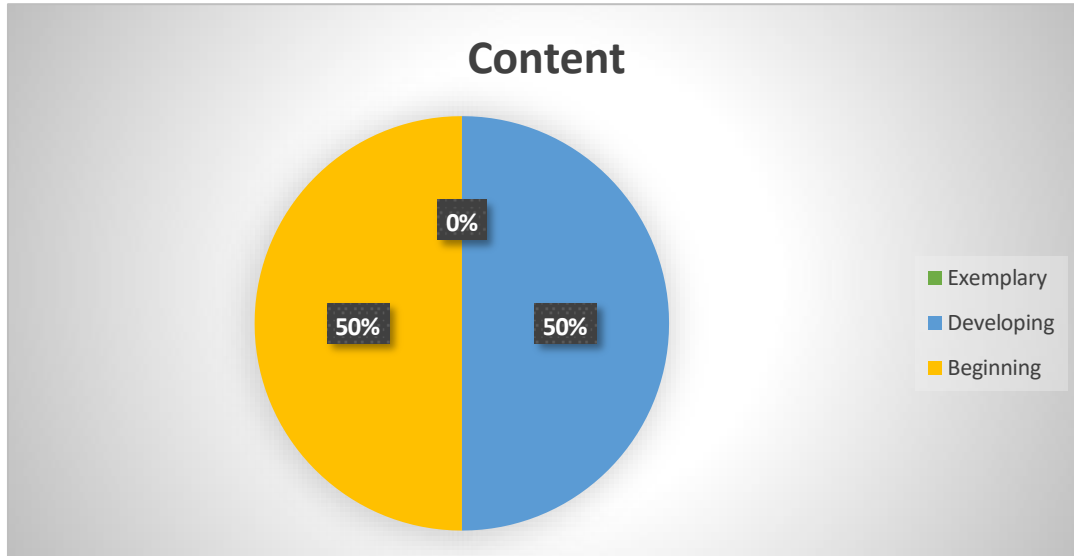
The content graph shows us an equal distribution between the categories "In Developing" and "Beginning," with 50% of the students placed in each category. The students in the "In Developing" section understandably conveyed the message but lacked clarity and relevance. On the other hand, the students in the "Beginning" category transmitted a message that was either confusing or irrelevant to the topic. Additionally, no students were in the "Exemplary" category, which reflects a lack of exemplary content in the classroom.

Figure 4

Dimension 4: Pronunciation
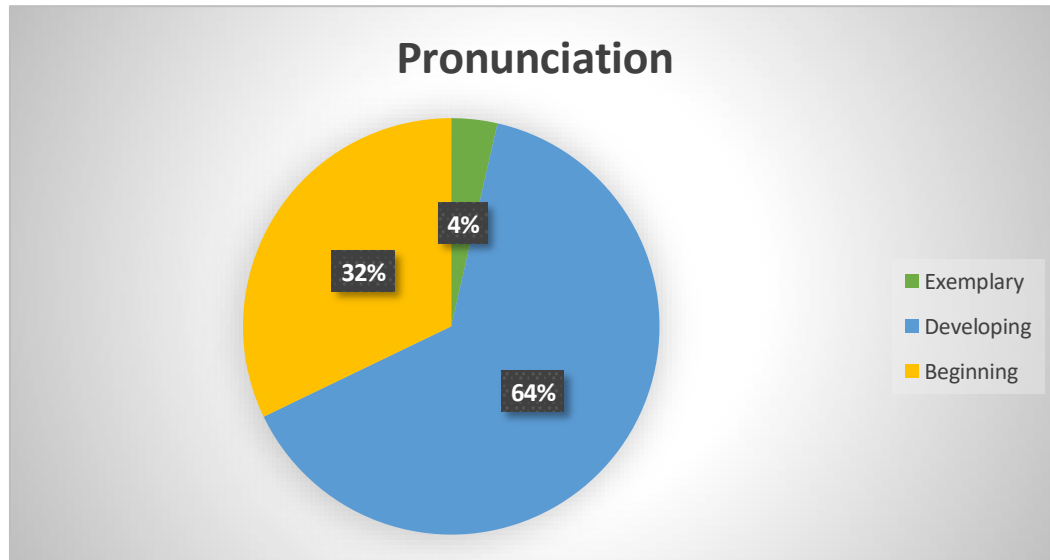
According to the results shown in the graph regarding the pronunciation criterion, 4% of the participants have reached an exemplary level, demonstrating that they pronounced correctly, with intonation, rhythm, and clarity that facilitated comprehension. The majority of the participants, 64%, are at a developing level, indicating that their pronunciation is acceptable but contains frequent errors. On the other hand, 32% of the participants are at a beginner level, indicating that their pronunciation is poor, which suggests the need for a more intensive focus on developing pronunciation skills.

Figure 5

General Analysis
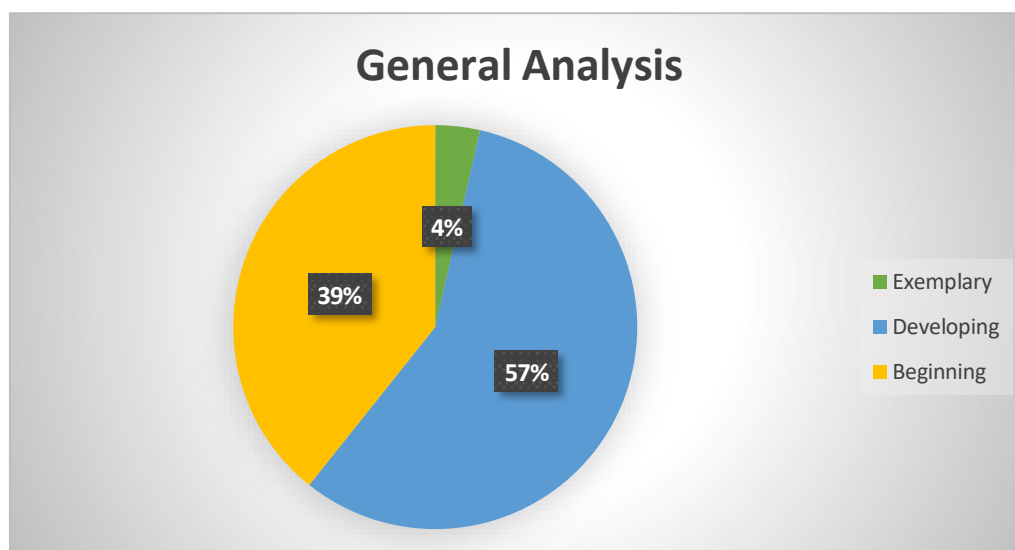
Among all respondents, only 4% demonstrated exceptional proficiency in English during oral activities, exhibiting fluency and clear comprehension in their communication. In contrast, 57% of students, while not achieving excellence, showed the ability to be understood despite minor errors, ultimately reaching a satisfactory performance level. Conversely, 39% of participants faced significant challenges characterized by disorganized structuring of ideas, limited or inaccurate pronunciation, unclear communication, and frequent speech interruptions.

