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Ludic Strategies to Encourage English Language Speaking Skills in the Fifth Grade at Gimnasio los Pinos

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Abstract

The present study will be conducted with action research that will explore how ludic strategies can be used to foster English speaking skills in fifth-grade students at Gimnasio Los Pinos in Bogotá. This work will acknowledge the importance of ludic implementation as a stimulus for learning a second language in children, specifically in the oral skills. Besides, qualitative research methods will be employed, including the use of recreational resources, to improve the development of language skills for a group of fifth-grade children who may have difficulties speaking in English or lack interest in the language. The study will involve a cyclical process of planning, action, and reflection, using collaborative inquiry to develop and implement ludic strategies and evaluate their impact on students' speaking ability. The research also will utilize qualitative data collection methods, such as observations, interviews, and focus group discussions, to gather data on students' speaking ability and their experiences with ludic strategies. The results of this study may provide insights into how ludic strategies can be used to support language learning in other contexts.

Keywords: ludic strategies, English as a foreign language, motivation, speaking skills

Introduction

The present study Ludic strategies to Encourage English speaking skills in fifth grade students in Gimnasio Los Pinos will be divided in five chapters; Justification, state of art, statement of the problem, the referential framework and the methodological framework.

In the first chapter, the research will provide a clear and detailed explanation for why this research is important and necessary. It will discuss the current state of English language learning in fifth grade students in Gimnasio Los Pinos and the specific challenges they face in developing their speaking skills. It will also explain how ludic strategies can be an effective approach to encourage English speaking skills in these students.

In the second chapter, you will find the review and analysis of the existing literature and research on ludic strategies and English language learning in primary education. Besides, the chapter will provide an overview of the different approaches and methodologies used in previous studies, the similarities and differences with the present work as well as the findings and conclusions that have been drawn. This chapter will also identify gaps and limitations in the current literature and explain how this research will contribute to addressing these issues.

The next chapter, you will find the research problem which describes what led to defining that as a problem and what drawbacks were identified at the contextual level. Moreover, it provides a brief description of how it relates to the broader context of English language learning in primary education and the articulation of the specific research question that will guide this study and explain how they address the problem it has be identified.

The chapter four provide a theoretical framework for the research. It will draw on relevant theories and concepts from fields such as linguistics, education, and psychology to explain how ludic strategies can be used to encourage English speaking skills in primary

school students. Besides, it will also discuss how this research aligns with current trends and best practices in English language teaching.

The methodological framework will describe the methodology be used to conduct this research. It will explain why it have been chosen a qualitative research approach and a constructivist epistemological stance, and how these choices align with this research questions and objectives. It will also provide a detailed description of the research action method and explain how it will be used to gather data from the participants. In addition, it will describe the specific data collection techniques it will be used in the research. It will explain why it have been chosen focus groups, field diary, and artifacts as data collection techniques providing a detailed explanation of how each technique will be implemented and how the data collected will be analyzed.

Nowadays, it is common that students have difficulties when learning a second language especially when it comes to speaking in English. Further, the world, increasingly globalized, demands the need to acquire a second language (Nishanthi, 2018). The previous with the purpose of forming more and more competitive individuals who can open their horizons towards their future and thus have a better development in it.

Understanding the importance of learning English, this paper intends to apply some ludic strategies to the students of fifth grade at Gimnasio los Pinos in Bogotá that most have difficulties expressing themselves in English as they present problems regarding to their grammar competences, pronunciation and they do not know many words in English which evidence students´ lack of vocabulary and issues on their grammar competence.

The study will use the research action method which as Parsons and Brown state (2002) research action "involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision making and the development of more effective classroom strategies (p. 1)". Moreover, the research employs a qualitative

approach since it is intended to study a small group of students to make a direct observation, an in-depth exploration on the use of different ludic strategies that can encourage and motivate the learning of English to the students in fifth grade of this educational institution.

Even though the students are immersed in a bilingual context and some didactic strategies are applied in their environment thanks to the fact that a survey was carried out on the students in which they expressed that they carried out some activities for speaking in English lessons such as critical group discussions, projects and Spelling Bee contests, the learners still have some difficulties when it comes to expressing themselves in English. For this reason, this study wants to know what is the effect of implementing some ludic strategies is on the oral communicative skills in fifth-grade students at Gimnasio Los Pinos.

Thus, the research to be developed in the classroom in the fifth grade of Gimnasio Los Pinos aims to apply some ludic strategies and also to analyze what changes the students have when faced with these strategies. It is expected that the study will provide new learning experiences through ludics and thus the teacher will become a facilitator in English teaching so that later he/she can continue applying them to the fifth grade and to the other grades of the institution in elementary school. In addition, it is expected that the project will also contribute to other teachers in the creation of new playful learning strategies in these grades and specially to contribute in my professional and personal education as a teacher in training.

Justification

Many of the students who are learning a second language struggle very often to speak English. This is why this research wants to investigate this problem due to some fifth-grade students of Gimnasio los Pinos are having difficulties expressing themselves in English despite being in a bilingual institution. It has been observed that some strategies are already being used in the classroom, but some students still struggle with vocabulary, pronunciation, and grammar issues, which may cause them to lose interest in the subject. For this reason, the

research aims to address this issue by applying some ludic strategies to the students in order to strengthen their speaking skills and evaluate the effects that these strategies have and afterwards contribute to the English-speaking skills improvement in the Gimnasio los Pinos and maybe in other institutions.

During childhood children have a great imagination and enjoy participating and being protagonists of different types of games, therefore, it is interesting to get the learning of a language and encourage them through various Ludic strategies. According to Sarasti & Virginia (2017) "ludic activities can be a motivational technique to encourage students to practice speaking in class to fortify speaking skills and develop communicative competence through these motivating techniques which provides an efficient alternative to teach speaking. "Considering the importance of speaking as one of the most important skills that students should learn in a language and ludic activities a very useful way to break with the traditional teaching methodology, it is expected that this study will contribute in the first place, to the strengthening of the oral skills of students who have difficulties speaking in English. This will be implemented through various activities in the English class to make speaking more pleasant and funnier inside the classroom. "Ludic activities contain several types of activities where English language learners can interact in a funny, integrative and entertained activities in order to share with their classmates not only emotions and enjoyment but also interchange knowledge during the process". That is to say, that the use of these kinds of strategies will allow learners to practice their oral competence in a more active and enjoyable way. For instance, using the *Guess Who* activity will provide them tools to express themselves more easily since they are playing and at the same time, they are constructing a phrase in English of a specific topic.

Moreover, this research also aims to contribute to teachers of this school in new ideas related to games and ludic activities since teachers play a very important role in learning a second language (2L). According to Sarasti & Virginia (2017) state that "The role of teacher in the speaking activities is very important because teachers are facilitators in the activity and their participation is passive giving the opportunity that students can develop the speaking activity in a natural way". That is to say, that teacher plays a crucial role in facilitating speaking activities, as their participation should be passive in order to allow students to develop their speaking skills in a natural way. Thus, by taking a step back and allowing students to take the lead in speaking activities, teachers can create a supportive environment where students feel comfortable practicing their language skills without fear of judgment or correction. Additionally, teachers can provide guidance and support when necessary, but they should aim to let students communicate in a way that is natural and authentic to them.

These ludic activities not only help students develop their speaking skills, but also fosters a sense of autonomy and confidence in their ability to communicate in the target language. Therefore, it is important for teachers to recognize their role as facilitators in speaking activities and to create an environment that supports students' natural development of speaking skills.

In relation to the national policies, this study aligns with the policies of basic competence standards of foreign Languages as in Spanish means *Estándares Básicos de Competencias en Lenguas Extranjeras* set by the Ministry of Education, which aim to develop language skills among students by emphasizing the development of communicative competence. The policies outline that students should be able to communicate effectively, both orally and in writing, in various contexts and situations, and that language teaching should be learner-centered and focused on developing communication skills. This research

demonstrates how policies related to language education in Colombia can be implemented at the school level to improve language teaching and learning outcomes. By adopting ludic strategies to promote speaking skills, teachers can create a more engaging and effective learning environment for their students, while also helping them to achieve the basic competence standards set by the Ministry of Education (Osorio de sarmiento, et al, 2020).

Overall, this study attempts to provide a short-term solution related to the difficulties on the oral skills during this experience. Likewise, this study will reflect on the contributions at the level of didactics since this study pretends to apply these ludic activities; "Guess who, Role Plays and Who wants to be a millionaire", evaluating their effectiveness and contributing to the improvement of English speaking skills at Gimnasio los Pinos providing ludic ideas to the teachers of this institution.

Statement of the Problem

The focus of this paper is to investigate the difficulties faced by fifth-grade students in expressing themselves or speaking in English at Gimnasio los Pinos, a bilingual educational institution in Bogota. Despite some strategies being employed by the teacher, the research identifies some issues as major barriers to effective oral communication. To address these challenges, the paper proposes the use of ludic activities to encourage students' speaking skills and evaluate the effectiveness of these strategies in improving their speech ability. The research highlights the importance of addressing these difficulties, as they can lead to disinterest or demotivation among learners in the subject.

