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Research topic:

Role plays as ludic strategy employed in the development of speaking skill in students of 10th grade A, at Instituto Nacional de Oriente high school in Granada, during second semester 2024.

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Abstract

This research explores the use of role-plays as a ludic strategy for the development of speaking skill. This study was conducted at Instituto Nacional de Oriente with tenth-grade students during the second semester 2024. It includes a theoretical framework that reviews various perspectives on the implementation and effectiveness of role-plays.

The methodological design involves the collection and analysis of data through observation guides, students' interview, teacher's questionnaire and results of pre- test and post- test. These last assessments were applied to two different groups: an experimental group (Group A) control group (Group C), both before and after the didactics interventions.

The findings, based on a comparison pre and post-test results, reveal that group A, which participated in role play activities, showed significant progress compared to group C, which did not receive any didactic intervention. These results underscore the positive impact of role play as an effective ludic strategy for enhancing speaking skill.

Key words: speaking skill, role play, development, ludic strategy, activity, oral expression.

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1. Introduction

Currently, the effectiveness of role plays in ludic activities are known as essential due to the unique way to encourage the student in the development of speech. According to Iglesias (2017, cited in Castillo Chang & Perez Arteaga, 2018) “Ludic activities are experiences in which people can enjoy and are able to performance different cultural activities such as theater, dance and many others and also sport activities for example, games of chance in an interactive way” (P,21). Ultimately, playful activities are described by the author as enjoyable and diverse experiences that encompass artistic expression by their interactive and participatory nature in recreation learning,

Speaking skill in the English language is one of the abilities to take into account, because students have some difficulties when expressing their ideas and lack of confidence when participating. It is noticed that Educational Institutions focus on the correct acquisition of English as foreign language. Nevertheless, even if students have a deep knowledge in grammar and vocabulary it is necessary to implement interactive activities to help students in their confidence growth as Role play in ludic activities. For Yagual and Figueroa (2017) “Ludic activities contain several types of activities where English language learners can interact in funny, integrative, and entertaining exercises in order to share with their classmates not only emotions and enjoyment but, also exchange knowledge during the process”. In this way, recreational activities have been considered as a resource for students which cause an great impact when learners learn with the language.

Ludic strategies offer a set of interactive activities such as role plays to develop speaking skill and facilitate dialogue in the exchange of knowledge which is based on the participatory activities to achieve the new language. As a result, this document presents through research the impact, effectiveness, and benefits which many learners have experienced when role plays as ludic strategies are implemented to get over speech.

The present research titled; *Role plays as a ludic Strategy for the development of speaking skill in students at the high school* is conducted with the general purpose of analyze the

ludic strategies employed in the development of speaking skill in students of 10th grade A, at Instituto Nacional de Oriente high school in Granada, during second semester 2024 with a population of 37 learners in charge of a BA teacher.

This study was completed in the available time for the research which will be presented with a structure composed of four steps:

1. Introduction: It describes the topic of the document and contains a concise summary of the same. Likewise, addresses points like the background, where it presents research before studied by other authors. In the same manner, it possesses the step of Problem Statements, Rationale, General and Specifics Objectives with the proper Research Questions.
2. Theoretical Framework: this raises the principal studies recompiled from different authors which are mentioned in every sub-division of the chapter. As well, this alludes essentials steps like; the oral expression, the obstacles confronted by learners, the ludic and role play meaning with every sub idea to facilitate the understanding of this study and the topic in discussion.
3. Methodological Design: this is the step that complements the research with the types of methodology used, type of research, method and technique. Thus, there were created the data collections tools which were validated in order to recollect qualitative and quantitative data and general aspects to link the proposal objectives and confirm the effectiveness of role plays.
4. Conclusions: Through this last section it is stated the final ideas of the research, linking the findings with the established objectives to realize the obtained progress. Furthermore, there are recommendations for teacher and students who participated in this treatment to overcome speech and to the future researchers; there is an open door to go on this study and contribute to the English teaching. Finally, at the end of this section is left the References that are the information or the bibliographical references that support the proposed research and the Annex that stands as the part with the Data collections tools and its validation.

1.1 Background

The purpose of this research is to identify, describe and suggest role plays as creative ludic strategies to be used by teachers for English language speaking acquisition. Bearing in mind the difficulties most frequently encountered during the development of English language in high school students.

The following are the most relevant research papers with findings like research under study are presented below. These works have been attached considering the editions launched at the international, regional and local level, which have corroborated the understanding, development and importance of the reason to the importance of carrying out this research.