These results highlight the need to apply specific strategies to address these challenges and support the development of language proficiency in this group of students. The findings show that, while some students reached a high level of competence, most need improvement in key areas such as pronunciation and idea organization. It is essential to apply targeted strategies that address these difficulties. This approach will promote more effective development of oral English skills. These improvements will facilitate better comprehension and more fluent expression of the language.

CHAPTER II: STUDY OF PLAYFUL STRATEGIES FOR DEVELOPING ORAL SKILLS IN ENGLISH

This chapter outlines the methodological approach selected to achieve the objectives. It begins by describing the research paradigm used and specifies the type and design of the study, whether qualitative, quantitative, or mixed. Additionally, it details the theoretical and empirical methods employed for data collection and analysis. Lastly, it defines the target population, highlighting its characteristics and the selection criteria that support its inclusion in the research.

2.1 Research Paradigm and Type of Research

This study adopts a quantitative methodological paradigm to examine the causes of low oral participation among students. Quantitative research seeks to achieve precise and objective knowledge of reality by focusing on observable, measurable, and quantifiable aspects. This approach relies on mathematical tools, such as statistics, to support data analysis, as a comprehensive understanding of the subject is essential for accurate description (Johnson et al., 2020).

The proposed experimental design model involves intentionally modifying independent variables to assess their effects on dependent variables. This method establishes causal relationships by strictly controlling study conditions and minimizing the influence of external factors (Avello, 2024)

The research employed a case study design, which enables an in-depth analysis of how play strategies influence the development of oral English skills in specific contexts without generalizing the results. This approach focuses on examining a specific phenomenon within its real-life context, facilitating an understanding of its dynamics and the identification of patterns (Neubert, 2023)

2.2 Population

The population of this research focuses on first-year secondary school students at the High School, in Machala-El Oro province.

2.3 Research Methods

This study used both theoretical and empirical methods. For the theoretical part, document analysis and the systematization of bibliographic sources were used to create the conceptual framework. For the empirical part, observations were made directly with the participants to collect data on their behavior and responses, which helped in understanding their actions more thoroughly.

2.3.1 Theoretical Methods

Theoretical methods are essential in scientific research because they provide a clear and structured approach to studying the subject. These methods help establish the conceptual and methodological framework necessary to gather, analyze, and interpret data. Franco and Solórzano (2020) state that "Theoretical methods not only refer to the steps involved in the research process but also include the practices that researchers must follow based on the paradigm, where each method has its structure and dynamics" (p. 11).

2.3.2 Historical-Logical Method

This method is effective for analyzing the evolution of educational phenomena. It helps reconstruct their trajectory and historical context, identifying key patterns, stages, and transformations that have influenced their development. From a technical perspective (Torres, 2020), this method provides a deep and detailed understanding of educational phenomena, their evolution, and their significance in a historical and social context.

2.3.3 Systematic Method

The systematic method is crucial for scientific progress as it organizes information and experiences, allowing the classification and documentation of data in specific contexts. This structured approach facilitates the analysis and synthesis of information, which is essential for understanding processes and applying them in different scenarios. Additionally, organizing prior knowledge contributes to efficient learning and research (Saka et al., 2023).

2.3.4 Analytical-Synthetic Method

The method used in this research follows a well-organized sequence of key steps structured into distinct phases. Falcón and Serpa (2021) explain that, during the research process, pair analysis and synthesis must be done intentionally, ensuring a strong connection between the two. This method involves breaking down the elements of the subject under study, analyzing their characteristics, and then combining them to form a complete understanding of the whole.

2.3.5 Hypothetico-Deductive Method

This method has been a research strategy that involves formulating hypotheses based on existing theories and deducing predictions that can be tested through observation or experimentation. This approach enables the comparison of hypotheses with reality, thereby enhancing scientific knowledge through systematic validation or refutation (Andrade & Andrade, 2015).

2.3.6 Empirical method

The empirical method is a research approach that relies on observation and direct experience to collect data in real situations. It employs tools such as surveys and experiments, which facilitate the validation of theories and the understanding of phenomena. The results are analyzed to identify patterns and relationships that enrich knowledge (Sánchez et al., 2018).

2.4 Observation

Observation is an essential technique for data collection in education, enabling a systematic analysis of student behaviors and learning processes. This method gathers direct information about students' interactions and responses to pedagogical strategies, providing key evidence to evaluate the effectiveness of educational interventions and their impact on skill development (Molina, 2015).

Diagnostic Test

This test is conducted through questions or problems that students must solve, allowing for an assessment of their understanding of the studied content. Analyzing the responses not only validates learning but also enhances engagement by serving a crucial role in assessing qualities and personality traits. These evaluations provide a more holistic assessment by integrating cognitive and individual aspects, thereby deepening the understanding of the learner's performance (Akbari & Dadvand, 2014).

Tabulation of data

Estrella (2014) describes tabulation as the process of organizing classified data into tables, enabling a clear and structured presentation of information. This essential research and analysis tool simplifies complex data, making it more accessible and visually organized. Through tables, researchers can efficiently identify patterns, trends, and relationships within the data. In addition, tabulation facilitates the comparison and analysis of large amounts of data, allowing informed and accurate decisions to be made.

2.5 Data Collection

This section examines and interprets the data obtained using the instruments employed in the study. The researchers created a consistency matrix to specify the dimensions and variables

considered when selecting the instruments used.