As mentioned before, the main problem that has been observed is that fifth graders at Gimnasio los Pinos in Bogota find it difficult to express themselves or speak in English even though they are in a bilingual educational institution. Therefore, the aim of this research is to propose some ludic activities and encourage students' speaking skills to evaluate if there is really an improvement in the development of speech ability with the use of these strategies.

According to the observation in this school, (annex 1) the teacher applied some strategies in the classroom. However, some students struggled with oral communication such as lack of vocabulary, pronunciation and grammar at the moment of speaking that don't allow them to express themselves in an easier way. These communication difficulties possibly cause learners to struggle to communicate effectively with others, which could impact their personal and professional relationships in the future and possibly present lack of interest or demotivation in the subject. Additionally, learners may miss out on opportunities for academic or professional advancement that require strong speaking skills, such as presentations or public speaking. In line with this, Amato (as cited in Moayad, 2012) argues that "even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in second language teaching. Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication." (p. 4).

Hence, this research can be also related to motivation, because evidently, students, especially at early ages like corporal expression, dance, diverse games, musical, plastic, and language explanatory activities that generate interest and motivate both teachers and students to make the teaching-learning process comprehensive and successful. According to Mania (2011), "Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication" (p. 5). When students are motivated to participate in activities, they are more likely to engage with the material and retain what they have learned. Furthermore, lowering stress levels can create a more comfortable environment for students to practice speaking, as they feel less pressure to perform perfectly. Finally, games provide an opportunity for students to engage in authentic communication or speak naturally, which can help them develop the skills needed to communicate effectively in real-world contexts. By incorporating ludic strategies into teaching, teachers can create a more

engaging and effective learning experience for students, particularly when it comes to developing speaking skills.

But, if the students show demotivation towards English class, they could present low academic performance in the subject and also their form of communication will be limited at the moment to express something in English. For this reason, "the use of innovative educational games in the classroom can increase enthusiasm and reinforce previously presented didactic information. It is also a positive, interactive alternative method of teaching and information sharing.

Moreover, at an international level, a study called "Ludic activities to improve speaking skills in students' 'was written by Sarasti Yagual, Sulima Virginia, Moran Figueroa and Alexandra Ivonne in 2017. These authors state that there is "a deficiency in speaking skills, showing a low level of communicative abilities as fluency, pronunciation, vocabulary showing a notorious difficulty to complete English oral activities without transmitting a clear message nor accomplish any task assigned" in students of eight year. Besides, "another factor detected was lack of motivation from students at the time to start every single activity in the English language, resulting in a decisive factor in the low performance shown during the investigation" (Figueroa et al., 2017, p. 2). This research also shows the same issues that the present study has on speaking ability which are difficulties in pronunciation, lack of vocabulary and fluency in the activities made in the English class. This problem may be caused due to the lack of ludic or didactic strategies in the classroom that can get the attention of the learners and make it easier to improve their difficulties on the oral ability as the authors pointed out, there are:

limited use of techniques for developing oral activities to encourage students to have an active participation in class, once the research instruments were applied, the teacher mentioned that she does not have didactic material focused on speaking skills in order to develop this language ability (p. 3).

This study clearly shows that the lack of activities focused especially on speaking can make it more difficult for students to communicate in English. Besides, Figueroa et all, (2017) state that the causes of the oral difficulties presented on the students also are caused for: "(1) Inadequate strategies to develop English speaking skills, (2) Deficient ludic activities to work speaking skills, (3)Deficiency in motivational strategies (4) Lack of new pedagogical methods''(p. 3). Unlike this study, the teacher uses some didactic strategies for oral skills like Spelling Bee, critical group discussions and projects in the classes, but students still have some difficulties when expressing themselves in English.

In addition, a national study called "Teachers Methodology to Enhance Communicative Competence and speaking skill in 9th graders written by Jazmin Castro, aimed to analyze the impact of some methodological activities in the development of communicative competences and oral interaction in ninth graders in a public school in the city of Santa Marta, Colombia. Besides, Castro (2019) states that:

> This inadequate development of the communicative competences and speaking skills in 9th grade students of a public school in Santa Marta, might be because sometimes they are afraid of expressing in front of their partners; maybe because they fell fear of making mistakes, or it could also due to a lack of an adequate knowledge of grammatical structures, vocabulary, and a suitable pronunciation that would allow them to build coherent communicative speech acts that take into account the context and the situation in which the communication takes place. (p. 7)

In this sense, the problem is also reflected in the lack of knowledge or difficulty in the grammar, vocabulary, and pronunciation of the language. This may cause fear in students when speaking in English in front of their peers and thus not achieving adequate oral expression in English. Consequently, the research applied some instruments in order to see if the methodological strategies were useful to enhance that oral ability and it was found that: Some methodological aspects foster the development of communicative competences and speaking skills, hamper the development of the communicative competences and oral skills. Besides, appealing activities foster participation and interaction, facilitating the teaching and

learning English process (Castro, 2019).

In conclusion, the research identifies the difficulties that fifth-grade students face in expressing themselves or speaking in English at Gimnasio los Pinos, a bilingual educational institution in Bogota. The identified barriers to effective oral communication include lack of vocabulary, pronunciation, and grammar, which cause disinterest or demotivation among learners in the subject. The lack of activities focused specifically on speaking skills in the classroom can make it more difficult for students to communicate in English, which leads to limited communication skills in English. Therefore, the use of ludic activities are necessary to improve the speaking skills of students and create a comprehensive and successful teaching-learning process.

Research Question

Although some strategies have already been applied in the classroom, students still have gaps and difficulties in grammar, pronunciation of words and lack of vocabulary to be able to express themselves better in English. For this reason, the following question arises:

What is the effect of implementing some ludic strategies on the oral communicative skills in fourth-grade students at Gimnasio Los Pinos?

General objective

- To foster fifth graders speaking ability through some ludic strategies at Gimnasio Los Pinos in Bogotá

Specific objectives

- To identify the main ludic activities that can help improve the speaking ability in fourth-grade students of Gimnasio Los Pinos in Bogotá.
- To adopt different ludic strategies that can develop an improvement in speaking ability of fourth-grade students of Gimnasio los Pinos in Bogotá.

- To adapt some playful strategies for fifth grade students to work on their English-speaking skills.

- To apply these ludic strategies to see which ones can lead to an improvement in speaking ability on fourth grade students at Gimnasio Los Pinos in Bogotá

On the whole, it is expected that with the execution of these objectives a contribution to the educational practices of the classroom will be achieved as well as contribute to the learning processes and improvement in the oral ability of fifth grade students.

State of Art

The table shows the different international, national and local studies that were found and that are related to this study. The oldest studies were placed since no more recent ones related to the object of study were found.

Title	Year	Author	Institution	Ambit
Specific Ludic Tasks in EFL oral expression development: a dialogical approach	2018	Armando Maximiliano Lopez	Universidad Autónoma of Nuevo León in Mexico	International
Actividades lúdicas en el aprendizaje del vocabulario del idioma inglés en los estudiantes de octavo año de la Institución Educativa Fiscal "Benito Juárez"	2018	Guzmán Pillajo Patricia Maricela	Universidad de Quito	International
Ludic games and their influence on the skill to speak English in the 9th grade students	2018	Cristina Paola Proaño and Blanca Meza Gaibor at Laica University	Unversidad Laica de Ecuador	International
The infuence of using songs to develop EFL learner's speaking skills	2022	IVONNE GABRIELA MERA LOOR	Universidad de Guayaquil	International
The Effects of Ludic Activities as a Motivational Strategy to Increase and Use English	2017	Diana Eulalia Vásquez Paredes	Universidad Nacional de Loja-Ecuador	International

Vocabulary in Sixth Level Learners at "Asunción" Elementary School				
Games as a Teaching Strategy to Promote Teacher-Student Interaction: An action research in Secondary EFL Classrooms	2019	Oscar Eduardo Amaya Calderón	Universidad de la Sabana	National
Strategies to motivate student's oral production in English class	2022	Martha Liliana Mejía Quiceno	Universidad Icesi- Cali	National
Implementation of Games as a didactic strategy to improve oral skills in fourth grade students at two public schools	2022	Jeimy Díaz Sanchez Maria Rosa Chalá	Universidad Icesi	National
Collaborative Learning to improve speaking	2019	Luis Hernando Murillo Tejada	Unversidad Santo Tomás Medellín	National
Gamification: its impact on 9th grader's speaking interactions	2022	Jorge Eduardo Cardona Arias	Universidad de Caldas	National
Estrategia pedagógica lúdica para incentivar la habilidad del habla en inglés en los estudiantes de grado séptimo de	2020	Carlos Orlando Díaz Ojeda	Fundación Universitaria Los Libertadores	Local

la IEDR el Vino				
Karaoke: Fostering speaking skills in tenth-grade EFL learners	2022	<mark>Soler Jaramillo Valentina Valencia Montoya Juan Pablo</mark>	Universidad Pedagógica Nacional	Local
Boosting Argumentative Speaking Skills and Cultural Awareness Through Ludic Activities	2020	Karen Natalia Vanegas Gutierrez	Universidad Pedagógica Nacional	Local
Strengthening the students' speaking skill of the 1B level from the extension courses at Libre University through the cooperative learning strategy.	2021	Ana María Leguizamón Moncaleano	Universidad Libre	Local
Encouraging students to speak in English in a EFL classroom using pop rock songs	2016	Yuli Alejandra Nuñez Sanchez Diana Katherine Orjuela Cujabán Heidy Katherin Galvez	Corporación Universitaria Minuto de Dios	Local

This writing was built from the four keywords that are; ludic strategies, English as a foreign language, Motivation, didactics, and speaking skills taking into account other important concepts such as the definition of the ludic strategies that this study aim to use and apply to the students of Gimnasio Los Pinos.