2.5.1 Working with Variables

CONSISTENCY MATRIX IMPLEMENTING LUDIC STRATEGIES FOR THE DEVELOPMENT OF ENGLISH ORAL SKILLS								
RESEARCH PROBLEM	**GENERAL OBJECTIVE**	**SCIENTIFIC HYPOTHESIS**	**RESEARCH VARIABLES**	**DEFINITION**	**DIMENSIONS**	**INDICATORS**	**INSTRUMENTS**	**EVALUATE O RATE SUMMARY CATEGORIES**
How to boost the oral ability of the **first-year high school students**	To implement a system of classes using ludic strategies to develop the English oral ability of the **first-year high school students**	Implementing a class system using playful strategies will improve the oral English skills of the **first-year high school students**	**DEPENDENT VARIABLE**				- Pre-test. -Post-test. -Rubric. -Observationn.	Exemplary: 9–10 pts Developing: 6–8 pts Beginning: 5–0 pts
			ORAL EXPRESSION	The assessment of verbal expression includes grammar, which refers to the precise structure of the language; fluency, which is the ability to speak continuously and clearly; content, which evaluates the relevance and organization of ideas; and pronunciation, which analyzes the accuracy of pronunciation and intonation of words (Amao, 2024).	**Fluency**	Speech rate		
						Use of connectors and discourse markers		
						Spontaneity in speaking		
					Content	Clarity in delivering the message		
						Coherence of the messages		
						Relevance of the messages		
					Pronunciation	Clarity in pronouncing words		
						Intonation of words		
						Rhythm and fluency of words		
					Grammar	Agreement in grammatical tenses		
						Syntax in sentences		
						Use of verb tenses in sentences		

2.6 Analysis of Information

To enhance oral expression, consider various dimensions such as grammar, fluency, content, and pronunciation. These dimensions help develop an evaluation rubric that facilitates data analysis. Assessing these dimensions identifies students' strengths and weaknesses in oral expression.

2.6.1. Diagnostic evaluation rubric:

Table 3

Rubric

HEADING			
Criteria	**Copy (9-10)**	**In development (6-8)**	**Beginner (0-5)**
Fluency	The student speaks with adequate speed, using connectors and showing spontaneity.	The student speaks with some pauses; limited use of connectors and moderate spontaneity.	The student speaks with frequent breaks; without proper use of connectors or spontaneity.
Content	The student's messages are clear, consistent, and fully relevant to the topic.	The student's messages are understandable but may lack clarity or relevance.	Student messages are confusing or irrelevant to the topic.
Pronunciation	The student pronounces correctly, with intonation, rhythm, and clarity that facilitate comprehension.	The student has an acceptable pronunciation, but with frequent errors that do not seriously hinder.	The student has poor pronunciation, which significantly interferes with comprehension.
Grammar	The student uses structures and tenses correctly, with minimal incidence of errors.	The student uses basic structures with some recurrent grammatical errors.	The student makes grammatical and verbal errors that make it difficult to understand.

In this chapter, we present the research methodology, focusing on sample selection and the specific methods employed to address the study's problem. We applied descriptive statistical

techniques, including a pedagogical test, to verify the study's hypothesis.

CHAPTER III: CLASS SYSTEM USING PLAYFUL STRATEGIES FOR THE

DEVELOPMENT OF THE ORAL ABILITY OF THE ENGLISH LANGUAGE

This chapter presents guidelines that support playful strategies to improve the oral skills of the first-year high school students. It also includes a detailed justification for the proposal based on its application and evaluation.

3.1 Theoretical Foundation of the Class System for the Implementation of Playful Strategies in the Development of Oral Skills in the English Language

This research focuses on the planning of a class system using playful strategies as support to improve oral ability in learning, based on the principles proposed by Paredes, Carrasco, Arboleda & López (2024), who argue that recreational activities not only make learning more enjoyable but also create a favorable environment to overcome fears related to pronunciation, allowing for a safer development of oral skills. This approach fosters a safer and more confident development of oral skills. This approach encourages a more secure and confident development of oral skills. By creating such an environment, playful activities contribute significantly to the learning process, enabling students to face their fears and practice with greater assurance.

Play serves as a dynamic and meaningful pedagogical strategy that supports language learning while too promoting values, teamwork, and creativity. Play goes beyond linguistic development, playing a key role in fostering students' personal and social growth. This perspective underscores the transformative power of play in creating a well-rounded educational experience (Cárdenas, 2022).

Playful strategies have become essential tools for promoting interaction and motivating students to develop their language skills, particularly in rural settings with limited resources.

These strategies help overcome barriers, making language learning more accessible and engaging, thereby fostering greater student involvement (Cárdenas, 2022).

Integrating play activities into language teaching helps reduce anxiety and enhances language proficiency. This approach enables educators to create a relaxed and effective learning environment where students feel more comfortable practicing and experimenting with the new language (Paredes et al., 2024).

3.2 Description of Classes Using Playful Strategies for English-Speaking Skills

Teaching English is a challenge that requires teachers to be dynamic, creative, and innovative. They use playful strategies as a methodological tool to stimulate students' motivation and improve classroom interaction. These strategies create a meaningful learning environment and enhance students' psychomotor and cognitive development. They also help students acquire language skills efficiently and productively while encouraging collaborative learning and adaptability in different educational contexts (Nava, 2021).

The authors designed a teaching plan that uses playful strategies to improve students' speaking skills. This approach focuses on promoting participation, creativity, and active learning. The study plans to follow the principles of this research and aims to create an enjoyable and stimulating environment that supports the development of communication skills. These strategies boost students' engagement, motivation, and performance in English classes.

3.2.1 Objectives of the class system based on playful strategies to improve the oral skills of first-year high school students , during the 2024-2025 school year

This proposal considers the key elements of the student's educational context and focuses on strengthening the current system without altering its structure.

The class system aims to improve oral skills in first-year high school students,

through playful strategies. Its specific objectives include:

- Motivate students with fun activities to practice and speak English interactively.

- Create a comfortable environment that encourages students to improve their oral skills.

- Use strategies suited to the student's cognitive and emotional levels to boost communication.

- Provide a dynamic classroom where students practice speaking individually and in groups through games and activities.

Achieving the goals of this proposal is essential for promoting a more engaging and effective learning environment. It will integrate playful strategies that address students' needs and foster the development of their oral communication skills in English.

3.2.2 Components of the Class Plan

Given the challenges faced by first-year high school students' oral English skills, a teaching system has been designed to strengthen their oral skills. This system includes the following components:

- Pedagogical adaptations

- Class objective

- Class content

- Teaching strategies

- Learning assessment

- Teaching time

- Required resources

Lesson N°1

Unit 1

Topic: Talking About Yourself

Objective: Students will confidently introduce themselves, share personal details, and discuss their hobbies and family.

Content: Vocabulary related to personal introductions and basic information.

Skill: Development of speaking skills using structured interactive activities.

Teaching Strategies:

a) Modeling and repetition.

b) Relaxation and a positive atmosphere.

c) Guided Practice and feedback.

d) Active listening.

e) Small group discussions.

Resources: Posters, drawings, worksheets, role-play scenario cards.

Time: 60 minutes

Warm-up (10 minutes):

The first class begins with a playful activity called "The Travelling Ball," where students pass a ball and, upon receiving it, say their name and personal details in English, such as "My name is _" or "I like _." The creativity creates a warm and trusting atmosphere.

Guided Practice (15 minutes):

During vocabulary practice, students work in pairs to complete worksheets with key phrases and practice them aloud.