The first study found was *Specific Ludic Tasks in EFL oral expression development: a dialogical approach* which its main objective is to analyze the theoretical part of ludic learning activity and dialogical participation in an elementary EFL classroom to contemplate whether their integration has a positive result in the students' language learning and oral communicative expression" (López, 2018, p. 10). This study focuses on the use of ludic strategies to promote oral expression skills in EFL (English as a Foreign Language) third-grade learners. The study finds that ludic activities, which include games, role-playing, and storytelling, can encourage students to participate in class and improve their speaking skills. There are several similarities between the article and this research, such as the focus on the use of ludic strategies to develop speaking skills. Additionally, both works explore the benefits of using dialogical approaches to language learning, which encourage interaction and collaboration among students.

However, there are also some differences between this study and the present research. For example, the article focuses specifically on EFL learners in third grade, while this research focuses on some fifth-grade students in Gimnasio los Pinos. Additionally, the article discusses the use of specific ludic learning tasks with the aim of increasing speaking specifically in vocabulary in students, while this research may propose some specific ludic strategies such as Guess Who and Who wants to be a Millionaire game not specifically on vocabulary.

López, (2018) concluded that

> The application of different ludic learning tasks in relation to the learners' language understanding was observed as adequate for them and beneficial for their oral English vocabulary progression and oral application. A great number of students orally demonstrated to have increased their English language vocabulary in respect of adjectives, their use, and meaning (p. 98).

Overall, the article can contribute to the present work by providing insights into the effectiveness of specific ludic learning tasks in developing oral expression. Additionally, the dialogical approach discussed in the article can give a broader knowledge of the different activities to promote oral ability and perhaps be applied to this research to encourage interaction and collaboration among fifth-grade students.

Regarding to ludic strategies in the vocabulary of the English Language, the study *Actividades lúdicas en el aprendizaje del vocabulario del idioma inglés en los estudiantes de octavo año de la Institución Educativa Fiscal Benito Juárez* in Ecuador, has as general objective that is "to analyze how playful activities contribute to the learning of English vocabulary among eighth grade students and specifically to identify the ludic activities that enhance the learning of the vocabulary of the English language in the eighth-grade students"

Consequently, there are several similarities in this article, such as the focus on using ludic strategies to enhance language learning. Both works recognize the potential of games to motivate students and create a more engaging and enjoyable learning experience. Guzmán, (2018) claims that "one of the novel strategies are playful activities, which are fun and motivating and can be used at all levels of education, but few teachers apply them due to ignorance of their advantages and their correct use, they think that it is only for leisure moments"(p. 4). This means that ludic activities can not only be seen as a form of recreation and leisure, they also have an importance as a learning strategy to promote the importance of promoting communication and collaboration among students. The author concluded that "Playful activities contribute to the learning of vocabulary of the English language that, when developed in the teaching of a language, will generate a positive effect, considering them as one of the most important methods and with the best results at educational levels" (p. 60). Besides, this study also concludes that when the teachers of the school use ludic strategies in which most are used puzzles and crosswords "can generate a positive effect and help students

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learn new knowledge in a meaningful and fun way" (p. 61). This is why the use of this type of activities encourages not only the motivation of oral skills but also the more enjoyable learning of this language.

A third study entitled *The Effects of Ludic Activities as a Motivational Strategy to Increase and Use English Vocabulary in Sixth Level Learners* aims to determine the effectiveness of ludic activities as a strategy to improve English vocabulary acquisition through motivation. The study proposes various ludic activities that can be used to motivate learners, such as games, storytelling, and songs. These activities aim to make the learning process more enjoyable and engaging and promote interaction among students. Vásquez, claims that "students were asked for an opinion about these activities, the majority of students thought that they were fun and also entertaining and that they had learned better because of them" (p. 99). Similarly, storytelling and Who wants to be a millionaire activity proposed in this research can be used to simulate real-life situations where students must use English to communicate and can help students practice their speaking skills in a fun and interactive way.

However, there are also some differences between the two studies. The study focuses also on the use of ludic activities to increase vocabulary, while this research focuses on speaking skills that are not only related with vocabulary but also with pronunciation and grammar competences. This means that the specific ludic strategies used may differ, and may need to adapt their ludic activities accordingly to the needs of these students. Another difference is that the study focuses on sixth level learners, while your research focuses on fifth-grade students. This may require different approaches to teaching and different ludic strategies. Overall, the author concluded that "Ludic activities facilitate the creation of meaningful contexts for language use. Learners like these activities due to the competitive elements that make them interesting and motivating for them". Thus, the development of speaking skills is a crucial aspect of language acquisition aspect of language acquisition and

ludic strategies can be an effective way to encourage young learners to speak with confidence.

At the national level, there was a study called *Strategies to motivate students' oral production in English class* which has the purpose of "Implement strategies to motivate students' oral production in English classes.

Mejía (2022) states that

Singing a song students practice their pronunciation because most of these words are being sung by native speakers with no pronunciation mistakes, and students like it and learn easily pronunciation, also with songs' lyrics students learn new vocabulary and the grammar rules of the English language and increase their motivation to participate in classes and learn in a fun way.

Unlike the present research, this study proposes only strategies that promote oral participation and motivation such as Music and authentic tasks. These kinds of strategies can be also considered as ludic because they engage students in having fun through singing in English and to participate more actively in class.

In brief, this study concluded that "the results of this research project reveal that the purpose was an achievement since the planned strategies and the anxiety, and shyness presented in students greatly decreased, their fear of speaking diminished in English classes" (p. 59). Therefore, this research can contribute to generating ideas to propose new playful strategies such as music, which is one more strategy that not only helps to improve oral skills in English but it can also improve their self-confidence and reduce the fear or nerves that the student may have when speaking in English in front of their classmates.

At the local level, it could be found an interesting study that is called *Boosting Argumentative Speaking Skills and Cultural Awareness Through Ludic Activities*. Its general objective was to identify how the use of ludic activities might boost argumentative speaking

skills and cultural awareness in a tenth grade EFL classroom. This thesis was carried out through the application of various activities such as "Eying the Environment", "Just Feeling" and "Why do I do it" as an influential factor in cultural awareness and promoting speaking skills through argumentation.

Similarly, the author claims that "even though students could write short texts with simple sentences, understand some paragraphs, and understand some conversations, they could hardly use English grammatically correct by using their knowledge when communicating verbally" (p. 6). This shows that despite the fact that students may be able to talk, write and understand various topics in a simple way, they still find it difficult to express themselves correctly, as is the case with fifth grade students at Gimnasio Los Pinos.

On the contrary, the research focuses on tenth grade students which purposes in learning are different and English is already much more advanced than in fifth grade. This is why, it is intended to implement playful strategies to improve argumentative oral skills which can be very useful to not only improve fluency, pronunciation or vocabulary but also facilitate students to express their ideas, thoughts or emotions in a deeper way.

In conclusion, Vanegas, (2020) concluded that "ludic activities principles and dynamics contributed to create a welcome environment, which embraced EFL learning as a practice where learners could express their feelings, ideas, opinions and arguments while improving their argumentative thinking and their speaking skill" (p. 59). In this sense, this study not only shows the effectiveness of playful strategies in improving oral skills, but also in strengthening and promoting argumentative competence and critical thinking in students of this age.

Finally, an investigation was carried out in 2021 entitled *Strengthening the students' speaking skill of the 1B level from the extension courses at Libre University through the cooperative learning strategy*. Its main objective was to strengthen the students' speaking skill

of the 1B level from the extension courses at Libre University through the cooperative learning strategy.

The main similarity with the present work is the difficulties in speaking competences on the students due to the fact that they have never been exposed to cooperative learning and this is one of the reasons which causes his low performance in oral ability even though they are at b1 level. According to Leguizamón(2021), there are "deficiencies at the grammatical level in the speaking of the students. There are also deficiencies at the vocabulary level, as they do not have enough words to successfully convey their ideas. In addition, poor pronunciation hindered the process of transmitting and receiving information between students and the teacher" (p. 10).

On the other hand, this study differs in that it is focused on university students from English extension courses who are studying a B1 level but still have several difficulties in their oral skills. In addition, this study is more specifically focused on cooperative learning strategies such as activities like "Traveling around the world", "Meet a celebrity on Instagram", "Entering the world of Pixar among others which the students liked by interacting with more people, and is easier to learn.

As the author concluded, "it was verified which activities encourage students to work together to accomplish shared goals in order to strengthen student's speaking skills". In this way, this study shows that oral activities are not only important in improving oral skills, but also that cooperative learning facilitates the production of ideas and the sharing of opinions in the language and, at the same time, the improvement of the interpersonal relationships with peers.

Theoretical framework

The present theoretical framework contains the theoretical foundation of this research, important concepts in the research such as didactics, ludics, motivation and second language Learning were analyzed in some important theories such as Krashen, Maslow, Shulman, among others.

Maslow's Theory of Self-actualization

Motivation is a crucial factor in language learning, particularly when it comes to speaking skills. Many students, especially at a young age, may feel shy or self-conscious when speaking in front of others, which can hinder their ability to participate in class and communicate effectively. When students are motivated to learn and engage with the material, they are more likely to retain what they have learned and developed a sense of confidence in their ability to communicate effectively. According to Dörnyei (2001) "in the vast majority of cases learners with sufficient motivation can achieve a working knowledge of an L2, regardless of their language aptitude or other cognitive characteristics. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language" (p. 5). In this sense, by implementing some ludic activities that make learning fun and engaging, teachers can create a positive and motivating environment that encourages students to overcome their fear of speaking and participate more actively in class regardless of whether or not it is difficult for them to speak English.

According to Maslow (1991), motivation is based on three aspects in which it is important to take into account in learning, in this case of the foreign language.

a) Self-concept: Where students must become aware of their feelings, beliefs and behaviors and will learn to recognize their own strengths and weaknesses.

b) Interaction with others: It has to do with social norms and values, conflict management strategies and also learning to accept cultural, racial and religious similarities and differences.

c) Organization for learning: This aspect is about developing in students' habits and strategies necessary to learn effectively.

Consequently, this theory of motivation is also relevant to this research since with the aspect of self-concept which emphasizes the importance of students becoming aware of their own feelings, beliefs, and behaviors. By using ludic strategies, it may be able to create a positive learning environment that allows students to recognize their own strengths and weaknesses, which can ultimately improve their self-concept and motivation to learn.

Second, the aspect of interaction with others highlights the importance of social norms, values, and conflict management strategies in language learning. By using ludic strategies that promote interaction and collaboration among students, it will facilitate the development of these important social skills, while also promoting acceptance of cultural, racial, and religious similarities and differences.

Finally, the aspect of organization for learning emphasizes the development of habits and strategies necessary for effective learning. By using ludic strategies that engage students and promote active participation in the learning process, it will improve their ability to organize and retain new language material, while also fostering their motivation to learn.

On the other hand, it is necessary to highlight the importance that Stephen Krashen gives to the affective factor in his theory of second language acquisition. According to Krashen (1990), in his hypothesis of the affective filter, there are a series of affective variables that play a facilitating role in the acquisition of the second language. These variables include: motivation, self-confidence, anxiety, and personality traits. Krashen states that students with high motivation, self-confidence, good self-image, low anxiety, and

extraversion are better equipped for success in second language acquisition. Low motivation, low self-esteem, anxiety, introversion, and inhibition can raise the affective filter and form a "mental block that prevents understandable input from being used for acquisition" (Krashen, 1990, p. 36).

In other words, the affective variables highlighted by Krashen, such as motivation and anxiety, have direct relevance on this study on using ludic strategies to encourage English language speaking skills in fifth-grade students. By using games and playful activities in language learning, you aim to create an environment that fosters positive affective states such as motivation, self-confidence, and a good self-image. These affective states, as Krashen notes, are conducive to successful language acquisition specifically on students speaking competences. Conversely, negative affective states such as anxiety and low self-esteem can raise the affective filter and hinder language acquisition and oral communication. By understanding the importance of affective factors in language learning and using ludic strategies to create a positive and engaging learning environment, this study can improve the language learning outcomes of the fifth-grade students at Gimnasio Los Pinos.

Theory of PCK (Pedagogical Content Knowledge) by Shulman

Shulman (1987, as cited in López, Solaz, & Verdugo, 2017) introduced the concept of Didactic Content Knowledge (CDC), which is the most widely used translation in the Spanish literature of "Pedagogical Content Knowledge". For this author, the CDC collects what teachers think about how content should be taught, and includes the forms of representation and formulation of the subject that make it understandable to students. Shulman (1987) describes the CDC as "the special amalgam of content of the discipline and didactics that is exclusive to teachers, their own and particular form of professional knowledge" (p. 8). As can

be inferred, the CDC is the kind of knowledge that distinguishes a professor from a scientist and at its core is the way it transforms scientific content to teach it.

Shulman (1986), defines and characterizes the CDC as follows:

> The most useful forms of representation of these ideas, the most powerful analogies, illustrations, examples, explanations and demonstrations, in a word, the forms of representation and formulation of matter that make it understandable to others ... includes knowledge (or understanding) of what makes learning a specific topic easy or difficult: the conceptions and preconceptions that students of different ages and experiences bring with them when learning these frequently taught previously taught topics and lessons (p. 9).

Thus, this theory is important to take into account in this study, because it provides a framework for understanding how teachers can effectively teach a particular subject, in this case, English language speaking skills. PCK refers to the knowledge and understanding that teachers need to have about their subject matter and how to teach it to their students. Arrieta and Vanegas (2018) emphasized that it is not enough for educators to have the content ready and prepared; it is also necessary to know what type of methodology and didactics will be used. Similarly, didactics without content are insufficient. The authors argued that the true teaching-learning process occurs when there is a combination of content and didactics. Therefore, the concept of PCK is highly relevant because it is not enough to simply have knowledge of the English language and the principles of language learning; it is also necessary to have a deep understanding of how to teach that content in a way that is engaging and effective for this specific group of students. This requires an understanding of the students' backgrounds, interests, and learning needs, as well as an understanding of the various ludic strategies and pedagogical approaches that can be used to effectively teach language skills.

8.2 Conceptual Framework

The ability to communicate effectively in a second language is a key goal of language education. However, many students struggle to develop their speaking skills due to factors such as lack of motivation, limited opportunities to practice, and ineffective teaching methods. In order to address these challenges, this research study proposes the use of ludic activities to encourage speaking skills of fifth-grade students. To provide a theoretical framework for this study, four key constructs have been identified: Ludics, Didactics, Second Language Acquisition, language Learning, and speaking skills. The present conceptual framework will explore how these constructs intersect and interact to support the development of speaking skills through ludic activities.

Task Based Learning (TBL)

Given the emphasis on creating a stimulating and engaging learning environment, TBL is highly compatible with the use of ludic strategies to encourage speaking skills in fifth grade students. By incorporating games and play into the language learning process, the hope is to motivate students to engage with the material in a fun and enjoyable way, while still emphasizing the importance of real-world communication and interaction.

> Task-based learning (TBL) is an approach to language teaching that emphasizes the use of authentic and meaningful tasks as a means of promoting language learning. In task-based learning, students are given a task to complete, such as planning a trip or organizing a party, which requires them to use language in a real-world context. The focus of TBL is on communication and interaction, rather than on the explicit teaching of grammar or vocabulary. (Fotos & Ellis, 1991, p. 607).

Task-based language teaching and ludic strategies share several key principles. Both approaches prioritize the use of authentic, meaningful tasks that encourage learners to use language in real-world situations. Additionally, both TBL approach and ludic activities emphasize the importance of communication and interaction in the language learning process.

"Task-based language teaching" is a theoretical approach to language teaching that emphasizes learning through the completion of meaningful and authentic tasks. This approach emphasizes the importance of communication and interaction in the language learning process, rather than rote memorization of grammar rules or vocabulary lists (Nunan, 2004).

Thus, the principles of task-based language teaching can be incorporated into ludic strategies by designing games and activities that require students to communicate and interact with each other in English. For example, it could be created a role-playing game as this study proposes where students take on different roles and communicate in English to complete a task or solve a problem. This would provide students with an authentic and engaging way to practice their English-speaking skills, while also incorporating the principles of task-based language teaching.

1.Ludics

The use of ludic activities is one of the most important concepts in the study because it will promote the development of speaking skills in students in a more enjoyable and engaging way and it will be the concept that develops this research. Ortega, 2021 cited in Yagual and Figueroa, (2010) posit that the concept of Ludics "is understood as a dimension of the development of individuals, being a constitutive part of the human being." (p. 14). The use of ludic activities is one of the most important concepts in the study because it will promote the development of speaking skills in students in a more enjoyable and engaging way and it will be the concept that develops this research.

In other words, ludics is identified with ludo, which means action that produces fun, pleasure and joy and any action that is identified with recreation and with a series of cultural expressions such as theater, dance, music, sports competitions, children's games, games of chance, popular parties, recreational activities, painting, narrative, poetry among others.

(Gómez, 2015, p. 28). When students are actively engaged with these kinds of activities that are enjoyable, they are more likely to participate and communicate in the target language, which can help to improve their oral skills and thus their language acquisition.