Speaking Activity (15 minutes):

A group activity follows, where each student introduces themselves briefly using the learned phrases. Active participation is encouraged, and noticeable improvements in pronunciation are observed.

Closure (15 minutes):

The teacher moves around the classroom to provide personalized feedback.

Lesson N°2

Unit 1

Topic: Free Time Activities

Objective: Students will confidently discuss their free-time activities and practice expressing them using simple sentences.

Content: Free-time activities (e.g., reading, playing soccer, watching TV).

Skill: Development of speaking skills through interactive activities.

Teaching Strategies:

a) Brainstorming to generate vocabulary.

b) Listening comprehension using an audio recording.

c) Pair work for speaking.

d) Class discussion to reinforce learning.

Resources: Audio recording, vocabulary flashcards, whiteboard, markers.

Time: 60 minutes

Warm-up (10 minutes):

The class begins with a brainstorming session where students are asked to share their favorite free-time activities (e.g., reading, playing soccer, watching TV). The teacher writes their

suggestions on the whiteboard and practices the pronunciation of key vocabulary.

Listening Practice (15 minutes):

An audio recording plays with two people discussing their hobbies and free-time

activities. After listening, students answer comprehension questions (e.g., "What does John do on

the weekend?").

Speaking Activity (20 minutes):

In pairs, students ask each other questions such as, "What do you do in your free time?"

They are encouraged to use phrases like "I usually _" or "Sometimes _."

Closure (15 minutes):

Each student shares an activity they enjoy and explains why the class votes for the most

popular activity.

Lesson No. 3

Unit: 1

Topic: Describing pictures and giving details

Objective:

Students describe pictures and use descriptive vocabulary in simple sentences.

Content:

- Descriptive adjectives (e.g., happy, sunny, fun).

Skills:

- Developing speaking skills and using vocabulary by describing pictures.

Teaching Strategies:

a) Describe pictures to expand vocabulary.

b) Work in pairs to practice speaking actively.

c) Use question-and-answer sessions to reinforce vocabulary.

d) Give feedback in class to improve fluency.

Resources:

- Pictures, vocabulary sheets, whiteboard, markers.

Warm-up (10 minutes):

Show a picture (e.g., for an initial activity) and describe it aloud: "This is a group of friends eating pizza." Ask students to suggest adjectives to describe the picture (e.g., happy, sunny, fun).

Guided Practice (15 minutes):

Give students different pictures and a key vocabulary list (e.g., family, beach, food). Students practice describing the image with a partner.

Speaking Activity (20 minutes):

Students choose a picture, describe it to a partner, and answer questions about it. Encourage them to use phrases like "I see _," "They are _," and "It looks like _."

Closure (15 minutes):

Students describe their favorite picture in front of the class. The teacher gives feedback on fluency and vocabulary usage.

3.3 Conclusions about the class system using playful strategies

Using playful activities in the classroom helps motivate students and improve their speaking skills in English. These activities create a fun and stress-free environment where students can practice enjoyably and interactively. They match the students' cognitive and

emotional levels, making communication skills development more effective. Also, games and interactive tasks encourage both individual and group speaking practice, which builds their confidence and helps them communicate in English more naturally and fluently.

CHAPTER IV. IMPLEMENTING THE CLASS SYSTEM TO IMPROVE ORAL COMMUNICATION USING PLAYFUL STRATEGIES

This chapter describes in detail the implementation of a class system designed to strengthen the oral communication skills of first-year high school students in the English subject. The system used playful strategies in three sessions during November and December 2024-2025 academic year

4.1 Analysis of the implementation of the teaching system through ludic activities

The following is a detailed description of each of the sessions developed. This section analyzes the implementation of the teaching system through ludic activities aimed at strengthening oral communication in English in first-year students. For this purpose has been several didactic and dynamic strategies specifically designed for this purpose were carried out. The following is a description of each of the sessions carried out.

Class #1: Talking About Yourself

The first class began with a fun activity called "The Traveling Ball." Students passed a ball around, and when they received it, they had to say their name and a personal fact in English, like "My name is _" or "I like _." It's this created a warm and trusting atmosphere. During vocabulary practice, students worked in pairs, completing worksheets with key phrases and practicing them aloud. The teacher walked around the classroom to provide personalized feedback. The session ended with a group activity where each student introduced themselves briefly using the phrases they had learned. There was active participation and a noticeable

improvement in pronunciation by the end of the class.

Class #2: Leisure time activities

The second class began with a brainstorming session where students shared leisure activities. There was a lot of participation, and some students were encouraged to write their suggestions on the board. During the listening activity, most understood the audio and answered the comprehension questions correctly. The students discussed their hobbies, using simple phrases such as "I usually play soccer." The closing activity was highly engaging; students voted for the most popular activities, which sparked laughter and created a sense of camaraderie. Feedback focused on the correct use of expressions and improving fluency.

Class #3: Describing Images and Giving Details

In the third class, the students showed great interest in observing and describing images. At first, they **readily** generated descriptive adjectives, which helped expand their vocabulary. The guided practice in pairs was effective, and the students took the opportunity to correct each other. During the speaking activity, they displayed creativity by describing images and answering their peers' questions. The closing session allowed students to showcase their favorite p**icture** to the class and receive feedback on their fluency and pronunciation. Overall, the students made noticeable progress in using descriptive adjectives and gaining confidence when speaking English.

4.2 Evaluation of the Effectiveness of the Class System in Improving Oral Communication in English Among First-Year BGU Students.

The process of verifying the effectiveness of the activity system was using a quantitative approach and an experimental research design. Consequently, the following hypotheses were obtained:

H_0: If we implement a class system that uses playful strategies, the oral skills in the English language of the first-year students of BGU, will improve.

H_1: If we develop a class system that uses playful strategies, it will improve the oral skills in the English language of first-year BGU students.

The experimental design included a pretest to assess the students' initial oral communication level. After that, we implemented a teaching system based on playful strategies, followed by a posttest to evaluate their progress in communication skills.

To show that the pedagogical proposal improved the oral skills of first-year high school students, we presented the results from the initial assessment (Figure 5). This assessment took place before we applied the classes based on playful strategies. We collected these results through practices done by students in the National and Foreign Languages Pedagogy Program, which helped us assess their proficiency in productive skills, especially in areas related to oral expression.