On the other hand, authors such as Jiménez (2002), regarding the importance of play and its proactive role in the classroom, consider thatPlay is rather a condition, a predisposition of being in front of life, in the face of everyday life. It is a way of being in life and relating to it in those everyday spaces in which enjoyment, enjoyment occurs, accompanied by the relaxation produced by symbolic and imaginary activities with play. The sense of humor, art and other series of activities that occur when we interact with others, with no other reward than the gratitude that these events produce (p. 42). Therefore, playfulness goes hand in hand with learning, to which Nunez (2002) considers that: Well-applied and understood playfulness will have a concrete and positive meaning for the improvement of learning in terms of qualification, critical training, values, relationship and connection with others achieving the permanence of students in initial education (p.8). So, play not only plays an important role in the teaching-learning of English or any other discipline and in the life of the human being, but also acts as a strategy, method or technique in teaching and educational practices, forging the improvement of interpersonal relationships and respecting the different multiple intelligences in each individual

Games

The construct of "game" is important in this study because games have been shown to be effective in engaging learners and promoting active participation and motivation in the learning process. Using games as a ludic strategy in language learning can create a fun and enjoyable learning environment that can increase students' engagement and interest in learning English. According to Salen and Zimmerman (2004), "A game is a system in which

players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome" (p. 80). But it is also defined as a tool for learning as stated by Richards and Rodgers (2014) who state that games are "structured activities that have a defined goal or objective, rules and procedures, and a means of measuring progress or success. They can involve competition or cooperation, and can be designed to develop specific language skills or to provide opportunities for communicative interaction" (p. 239). Therefore, games can provide opportunities for students to practice their language skills in a low-stakes and non- threatening context, which can help to reduce anxiety and promote risk-taking in language use.

To illustrate, the games that will be used in the present work are the *Guess Who* game and the *Who Wants to be a Millionaire.* The Guess Who game is a two-player guessing game in which players try to identify the other player's hidden character by asking yes-or-no questions about the character's physical attributes. Each player starts with a board that contains a set of characters, and each turn, the player asks a question that helps eliminate some of the characters until only one remains, which is the opponent's hidden character. The first player to correctly guess their opponent's hidden character wins the game.

The Guess Who game can be a useful tool in developing speaking skills, players are encouraged to use descriptive language, improve their vocabulary, and practice their speaking and listening skills. Yagual & Figueroa (2017) affirmed that "in these types of ludic activities students are expected to be involved actively in speaking class activity". Moreover, the game requires players to think critically, as they must consider all the information they have gathered so far to make an informed guess about their opponent's hidden character.

Finally, in addition to these language and cognitive benefits, playing the Guess Who game can also be an enjoyable and engaging way to practice speaking skills, particularly for

young learners or individuals who may feel shy or self-conscious about their language abilities. By creating a relaxed and fun atmosphere, the game can help learners feel more comfortable using the language and building confidence in their speaking skills.

Who Wants to Be a Millionaire is a television game show where contestants answer multiple-choice questions to win progressively higher amounts of money In the context of language learning and ludic (game-based) strategies, the game show format can be adapted to encourage speaking abilities by creating a language learning version of the game. Molino et al. (2015) define "Who Wants to Be a Millionaire? (WWBM) as a perfect example of a language game in which the player provides an answer to a question posed in natural language by selecting the correct answer out of four possible ones. In this way, the game could be adapted to ask questions in the target language, and students would need to answer in the target language as well. This would require them to practice their speaking abilities in a fun and engaging way. Additionally, the use of lifelines, such as phone-a-friend or ask the audience, could be adapted to include language learning strategies, such as asking for clarification or seeking help from a language tutor.

Motivation

Motivation is a crucial component in the theoretical framework of this research, which aims to use ludic strategies to encourage English language speaking skills in fifth-grade students at Gimnasio Los Pinos. The concept of motivation is important in this study because it is a key factor that influences language learning outcomes. By using ludic strategies, such as games and ludic activities, it is hoped to increase students' motivation to participate in class and practice their speaking skills outside of the classroom. Previous research has shown that when students are motivated to learn a language, they are more likely

to persist in their learning efforts, which can lead to better language proficiency and achievement. Therefore, understanding the role of motivation and how to effectively encourage it in the context of language learning is critical to the success of this study.

According to Gardner's 1985 as cited in Gholamreza & Hojat "the concept of motivation is related to effort, want, desire, reason of behaviors and the affectivity that associated with learning a second language and has a close link with language learning"(p. 295). Consequently, when it comes to this study, the use of "ludic strategies'' suggests that it is exploring ways to make the learning process more enjoyable and engaging for fifth-grade students. By incorporating elements of ludics and games into the classroom, it is hoped to tap into students' intrinsic motivation and increase their desire to learn and improve their speaking skills. In this sense, it is necessary to define instrinsic motivation "as a type of motivation that derives from internal satisfaction and enjoyment. Intrinsic motivation comes from within language learners and relates to the learner's identity and sense of well-being" (p. 302). The use of ludic strategies in the classroom aligns with the concept of intrinsic motivation, as both emphasize the importance of fostering a sense of enjoyment and personal fulfillment in the learning process. By making the learning process more fun and engaging, students may be more likely to be internally motivated to improve their speaking skills and engage more deeply with the material being taught.

Moreover, Ehrman, Leaver, and Oxford (2003) state that "intrinsically motivated learners find the reward in the enjoyment of learning activity itself and achieve a feeling of competence in doing the task. In other words, intrinsically motivated individuals are mostly internally driven rather than externally driven" (p. 316). Finally, the concept of motivation is critical for students to not only engage with the material being taught, but also to retain and

apply the knowledge and skills learned in this case the oral competence in the classroom that is intended to be achieved with the use of these ludic activities.

2. Didactics

Didactics, as a pedagogical discipline, emphasizes the need for effective teaching that generates optimal adaptation for both the teacher and the learner. This approach aligns with the use of ludic strategies, which are designed to be enjoyable for the students while also solid in terms of improving their speaking skills. Abreu, O. (as cited by Comenio, 2017) mentioned that

> "The didactic word was used for the first time related to the meaning and need to teach in 1929, by the German Wolfgang Ratked in his book Aphorisma Didactici Precipui Main Didactic Aphorisms, but it was developed by Juan Amós Comenio who also made his contribution in the endless search to find a definition that does justice to the true dimensions and real meaning of Didactics. He defined it as the fundamental artifice to teach everything to everyone. To really teach in a certain way, in such a way that a good result cannot not be obtained. Teach quickly, without annoyance or tedium either for the one who teaches or for the one who learns, before, on the contrary, with great appeal and pleasure for both. And teach with solidity, not superficially, not with mere words, but by directing the disciple to the true ones, to the soft customs" (Comenio, 2017, as cited in Medina, 2003, p. 45).

The definition offered by Comenius, seen in light of the historical time in which he lived, is contributory and of great value as a point of departure from any analysis of Didactics. He associated Didactics with art, synonymous with exquisiteness and sensitivity and creativity. Making a historical account on the subject, the didactics seen as art, depends on the ability to teach and the teacher's instruction (Gómez, et al, 2023). Later, it was also considered a science, making itself known in research on how to teach better. Finally, it emerged as a specific pedagogical discipline, which made the realization and projection of the teaching-learning process an object of study, and a group of training tasks, which were carried out with a methodology that generated an optimal adaptation (Medina, 2003).

The theory of Didactics can be related to the study as it emphasizes the importance of teaching in a way that leads to a good result for both the teacher and the learner, without annoyance or tedium. Didactics also stresses the need for teaching with solidity and not superficially, by directing the learner towards true and soft customs. This approach can be applied in teaching English speaking skills by using ludic strategies that are both enjoyable for the students and solid in terms of improving their speaking abilities. Additionally, the concept of Didactics as a specific pedagogical discipline that focuses on the teaching-learning process and a methodology that generates optimal adaptation can be applied in designing and implementing effective and engaging speaking activities that cater to the students' individual needs and learning styles.

Second Language Acquisition and Language Learning

Second language Acquisition (SLA) and Language Learning are some important concepts that are often confused; According to Hoque (2017) "The definition of second language acquisition is the systematic study of how people learn a language other than their mother tongue, Second language acquisition or SLA is the process of learning other languages in addition to the native language" (p.3). On the other hand, "Language learning refers to the formal learning of a language in the classroom, and is the result of direct instruction in the rules of language, intentional process presupposes teaching and the teacher controls the pace. On the other hand, language acquisition means acquiring the language with little or no formal training or learning, it is an unconscious process and does not presuppose teaching" (Hoque, 2017, p.4). So, this study will want to apply some playful strategies for learning English since it will be a conscious and intentional process in which the teacher will guide them to enhance their speaking abilities and grammar will be used on some occasions but with a very playful sense.

Speaking Skills

This term is also one of the most relevant concepts in the study, since it will be the skill in which the study will focus for its development. Kurum states "speaking is considered to be the most sought skill for an individual to be accepted competent in a foreign language. Speaking is more than to form grammatically correct sentences; it rather covers broad areas of mechanics, functions, pragmatics and social interaction". This means that, in language learning, being able to speak effectively in the target language is highly valued as it allows individuals to communicate with others and function in a foreign language context. Speaking skills encompass more than just the ability to form grammatically correct sentences. It also includes understanding the mechanics of speech, such as pronunciation and intonation, as well as the functions of language, such as how to use language to make requests, give opinions, or express emotions. Additionally, speaking skills also involve the ability to use language appropriately in social situations, including understanding the social context and cultural norms that govern communication.

According to Harwood cited in Suminih, 2017 explains that "speaking is a unique form of communication which is the basis of all human relationships and the primary channel for the projection and development of individual identity. Particularly in literate societies and cultures''. In this sense, developing strong speaking skills can enhance one's chances of career success, but the benefits are not limited solely to professional aspirations. Speaking skills can also enhance one's personal life. In the context of Gimnasio Los Pinos, taking into account that it is a bilingual school, fostering speaking skills in fifth graders is crucial for their language development and success in future academic and professional endeavors. By developing strong speaking skills, students can communicate their ideas effectively, engage with their peers and teachers, and participate actively in classroom discussions. Moreover,

speaking skills can also enhance their personal lives, as they gain confidence in expressing

their thoughts and opinions, both in and outside of the classroom.

Methodological Framework

In recent years, there has been growing interest in exploring the use of ludic (playful) strategies in educational settings as a way to promote learning and engagement among students. This qualitative study focuses specifically on the use of ludic strategies to encourage English speaking skills in fifth grade students at Gimnasio Los Pinos. The aim of this research is to investigate the experiences of students with different ludic strategies, such as *Guess Who* and *Who wants to be a Millionaire*, in enhancing students' oral proficiency in English. To achieve this goal, data will be collected through classroom observations (field diaries) kept by the researcher, focus groups discussions with students, and artifacts produced by the students during the ludic activities.

The approach in research refers to the researcher's overall perspective, assumptions, and beliefs that guide their methodology and interpretation of findings. It can include theoretical frameworks, research designs, data collection methods, and data analysis techniques. Denzin and Lincoln (2011) define approach in research as "a set of theoretically informed assumptions about the nature of social reality, the role of the researcher, and the methods that should be used to generate knowledge about that reality" (p. 7). In this way, the approach to which this research is directed is the qualitative approach since it is intended to study a small group to make a direct observation, an in-depth exploration on the use of the methodology of English teachers in the Colegio Gimnasio los Pinos.

Epistemological approach

The study will be adopting a constructivist epistemological approach. This approach views knowledge as actively constructed by individuals through their experiences, interactions and interpretation of the world around them. As such, it emphasizes the importance of understanding the context in which learning takes place and how learners

construct meaning from it. According to Piaget "Constructivism is the theory that knowledge is not passively received but actively built up by the cognizing subject. The elements that compose knowledge are not sense data or certain sense data configurations, but units of experience which are constructed by the subject and which have a logical meaning" (p. 9). In light of this, as constructivist research, this study will be interested in exploring how the fifth graders construct their understanding and development of English-speaking skills through their engagement with ludic strategies, or games and playful activities. This process will not be taking a passive, objective stance, but rather will be actively involved in facilitating and observing the learning process.

By adopting a constructivist epistemological approach in this research, the study will be able to gain insights into how the fifth graders make sense of and develop their English-speaking skills through ludic strategies. According to Brown (2007), "one advantage of a constructivist approach to teaching English as a second or foreign language is that it encourages learners to actively engage with the language and to construct their own understanding of it. Rather than simply receiving information about the language from the teacher or a textbook, learners are encouraged to explore the language through real-world contexts and to interact with it in meaningful ways" (p. 7). In consequence, the study will be able to recognize the diversity of their perspectives and the complexity of the learning process, and to provide rich and nuanced descriptions of their experiences. This approach will enable to generate a more comprehensive and meaningful understanding of the phenomenon under investigation (Osorio de Sarmiento, et al, 2020a)

Research Approach

This research study aims to explore the effectiveness of ludic strategies in improving English speaking skills among fifth-grade students in Gimnasio Los Pinos. Thus, Creswell

(2013) defines a method in qualitative research as "a strategy, process, or technique utilized to collect, analyze, and interpret qualitative data" (p. 19). Consequently, the study will use the Action Research Approach, since it will provide a more complete and enriching perspective on the social phenomenon that is being studied.

Action research is an important approach for this research project because it allows for an iterative process of planning, implementation, and evaluation. This approach emphasizes collaboration with participants and stakeholders, which can lead to more effective and relevant interventions. Besides, it will help to gain a comprehensive understanding of the students' language learning experiences, as well as to identify and implement effective ludic strategies in the classroom. According to McNiff and Whitehead (2021) "Action research is a way of learning from direct experience and taking action to improve the quality of that experience; it involves working with others to improve educational and social situations, and through this process learning both how to improve practice and how to contribute to the creation of knowledge in those fields" (p. 1).Therefore, this will involve a collaborative approach with the students and the teacher, where the research will work to identify and develop ludic strategies that can be used to enhance students' English-speaking skills.

Moreover, action research involves a cyclical process of planning, acting, observing, and reflecting. The steps of the action research along with a brief description of each step, as proposed by Kemmis and McTaggart (1988) are: *Planning*: This involves identifying the problem or issue to be addressed and establishing a collaborative group to work on the project. *Action*: This step involves designing and implementing interventions. Observation: involves collecting data on the implementation of the interventions or actions taken. Reflection: This

involves reflecting on the data collected during the observation phase analyzing the effectiveness of the interventions for improvement.

Revision: Based on the results this step involves making any necessary changes to the interventions or actions taken. Implementation: This final step involves implementing the revised interventions or actions, and continuing the cycle of observation, reflection, and revision until the desired outcomes are achieved.

Hence, this approach will allow to make adjustments to the ludic strategies as it will implement them and observe their effectiveness. By involving the fifth graders and other stakeholders in this process, it can ensure that the strategies are engaging and relevant to the learners, leading to more meaningful and sustained learning outcomes.

In conclusion, action research emphasizes the importance of collecting data and using it to inform decision-making. This means that it will be able to systematically track the progress of the ludic strategies and make data-driven adjustments. By using a variety of data collection methods already mentioned, artifacts, focus group discussions and field diaries, it can gain a comprehensive understanding of the effectiveness of these strategies.

Techniques of Data Collection

For the present research, it is planned to use three data collection techniques that will be: focus groups, field diary, and artifacts that will allow this study to gather rich and detailed data on students' perceptions, the implementation of teaching strategies, and if there are changes in language proficiency over time. "Data collection techniques refer to the procedures by which researchers collect information needed to answer their research questions. Such procedures include surveys, questionnaires, and interviews, as well as direct observation and examination of records and documents. To gain a more comprehensive understanding of their research topic, researchers often use a combination of these techniques" (Babbie, 2016, p. 145). In this research, as it is aimed to foster fifth graders

speaking ability, it is necessary to identify first their perceptions about speaking in English and the activities they most like to work in class. According to Krippendorff (2013), artifacts are "any human-made object that bears upon or reflects human activity" (p. 330). This can include physical objects such as tools, art, or architecture, as well as digital artifacts such as social media posts or online user behavior. Krippendorff notes that artifacts are often used in qualitative research methods, as they can provide valuable insights into human behavior and cultural practices. By analyzing artifacts, it can gain a deeper understanding of the meaning and significance of particular objects or activities within a given context.

In this sense, as part of the research on ludic strategies to encourage speaking skills in fifth-grade students, artifacts can be a valuable technique for data collection. To analyze the effectiveness of these strategies, this research can collect and examine artifacts with the proposed ludic activities. Kramsch (2011) states: "By studying artifacts, learners can gain insights into the cultural practices and values associated with the language, which can help to deepen their understanding and appreciation of the language" (p. 357). Thus, The Guess Who, as an artifact, itself can be analyzed to see how it facilitates communication and encourages speaking skills. The research can examine the types of questions that players ask and how they use the visual cues on the board to narrow down their options. Additionally, student work samples, such as drawings or written descriptions of the characters, can provide insight into the types of language and vocabulary that students are using to describe the characters.

In addition to physical artifacts, audio and video recordings can also be collected to review and analyze the specific strategies that were used to encourage speaking. Student work samples, such as drawings, stories, or role plays, can also provide insight into the impact of the ludic strategies on student speaking skills.

These artifacts could be collected and analyzed to determine how the ludic strategies are impacting student speaking skills. Overall, using artifacts as a data collection technique could be a valuable way to gain a deeper understanding of the ludic strategies that are most effective in encouraging speaking skills in fifth-grade students. Secondly, it will be applied the focus group technique to some fifth-grade students to discuss their feelings and thoughts related to their oral speaking abilities in English. According to Nyumba (2018) "Focus group discussion is frequently used as a qualitative approach to gain an in-depth understanding of social issues. The method aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population" (p. 23). In this case, it planned to conduct a focus group with fifth-grade students to gather information on their perceptions and experiences but more in a depth detail related to learning English speaking skills. In this way, focus groups can provide to this study rich and detailed insights into participants' attitudes, beliefs, and experiences, which can be useful in identifying areas for improvement or new strategies.

Focus Group: the students that have difficulties or that do not have much interest on speak in English. In this instrument it will be added some pictures and recordings of the responses of the students.

Participant	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
1-Why don't you participate actively in the activities proposed by the teacher?						

2-Do like speaking in English in the class? Why? why not?						
3- Are you afraid of speaking in English in the class or in other scenarios?						
4- What activities would you like to do in your English class for you to speak more?						