Table 4

Pre-test results

No.	Grammar (10)	Fluency (10)	Content (10)	Pronunciation (10)
1	4	4	6	6
2	6	4	4	6
3	8	8	6	7
4	7	6	5	5
5	6	5	6	7
6	5	4	4	6
7	6	4	5	5
8	5	7	4	7
9	7	8	5	6
10	8	6	8	4
11	6	4	5	6
12	6	8	7	8
13	5	6	4	4
14	4	5	4	5
15	5	3	6	7
16	3	4	4	5
17	5	3	5	6
18	4	3	7	6
19	8	2	8	8
20	4	3	4	4
21	8	8	3	4
22	8	8	7	9
23	6	8	8	5
24	6	7	6	8
25	3	7	3	8
26	6	5	7	7
27	5	7	8	7
28	7	5	6	8
Media	5.75	4,43	5.54	6.21

Note: prepared by the authors

An innovative teaching approach centered on playful activities has been developed and applied to enhance students' oral expression in English.

This methodology encouraged active participation and student engagement with the

tasks, sparking their motivation and interest. Thus, to evaluate the effectiveness of this approach,

a comparative study was conducted between the initial and final assessments of first-year high

school students . In table 5, the results shown were statistically significant using the Chi- square

test to determine the significance of the improvements observed after implementing the playful

strategies.

$$x^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Since the value of the Chi-square depends on the significance level set (0.01), if the Chi-

square result is equal to or greater than this threshold, we confirm the null hypothesis. That is to

say, the pretest and post results are significantly different.

Table 5

Post-test results

No.	Grammar (10)	Fluency (10)	Content (10)	Pronunciation (10)
1	9	10	9	9
2	8	8	10	9
3	10	9	9	10
4	9	10	8	9
5	10	9	10	10
6	7	8	9	8
7	8	8	7	9
8	9	9	8	10
9	10	9	8	10
10	9	8	8	9
11	9	10	8	10
12	8	8	9	8
13	8	9	9	10
14	9	10	8	9
15	7	8	8	9
16	9	8	9	8
17	9	10	10	10
18	8	9	8	8
19	7	7	9	10
20	10	9	8	9
21	10	8	9	10
22	8	9	10	9
23	9	8	8	10
24	9	8	10	8
25	10	9	8	10
26	8	9	9	10
27	9	10	10	9
28	9	10	10	10
Media	**8.75**	**8.82**	**8.79**	**9.29**

Figure 6

Pre-test result graph
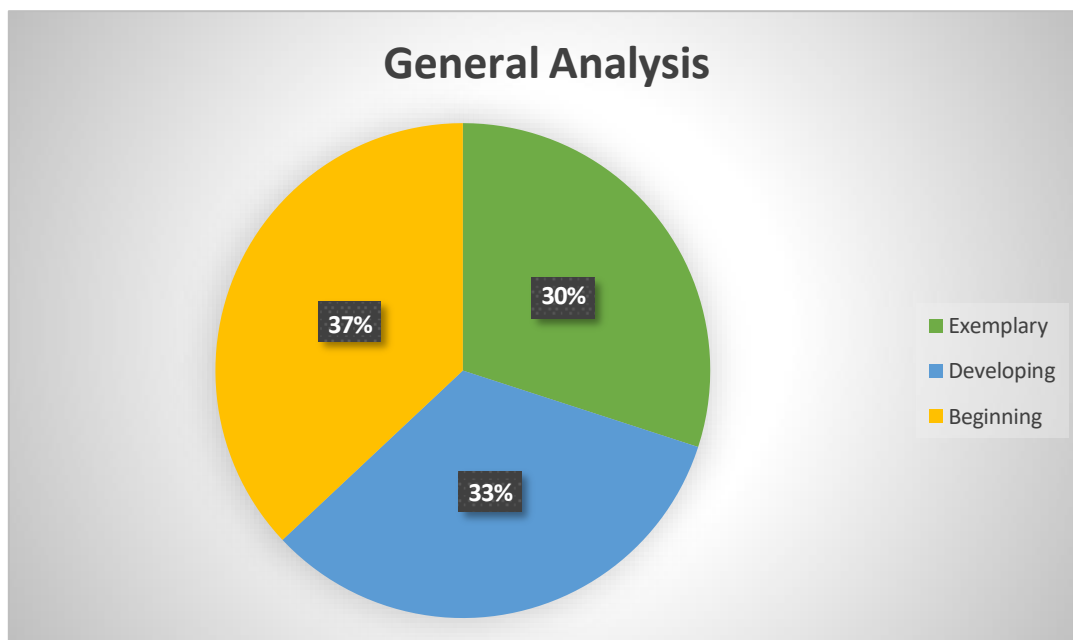
Figure 7

Post-test overall result graph
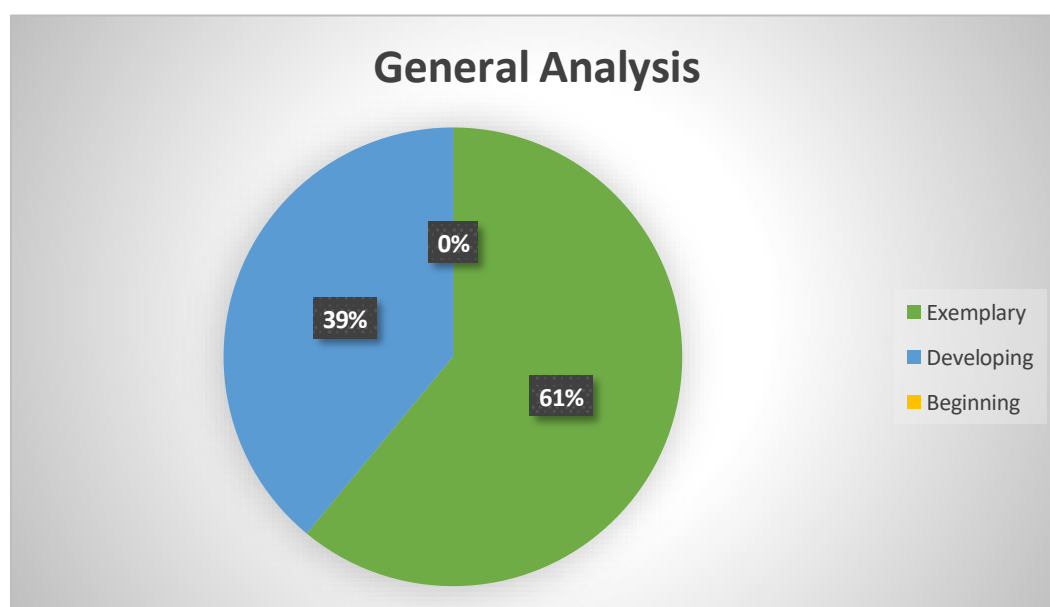
4.3 Analysis of the Hypothesis Test

We conducted a study to evaluate the effectiveness of playful strategies in improving the oral expression of first-year high school students .

We used an initial and final test to assess fluency, pronunciation, vocabulary, and coherence in the oral expression. The comparison of the results showed the impact of playful strategies on students' oral skills development.

Table 6

Comparative Table

Comparative table			
Indicators	**Pre-test Result**	**Post-test Result**	**CH- Square**
Grammar	5.75	8.75	14,50
Fluency	5.43	8.82	14,25
Content	5.54	8.79	14,33
Pronunciation	6.21	9.29	15,50
Total sum	22,93	35,65	58,58

Table 7

Expected frequency table

EXPECTED FREQUENCY	
Pre-test Results	**Post-test Results**
5,68	8,82
5,58	8,67
5,61	8,72
6,07	**9,43**

Analysis calculation process

$$\frac{(5,75-5,68)^2}{5,68} + \frac{(8,75-8,82)^2}{8,82} + \frac{(5,43-5,58)^2}{5,58} + \frac{(8,82-8,67)^2}{8,67} +$$

$$\frac{(5,54-5,61)^2}{5,61} + \frac{(8,79-8,72)^2}{8,72} + \frac{(6,21-6,07)^2}{6,07} + \frac{(9,29-9,43)^2}{9,43} =$$

$$\frac{11620732501660273}{785796259764799800} \approx 0,01478848$$

Significance level: 0.01	**N= 3** **N. S= 0.01**
N= (#Rows-1) *(#Column-1)	
N= (4-1) *(2-1)	**X= 3.01**
N= 3*1	
N= 3	**Chi square= 11.345**

Table 8

Chi-square distribution table

df	χ²(0.995)	χ²(0.990)	χ²(0.975)	χ²(0.950)	χ²(0.900)	χ²(0.100)	χ²(0.050)	χ²(0.025)	χ²(0.010)	χ²(0.005)
1	0	0	0,001	0,004	0,016	2,706	3,841	5,024	6,635	7,879
2	0,01	0,02	0,051	0,103	0,211	4,605	5,991	7,378	9,21	10,597
3	0,072	0,051	0,352	0,216	0,584	6,251	7,815	9,348	11,345	12,838
4	0,207	0,115	0,484	1,064	1,064	7,779	9,488	11,143	13,277	14,86
5	0,412	0,554	0,831	1,145	1,61	9,236	11,07	12,833	15,086	16,75
6	0,676	0,872	1,237	1,635	2,204	10,645	12,592	14,449	16,812	18,548
7	0,989	1,237	1,69	2,167	2,833	12,017	14,067	16,013	18,475	20,278
8	1,344	1,646	2,18	2,733	3,49	13,362	15,507	17,535	20,09	21,955
9	1,735	2,088	2,7	3,325	4,168	14,684	16,919	19,023	21,666	23,589
10	2,156	2,558	3,247	3,94	4,865	15,987	18,307	20,483	23,209	25,188
11	2,603	3,053	3,816	4,575	5,578	17,275	19,675	21,92	24,725	26,757
12	3,074	3,571	4,404	5,226	6,304	18,549	21,026	23,337	26,217	28,3

4.4. Pre-test and Post-Test Results

The analysis of the results, based on the Chi-square value for each indicator, showed significant improvements in all speaking subskills, with an overall value of 11.345. It exceeds the critical value of 3.01, establishing a significance level of 0.01 and 3 degrees of freedom. In conclusion, the post-test results (Table 6) demonstrated a notable improvement in students' communication skills, validating the effectiveness of the playful approach in promoting active, motivating learning.

In contrast, the results of the pre-test (Table 6) showed significant gaps in the development of speaking skills, attributed to the lack of dynamic methodologies, limited exposure to the language, and scarce oral practice in the classroom. This confirms that the implementation of playful strategies had a positive impact on the development of students' oral communication in English.

Therefore, the null hypothesis (H_0) is accepted, stating that the implementation of a class system that uses playful strategies will achieve the development of oral skills in the English language among first-year BGU students.

4.5. Analysis and Discussion of Results

This section presents the results of the initial evaluation and the implementation of strategies to improve oral skills in English as a foreign language. The goal was to determine whether these strategies could help first-year high school students express themselves better in English. The evaluation identified key challenges students faced in speaking. These included the lack of interactive teaching methods, limited resources, and little focus on speaking practice in the curriculum. Students also showed low motivation and participation, viewing English as a monotonous subject rather than a chance to develop practical skills. The school lacked the

materials and strategies needed to promote active speaking. The intervention incorporated playful strategies, such as role-playing, language games, and storytelling, integrated into regular classroom activities. These methods aimed to create a dynamic, student-centered learning environment. Interactive activities captured students' attention, promoted collaboration, and fostered a positive attitude toward learning English. The intervention results showed a significant improvement in students' oral skills, with increased confidence, better pronunciation, and greater fluency during communicative tasks. Additionally, students displayed more enthusiasm for participation, indicating that the playful approach effectively addressed their motivational challenges. A chi-square statistical analysis confirmed a significant link between the use of playful strategies and the improvement in students' oral communication skills. Suggests that integrating engaging, interactive methods in the classroom enhances linguistic abilities and students' attitudes toward learning English as a foreign language.

5. CONCLUSIONS

The literature shows that these strategies increase student participation and motivation by connecting learning to practical activities.

The initial assessment revealed that students struggled with vocabulary, fluency, pronunciation, and content. It highlighted the need for effective teaching methods and more exposure to real communication contexts.

The application of ludic strategies showed greatly improvement in all oral skills dimensions, as confirmed by the pretest and posttest results. Statistically significant progress evidenced advances in fluency, accuracy, content, and pronunciation, highlighting the usefulness of these strategies in educational contexts.

The playful strategies applied improved technical skills and fostered a positive change in the students' attitude towards learning English. The active interaction and hands-on approach helped to increase students' confidence and motivation to participate in communicative activities.

RECOMMENDATION

It recommended that advanced methodologies use research play-based strategies in language learning. Specific teaching materials should be created, and active participation in group dynamics should be encouraged. This will help overcome interaction and motivation barriers. Research should continue to strengthen the play-based approach in language teaching.

BIBLIOGRAPHY

Addey, C., & Sellar, S. (2018). Why Do Countries Participate in PISA? Understanding the Role of International Large-Scale Assessments in Global Education Policy. En A. Verger, M. Novelli y H. Altinyelten (eds.), Global Education Policy and International Development: New Agendas, Issues, and Policies (pp. 97-117). Bloomsbury.

Akbari, R., & Dadvand, B. (2014). Pedagogical knowledge base: A conceptual framework for teacher admission. *System*, *42*, 12-22.