In the third place, the field diary is a qualitative data collection technique that involves the researcher making detailed observations about the research context. Kvale and Brinkmann (2009) describe a field diary as a daily record of fieldwork activities and observations, kept by the researcher for the purpose of making sense of the data gathered" (p. 144). They note that field diaries can serve as a tool for generating new research questions and hypotheses, as well as for analyzing the data collected during fieldwork. For this reason, this technique will be very useful in this study as it allows to record details that might not be apparent during initial observations, as well as track changes and progress over time.

Sample Field diary technique

Nombre del observador:		
Fecha		
Lugar		
Tema		
Objetivo		

Ejes Temáticos	Description	Reflection
1.Methology used in the English class by the teacher		
2.Strategies or activities that the teacher uses in the classes to improve Speaking skills		
3.Number of students that participate actively in speaking activities in English classes		
3.1 Frequency of participation of the students in the speaking activities (Almost always, sometimes, hardly ever, never).		

3.2 Students that do not participate Why? Possible causes that can be appreciated		

In summary, the use of the artifacts, the focus groups, and field diaries in this research is a well-supported approach to data collection. These techniques will gather rich and detailed data on students' perceptions, the implementation of teaching strategies, and changes in language proficiency over time.

Population & Context

The context for the present paper is a bilingual school called Gimnasio Los Pinos which is an international bilingual school located in the north of Bogota (capital city of Colombia), this institution is on a high social stratum, (estrato 5), that teaches English as a Foreign Language and, reaching a level of English from B1 to C1 in high school, the institution accomplishes that statement with a bilingual and almost entirely English directed curriculum, the school also aims to generate meaningful knowledge and, more even more important, skills for the students, this is achieved through the Talent Development Program which involves four different emphasis, being those the sports emphasis, art emphasis, emphasis in humanities and on applied sciences.

This program is planned within the curriculum with the intention of, firstly, to seduce and to discover students' interests, talents and skills, enhancing students' attention and secondly, to potentialize and to develop the abilities to the maximum of the capacities through experiences and proper guidance provided by teachers and the organization of the curriculum which has interconnected topics to improve certain vocabulary and both passive

and active skills while preparing students to develop a fluent and confident way of communication important and useful in the real world.

Gimnasio Los Pinos is also an institution that works with both of the educational levels, elementary and secondary, receiving children for kindergarten and at the same time adolescents, and for all the interactions and activities within the class, the school is made up of 830 students and 115 teachers. The school is guided by the constructivism and the multiple intelligences theories, as it establishes that the student can experiment with the knowledge and give form to it through the experiences with it, the student's interest and the guidance of the professors generating the called Teaching for Understanding. "It seeks to generate learning in application contexts and not as theoretical ideas. Therefore, it uses a methodology based on synthesis projects", (Gimnasio Los Pinos. 2020). This is important because one of its principles is actually teaching the language in a way that students are in an active role, so they would have the opportunity and space to use and to practice their English language skills in the classroom with the guidance and support of the different professor, this being possible for the fact that the entire curriculum.

The participants in this study will be a group of 8 to 10 fifth grade students from Gimnasio Los Pinos who have difficulties speaking in English. These students will be selected based on their level of proficiency in English as determined by their teachers, and their willingness to participate in the study. The participants will be informed about the purpose of the study, the procedures involved, and their rights as participants. They will also be informed that their participation is voluntary and that they may withdraw from the study at any time without penalty. The researcher will obtain written consent from the parents or guardians of the participants prior to their participation in the study. The study will be conducted in the school setting, and the participants will engage in ludic strategies designed to encourage their speaking skills in English. The researcher will collect data on the

participants' speaking skills before and after the intervention, and will analyze the data to determine the effectiveness of the ludic strategies.

Participating in this study can have several potential advantages for the participants. First, they will have the opportunity to receive targeted support in improving their speaking skills in English, which may help them feel more confident and successful in their language learning. Second, the ludic strategies used in the study are designed to be engaging and fun, which may increase their motivation and enjoyment of learning English. Third, by participating in the study, the participants may develop a better understanding of their own learning processes and gain experience in reflecting on their own progress and growth.

Schedule

The schedule below allows to show in real time the proposed activities, the exact date and the possible results to be obtained in this learning process. The first phase focuses on practicing relative clauses and present simple tense through the Guess Who Game activity. The objective of this phase is for students to understand and use relative clauses in subjects and present simple tense correctly through this activity.

The second phase utilizes the ludic strategy of the Who Wants to be a Millionaire game to practice present passives. The objective of this phase is for students to identify and use present passives in spoken language and engage in speaking activities that require the use of present passives. These lesson plans are designed to promote active engagement and practical application of language skills to enhance students' speaking and writing abilities.

Phase	Indicator	Date		

		August	September	November	December	Content from the book	Objective/Learning/teaching
First phase (ludic strategy 1)	Practice Relative clauses k and present simple trough on the Guess Who Game e activity	Week one				How do living relative clauses things change?	To understand and use the in subjects and present simple tense
Second Phase (Ludic strategy 2)	Practice Present Passives W through *Who Wants to be a Millionare* game and	Week two				Who wants to To identify and live forever?	To identify and use present passives in spoken language and engage in speaking activities that require the use of present passives.

Sample Lesson plan # 1

This first lesson plan will focus on presenting the present simple tense and professions implementing ludic strategies to encourage speaking skills in fifth-grade students at Gimnasio los Pinos. The aim of this annex is to provide a detailed and practical example of how ludic strategies can be effectively integrated into a lesson plan to promote language learning. Specifically, the lesson will highlight the first ludic strategy or activity called *Guess Who* game and provide a step-by-step breakdown of how it will be incorporated into the lesson plan. Through these lesson plans, it is hoped to demonstrate the efficacy of ludic strategies in enhancing language learning and provide other educators with a useful resource for implementing similar strategies in their own classrooms.

Date: August 2nd, 2023	Overall time: 65 minutes	Resources: Whiteboard and markers Printed pictures of famous people (one for each student) Guess Who Game board (can be printed or drawn on the board) Guess Who Game cards (can be created by the teacher) Chart paper and markers
	Grouping: 5th grade students, Gimnasio Los Pinos	
Topic: relative clauses in subjects and present simple **Level:** A2	Skills focused:Listening and Speaking	
Learning expectations At the end of the lesson students will be able... To understand and use the present simple tense to describe professions. To listen and respond to questions related to professions. To speak fluently and with confidence in front of an audience.	Extensions For more advanced students, have them create longer and more complex descriptions on their Guess Who Game cards. For struggling students, provide additional practice and support in using relative clauses in subjects and present simple tense.	

Stage	Procedure	Timing
Warm up	Divide the class into pairs. Give each pair a piece of paper and a pen. Show a picture related to the topic of the lesson on the board (such as a group of people playing a game or a celebrity). The teacher will explain that one student will describe the picture using relative clauses in subjects and present simple tense, while the other student will try to draw what is being described. Give the students 3-5 minutes to take turns describing and drawing the picture. After the activity, ask a few pairs to share their drawings and sentences with the class.	5 minutes
Presentation	Greet the students and explain the objective of the lesson Review the concepts of relative clauses in subjects and present simple tense Show examples of sentences with relative clauses and present simple tense on the whiteboard	15 minutes
Practice	Review the target language of the lesson (relative clauses in subjects and present simple tense). Show examples of sentences with relative clauses and present simple tense on the whiteboard. Explain the rules of the Guess Who Game.	25 minutes
Production	-Divide the class into pairs -Give each pair a printed picture of a famous person	10

	-Explain the rules of the Guess Who Game again: Each student takes turns asking yes, he/she does or doesn't questions about their partner's person, trying to guess who they are Model a few examples of questions using relative clauses and present simple tense, such as "Does your person have blonde hair?" or "Is your person someone who sings?" Allow students to play the game for 25 minutes, encouraging them to use the target language as much as possible Monitor and provide feedback to the students as they play. After the game, gather the class and ask a few pairs to share their questions and answers with the group	
Assessment	Divide the class into pairs and give each pair a set of Guess Who Game cards. Explain that each student will pick a card and roleplay as the person on the card, while their partner will try to guess who they are by asking questions using the target language (relative clauses in subjects and present simple tense). Give the students 5-7 minutes to take turns roleplaying and guessing. Encourage the students to use the target language as much as possible and to ask follow-up questions to gather more information.	10 minutes

Sample Lesson Plan #2

In addition, this lesson is centered around the Present Passive topic and is being developed to aid fifth-grade students at Gimnasio los Pinos in understanding and using the Present Passive tense correctly. The aim of this lesson plan is to provide students with a clear

understanding of what the Present Passive tense is, how it is used in a sentence, and how it can be used to enhance their speaking skill.

Date: August 9th 2023	Overall time: 60 minutes	Resources
Topic: Qualifying adjectives **English Level:** A2 Grouping : 5th grade students	Skills focused: Listening and Speaking	Whiteboard and markers Handout with present passive sentences PowerPoint presentation with interactive activities and "Who Wants to be a Millionaire" game template Classroom computer or laptop for PowerPoint presentation
Learning expectations: By the end of the lesson, students will be able to correctly identify and use present passives in spoken language and engage in speaking activities that require the use of present passives.		