Almeida Vaca, M. L. (2017). la educación general básica y criterios constitucionales para la elaboración de los códigos de convivencia (Master's thesis).

Amao Vargas, B. G. (2024). Propuesta de mejora en el desarrollo de las habilidades de expresión oral en el área de inglés por medio del uso del Powerpoint en la Institución Educativa San Antonio de Jicamarca–Lima 2023.

Andrade Sánchez, P. J., & Andrade Sánchez, W. C. (2015). Estrategias metodológicas y el aprendizaje del área de ciencia, tecnología y ambiente en estudiantes del quinto de secundaria de la IE Nuestra Señora del Carmen, Cañete 2012.

Angelis, A.(2022). EF English Proficiency Index e inglés en Ecuador: Suposiciones inciertas del ranking internacional. Revista Andina de Educación 5(2), 005211. Publicado bajo licencia

Arellano, M. D. C. (2017). *Memory learning strategies in English as a foreign language in vocational studies.* Tendencias pedagógicas, 29, 229-248.

Arias, M. y Castiblanco, D. (2015). El juego como estrategia pedagógica para el aprendizaje de vocabulario y desarrollo de la habilidad oral en inglés. Tesis de licenciatura. Univer- sidad Libre

de Colombia.

Avello-Martínez, R. (2024). La gamificación en la Educación Secundaria: Estrategia Innovadora para Fomentar la Motivación de Estudiantes.

Bermúdez, R. y Pérez, L. (2013) Aprendizaje formativo y crecimiento personal. [Trabajo de

investigación]Obtenido de https://profesorailianartiles.files.wordpress.com/2013/04/aprendizaje-

formacic3b3n-y-crecimiento-personal.pdf

Bravo, G. T., & Vigueras, J. A. (2021). Metodologías Activas en el proceso de enseñanza– aprendizaje del idioma inglés en Bachillerato. Polo del Conocimiento, 6(2), 464-482.

Callata Mamani, R. S. (2020). *Estrategia didáctica para desarrollar la producción escrita en estudiantes de inglés intermedio de un Centro de Idiomas de Lima.*

Cañarte, J. (2015). Evolución histórica del proceso de enseñanza aprendizaje del inglés. [Tesis]

Universidad Estatal del Sur de Manabí, Ecuador

https://dialnet.unirioja.es/descarga/articulo/8280797.pdf

Cárdenas González, J. (2022*). Estrategias lúdicas para promover la competencia comunicativa oral en inglés como segunda lengua en estudiantes de grado sexto*. Trabajo de especialización en pedagogía de la lúdica, Fundación Universitaria Los Libertadores

Cardino Jr, J. M., & Cruz, R. A. O. D. (2020). Understanding of learning styles and teaching strategies towards improving the teaching and learning of mathematics. LUMAT: International Journal on Math, Science and Technology Education, 8(1), 19-43.

Cortés, B. E. (2017). El tratamiento de las destrezas orales en la enseñanza de español como lengua extranjera: análisis de los beneficios derivados de un tratamiento lingüístico integrado.

Custodio, M. (2026). AICLE: enfoque alternativo para el desarrollo del vocabulario en el aula de

español como lengua extranjera. CLIL: an alternative approach for the development of vocabulary in the Spanish as a foreign language classroom, núm. 23. https://www.redalyc.org/journal/921/92153186004/html/

Estrella, S. (2014). El formato tabular: una revisión de literatura. Actualidades investigativas en educación, 14(2), 449-478. Obtenido de https://www.scielo.sa.cr/scielo.php?script=sci_arttext&pid=S1409-47032014000200017

Falcón, A. L., & Serpa, G. R. (2021). Acerca de los métodos teóricos y empíricos de investigación: significación para la investigación educativa. Revista Conrado, 17(53), 22-31. Obtenido de: https://scholar.google.com/citations?view_op=view_citation&hl=es&user=kwxSmqsAA AAJ&citation_for_view=kwxSmqsAAAAJ:_Qo2XoVZTnwC

Franco, M. F., & Solórzano, J. L. (2020). Paradigmas, enfoques y métodos de investigación: análisis teórico. Mundo Recursivo, 3(1), 1-24. Obtenido de https://atlantic.edu.ec/ojs/index.php/mundor/article/view/38

Gómez Echeverry, I. (2010). Ciencia Cognitiva, Teoría de la Mente y autismo. Pensamiento Psicológico, 8(15), 113-124. Obtenido de: https://dialnet.unirioja.es/servlet/articulo?codigo=3339348

González, A., & Álvarez, A. (2022). Aprendizaje basado en juegos para aprender una segunda lengua en educación superior. Innoeduca: international journal of technology and educational innovation. https://doi.org/10.24310/innoeduca.2022.v8i2.13858

Gooding de Palacios, F. A., & Orbis, C. (2020). *Enfoques para el aprendizaje de una segunda lengua: expectativa en el dominio del idioma inglés "Approaches to second language learning: expectations in English language proficiency". Orbis Cognita, 4(1).*

Hernández, D. V., & Gómez, Y. E. (2021). Actividades extracurriculares bilingües como metodología alternativa de enseñanza del inglés en Jóvenes mayores de 14 años de la ciudad de Pereira. Obtenido de: https://repositorio.utp.edu.co/items/516dffd4-8994-491c-b806-38350c2e5092

Johnson, J. L., Adkins, D., & Chauvin, S. (2020). A review of the quality indicators of rigor in qualitative research. American journal of pharmaceutical education, 84(1), 7120.

Lara Bello, C., & Cortés Castellanos, R. D. (2020). *Estrategia didáctica de contenido radial para el fortalecimiento de la expresión oral*.

López Fernández, C. A., Silva Morales, A. B., Gallego Munera, A. M., & Pedroza Acosta, L. M. (2023). *Secuencia didáctica apoya en SEBRAN ABC como estrategia pedagógica para fortalecer la competencia lecto-escritora en los estudiantes del grado segundo de la Institución Educativa Fundadores de Medellín* (Doctoral dissertation, Universidad de Cartagena).

Manatou, E. L. (2020). *Lengua, Identidad y Poder: Ideologías lingüísticas en La Prensa Hispana de Los Estados Unidos (1980-2007)* (Doctoral dissertation, City University of New York).

Mejía A, & Grace. K. (2024). Estrategias comunicativas efectivas para mejorar el desarrollo de la expresión oral del idioma inglés en estudiantes de tercer año de Educación General Básica (Master's thesis, Quito: Universidad Tecnològica Indoamèrica).

Mejia, G. & Angulo, K. (2024). Estrategias comunicativas efectivas para mejorar el desarrollo de la expresión oral del idioma inglés en estudiantes de tercer año de Educación General Básica (Master's thesis, Quito: Universidad Tecnològica Indoamèrica).

Mendoza, E. (2018). *Tecnologías educativas (Educational technologies). En The Routledge*

Handbook of Spanish Language Teaching, 547-564. Routledge.

Ministerio de Educación. (2021). *Ecuador mejoró su sistema educativo en los últimos 7 años.*
Gobierno del Encuentro. Obtenido de https://educacion.gob.ec/ecuador-mejoro-su-sistema-
educativo-en-los-ultimos-7-anos/

Molina, K. (2015). Acompañamiento pedagógico y desempeño de los docentes noveles en los
departamentos de física y tecnología educativa de la facultad de educación e
idiomas. *Trabajo de grado. Universidad Nacional Autónoma de Nicaragua. Managua,
Nicaragua*.

Morris, R & Pérez, L. (2002). *Aprendizaje formativo y crecimiento personal.*
https://profesorailianartiles.wordpress.com/wp-content/uploads/2013/04/aprendizaje-
formacic3b3n-y-crecimiento-personal.pdf

Mosquera, Y. (2023). *Recurso multimedia para el fortalecimiento en las habilidades
comunicativas del idioma inglés, en los grados sextos de la institución educativa villa del
sol de Bello–Antioquia.*

Muñoz, A. (2021). *the game a didactic strategy to rengthen the literal level*.[Trabajo de grado
presentado como requisito parcial para optar al título de Magister en Tecnologías
Digitales Aplicadas a la Educación]. universidad de santander UDES.

Nava López, M. D. L. Á. (2021). *La cortesía desde un enfoque pragmático de la lengua en el
desarrollo de la expresión oral en inglés en estudiantes de la Escuela Normal Superior
del Estado de México*. Dilemas contemporáneos: educación, política y valores, 8(3).

Neubert, M. (2023). *Guía breve y sencilla para utilizar el estudio de casos como método de
investigación*. BOD GmbH DE.

Nieto Escobar, M. (2024). Aprendizaje de la gramática francesa a través de una red social:

estudio de caso real.

Pablo Cristóbal, M. R. D. (2014). *La incorporación de las nuevas tecnologías a los estudios humanísticos en general (y literarios en particular) y sus posibilidades docentes.*

Paredes, M., Carrasco, J., Arboleda, W., & Lopez, D. (2024). *Actividades lúdicas para desarrollar la habilidad de comunicación oral en estudiantes de educación básica elemental*. Revista de Educación Interactiva, 4(1), 1-33.

Paternina Castellano, C. L., Casares Sanguinette, D. A., & Caldera Garrido, V. I. (2018). La lúdica como estrategia para la enseñanza y aprendizaje de la tabla periódica en el grado noveno de la Institución Educativa Nuestra Señora del Rosario de Valencia–Córdoba.

Peña Ledesma, V. L. (2019). *Enseñanza del inglés como lengua extranjera y desarrollo de competencias lingüísticas. Estudio de caso: Pontificia Universidad Católica del Ecuador, estudiantes de sexto nivel semestre; octubre 2016-febrero del 2017* (Master's thesis, Universidad Andina Simón Bolívar, Sede Ecuador)

Polania Santana, J. C., Rivera Castro, N., & Luna Diaz, V. O. (2022). *El aprendizaje cooperativo, una estrategia didáctica para el fortalecimiento en habilidades básicas del pensamiento crítico mediado por la enseñanza del inglés*. Un estudio en cuatro escuelas rurales de Cundinamarca con estudiantes de educación básica

Ramirez, A., (2015). Implementación de estrategias lúdicas en la enseñanza - aprendizaje del idioma inglés para el mejoramiento de las habilidades comunicativas en el grado segundo. [Tesis]. Universidad de La Sabana. Repositorio Institucional Intellectum https://intellectum.unisabana.edu.co/bitstream/handle/10818/23083/Alejandra%20Del%20Pilar%20Ramirez%20Chaparro%20%28tesis%29.pdf?sequence=1&isAllowed=y

Rodríguez, Y., Hernández, O. y Rigual, I. (2021). El proceso de enseñanza aprendizaje del

idioma inglés en las filiales universitarias del ministerio del interior. [Revista] Cuadernos

de Educación y Desarrollo

https://www.eumed.net/uploads/articulos/86db46c70033daa070cb405d8fed0f54.pdf

Ruiz Pastor, M. (2016). Autonomía en el aprendizaje de lenguas extranjeras: percepciones y

prácticas del profesorado de EE. OO. II de Málaga.

Saka, A., Taiwo, R., Saka, N., Salami, B. A., Ajayi, S., Akande, K., & Kazemi, H. (2023). GPT

models in construction industry: Opportunities, limitations, and a use case validation.

Developments in the Built Environment, 100300.

Sánchez Carlessi, H., Reyes Romero, C., & Mejía Sáenz, K. (2018). Manual de términos en

investigación científica, tecnológica y humanística.

Sánchez Torres, J. (2014). *Los papeles que desempeñan el "auxiliar de conversación" y el*

"profesor-coordinador" en centros bilingües español/inglés de Sevilla. Un estudio

empírico de casos.

Sun, C. (2015). The Cultivation of Cross-cultural Communication Competence in Oral English

Teaching Practice. English Language Teaching, 8(12), 7. Obtenido de

https://www.researchgate.net/publication/283617423_The_Cultivation_of_Cross-

cultural_Communication_Competence_in_Oral_English_Teaching_Practice

Torres Miranda, T. (2020, agosto). En defensa del método histórico-lógico desde la Lógica como

ciencia. Scielo, 39(2), 15. http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S0257-

43142020000200016

Vega Collaguaso, D. V. (2024). *"Canciones para la estimulación del lenguaje"* (Bachelor's

thesis, Ecuador: Pujilí: Universidad Técnica de Cotopaxi (UTC).

Venegas, S. (2021). Relevancia de las estrategias lúdicas en la formación integral de los

estudiantes . Ciencia Latina Revista Científica Multidisciplinar, Volumen 7, Número 2.

Wael, A., Asnur, M., & Ibrahim, I. (2018). Exploring Students' Learning Strategies in Speaking

Performance. International Journal of Language Education, 2, 65-71.

ANNEXES

Annex A:

PRE -TEST

(speaking)

1.   Can you tell me about yourself? (Name, age, hobbies)

2.   What do you usually do in your free time?

3.   Choose one of these images and describe what you see in it

Annex B

<p style="text-align:center">***POST -TEST***</p>

(speaking)

Introduction (Name, age, family)

1.   Do you have a dream or goal that you would like to achieve?

2.   Choose one of these images and describe what you see in it

3.   Is there a place you would like to visit?