Stage	Procedure	Timing
Warm up	Have students stand up and form a circle. Start by saying a present passive sentence, such as "The pizza is being delivered by the delivery person." The student to your left must repeat the sentence and then say a new present passive sentence. This continues until every student in the circle has said a sentence.	5 minutes
Presentation	Begin the lesson by introducing the concept of present passives with an interactive PowerPoint presentation. Show examples of present passive sentences with pictures or animations to help students understand the concept. Ask students to repeat each sentence after you to practice their pronunciation and intonation. Use interactive activities such as drag and drop exercises to engage students in identifying the subject, verb, and object of a present passive sentence.	15 X
Practice	Distribute the handout with present passive sentences to students and have them work in pairs to practice saying the	15 X

	sentences out loud. Encourage them to focus on their pronunciation and intonation when saying the sentences.	
Production	Divide the class into groups of four or five and provide each group with a PowerPoint presentation of the "Who Wants to be a Millionaire" game template. Explain that each group will take turns choosing a question from the game board and answering it using a present passive sentence. If they answer correctly, they earn points for their group. If they answer incorrectly, the next group has a chance to steal the points. Encourage students to use complete sentences, speak clearly, and use correct pronunciation and intonation during the game.	25 minutes
Assessment	To assess student understanding, ask each group to share one present passive sentence they used during the game and explain why it is a present passive sentence. Provide feedback on their use of the present passive and address any pronunciation or intonation issues.	5 minutes

The present research will be divided into several chapters, each of which focuses on a different aspect of the study. The Justification provides a clear explanation of why the research is important and necessary. It discusses the current state of English language learning among fifth grade students at Gimnasio Los Pinos and the challenges they face in developing their speaking skills. It also explains how ludic strategies can be used to encourage English speaking skills in these students. The state of art reviews and analyzes existing literature and research on ludic strategies and English language learning in primary education, identifies gaps and limitations in the current literature, and explains how this research will contribute to addressing these issues. The research problem pertains to the difficulty experienced by fifth graders of Gimnasio los Pinos in express themselves or speak in English even though they are in a bilingual educational institution. Then, the referential framework provides a theoretical framework for the research, drawing on relevant theories and concepts from linguistics, education, and psychology. Finally, the methodological framework describes the methodology that will be used to conduct the research, including the qualitative research approach, constructivist epistemological stance, research action method, and specific data collection techniques such as focus groups, field diary, and artifacts.

In conclusion, the use of ludic strategies could be an effective way to encourage English speaking skills in fifth-grade students. Despite the limitations of having to focus only on the themes of the Compass 5 book and not being able to observe the specific students who had the most difficulty speaking English, the results of this project are expected to be positive. Various studies have demonstrated the efficacy of incorporating games and playful activities into language learning (Golonka et al., 2014; Martinez et al., 2019). These strategies promote engagement, motivation, and enjoyment, which can facilitate language acquisition and reduce anxiety (Prensky, 2001; Dörnyei, 2001, p. 1).

Although there was limited observation in this study, previous research has suggested that students' proficiency in English can be enhanced through targeted instruction and feedback (Ellis, 2012, p. 1). By implementing ludic strategies, fifth-grade students can practice their speaking skills in a low-stakes and enjoyable environment, allowing them to build confidence and improve their abilities. While the current study may have some limitations, it has the potential to contribute to the growing body of literature on the effectiveness of ludic strategies for language learning.

Overall, the expected findings of this research suggest that ludic strategies could be an effective way to encourage English speaking skills in fifth-grade students. Future studies could further investigate the impact of these strategies on language learning in different contexts and with different age groups.

Annex 1; This annex contains the survey through Google Forms that was conducted in 2022 to gather data from fifth-grade students in order to identify their main difficulties in developing speaking skills. The survey was designed to collect information on various aspects related to speaking, such as pronunciation, grammar, vocabulary, and fluency.

Name of the students

Juan   Diego   Castro
Juan   José   Ortegón
Gabriela   Herrera
Valery Moreno Ramirez
Antonia   Nuñez
Isabella   Sanabria
Marin

1- Describe las actividades de habla en inglés que tu profesor realiza en clase que más te gustan en clase y explica porqué

6 answers

challenge time, preguntas vocabulario y deletreo

Me gustan los juego de deletreo y nos hace exponer algo en inglés
Spelling bee
Vocabulario, la profe les pregunta el pasado de alguna palabra
Deletrear en inglés
Proyecto en equipo en inglés, tema crítico para hablar

2- ¿Qué actividades te gustaría que tu profesor realizara para ayudarte a hablar inglés mejor y más fácil?

6 answers

Hoja con vocabulario de palabras que no sepa y su significado
Juegos para el habla, tingo tango y la penitencia decir una frase en inglés
Adivinar la pronunciación de palabras en flashcards y que luego la profe me corrija la Pronunciación
Poner canciones en inglés

Presentaciones de cualquier cosa
Que nos diera una hoja con vocabulario en inglés

3- ¿Cuáles son las actividades que más te gustan relacionadas con el habla en la clase de inglés y por qué?

6 respuestas

Deletreo Traer materiales reciclables y describirlos porque trabajo en equipo te brinda ayuda si no entiendes Deletrear Speling bee Proyecto en quipo en inglés, tema crítico para hablar porque puedo hablar con mis amigos y hacer equipo con ellos
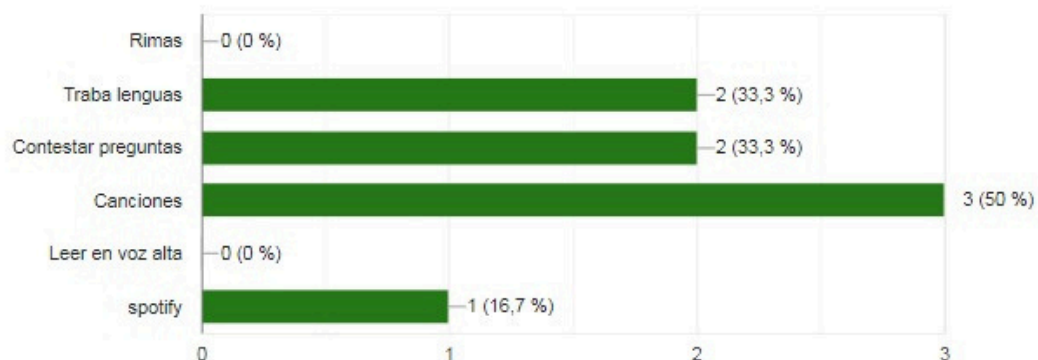
4- De las siguientes actividades cuáles de estas te gustaría más realizar al momento de hablar inglés?
6 respuestas

¿Qué es lo que más se te dificulta al momento de hablar en inglés? 6 answers

Trabarme al hablar

La pronunciación
Los verbos, adjetivos, los listening para hablar
Pronunciar bien las palabras
No me acuerdo de algunos verbos
Las palabras difíciles que no entiendo

Annex 2; Consent form

<p style="text-align:center">Informed Consent Form for Participation in a Monograph</p>

<p style="text-align:center">Formulario de Consentimiento Informado para la Participación en una Monografía</p>

Título del Estudio: Ludic Strategies to Encourage English Language Speaking Skills in the Fifth Grade at Gimnasio Los Pinos in Bogota

Investigador: Laura Valentina Aldana Celis

Propósito del Estudio: El propósito de este estudio es fomentar la expresión oral de los alumnos de quinto grado a través de algunas estrategias lúdicas en el Gimnasio Los Pinos de Bogotá

Procedimientos: Se le pedirá a su hijo que responda algunas preguntas y permita ser grabada su voz para recolectar una información específica relacionada con su participación, pensamientos y emociones en cuanto a sus habilidades de habla en inglés. El estudio tomará aproximadamente una hora aplicándola a los demás estudiantes.

Riesgos y Molestias: No se conocen riesgos ni molestias asociados a la participación en este estudio más allá de los encontrados en la vida cotidiana.

Beneficios: Los beneficios directos para su hijo por participar en este estudio pueden contribuir en el fomento de las habilidades orales en inglés mediante estrategias o actividades aplicadas en la clase de inglés.

Confidencialidad: Los datos recopilados durante este estudio se mantendrán confidenciales y anónimos. No se utilizarán nombres ni información identificativa en ningún informe o publicación que resulte de este estudio.

Participación Voluntaria: La participación en este estudio es voluntaria y su hijo puede retirarse en cualquier momento sin penalización. También puede negarse a permitir que su hijo participe sin consecuencias negativas.

Información de Contacto: Si tiene alguna pregunta sobre este estudio, comuníquese con la estudiante Laura Valentina Aldana al correo laura-adana@juanncorpas.edu.co. Si tiene alguna preocupación sobre los derechos de su hijo como participante en la investigación, comuníquese conmigo al 3193193139.

Consentimiento: Al firmar a continuación, indica que ha leído y comprendido la información anterior y que otorga permiso para que su hijo participe en este estudio.

Firma del Padre/Tutor: _____

Fecha: _____

Firma del Niño (si corresponde): _____

Fecha: _____

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