In the international documentation it is highlighted the research of Freire (2014) titled; Ludic activities to develop the speaking in English language in children of 6th year EGB, Particular Unit educative Pedro Luis Calero, the INCA, Quito D.M. During 2013-2014. And was carried out in Quito, Ecuador. In the Central University of Ecuador. One of its main conclusions is related to the fact that ludic strategies contribute to the achievement of learning and development of speech skills, capturing the attention of students in a creative and expressive way, creating a good personality in the learners.

In the same way, the research of Armijos Ango (2013) which was presented in Ambato, Ecuador in 2013 and where was applied a test and an interview to the students, giving as a final result that spontaneous ludic activities and a focus on pronunciation improve oral skills and motivate learners to participate in class.

Among national research, the following stand out of Martinez Alegria (2015) Under the title the small wonder Program at CCNN, which took place in America Central University. Managua-Nicaragua. The researcher found that the application of LP games helps students to develop their verbal linguistic ability and in the concrete production of language, thus emphasizing the importance of language.

Another previous research was conducted by Fonseca Molina (2007) from UNAN-Managua, titled: The use of games and their influence into teaching and learning of the students of the first year at Gustavo Carrion Zamora Institute during the second semester of 2007. The author

expresses that the games encourage, entertain, teach, and promote fluency. Moreover, the writer focusses that the learner wants to participate in order to be part of the activity and it sustains his-her interest. In this regard, games are considered part of ludic activities by the author, those that acquire the greatest relevance in the acquisition of speaking skill.

Finally, in the sequency of ludic but taking the role play field study; Kaminskaya (2016) titled: “Teaching speaking through role plays” which was carried out in Brno, Czech Republic in Masaryk University. Throughout this case examination the author found that role-plays influenced students' speaking skills in a positive way and the most noticeable feature of speech that had improvement is fluency. The researcher observed that role-plays encouraged active participation among students, making the activity both engaging and motivating for them. Additionally, role-plays allow the teacher to easily monitor students' progress, offering guidance and support to help them to contextualize their ideas into real-life scenarios.

1.2 Rationale

The present research is conducted with the purpose of documenting and identifying the strategies and problems present in English language learners at the high school. Likewise, to assess role plays as an innovative strategy that help the students in the good development of English speaking. Taking as a main tool the creative ludic activities, whose purpose is to contribute to a better performance during the process of acquiring the new language.

Nowadays, games have become part of the growth and knowledge of people from an early age. Therefore, it is worth mentioning that playful games can be understood from children's games to forums accompanied by roulette wheels or billboards that are used with the purpose of developing students' speaking, comprehension, expression, and analysis skills. On the other hand, the implementation of this new strategy does not indicate that traditional games will be left aside, on the contrary, they will be adapted according to the level and age of the learner.

It is intended that teachers and students make use of this new didactic strategy, but with a creative and dynamic background so that they can relate the games to the environment in which they find themselves. In the same way, it will generate a space for the student to learn freely, being more initiative-taking and inclusive in their own learning. The sets of strategies already used by teachers need to be adapted to the type of learning of the learners that is planned to be carried out, in effect the set of creative play activities are those designed to achieve effective learning.

Not obviating the possibility of exploring new paths, the development of this research work will facilitate the unblocking of new forms of teaching and learning for new generations. Consequently, this block of role plays activities will be considered where the results sought will involve enabling and establishing motivation and communication in students.

1.3 Problem statement

Communication in English is a main factor to consider, due to students still having difficulty expressing their ideas in a confident way. The grammar and other aspects seem to catch all the attention in English learning, and this is why it is believed to be the factor that prevents students from developing their speaking skill.

Bradawi (1997), Florez (1998) and Miller (2001, cited in Jarrin & Kim, 2019) “Difficulties may arise due to the difference between systematic forms of speaking learned and spontaneous speaking. Not only there are problems of this nature, but also psychological, social and linguistic conflicts such as fluency vs accuracy, lack of confidence and pronunciation”. Moreover, psychological factors are those characters or elements that limit the learning process of the student. For instead: the sense of coherence, depression or self-esteem in a learner which are well known as unique. These can be good or bad and from it will depend on the importance that he or she will give to study a new language.

On the other hand, social factors are understood as situations according to lifestyle. All those interactions that occur every single day are shocking every individual. Among which can

mentioned, the active participation or active interaction where the person gets a broad knowledge from others, depending on someone's personality.

Once mentioning some factors, it is taken as the influence that exerts in the society when people try to learn new things or well, a new language. From there the reason is to take into account during the development of speaking skill in English and implement different strategies as the ludic, which are essentials for getting the attention and help to the students in their acquisition process. Thus, is expressed by Sotelo (2022) "Ludic strategies are activities that include educational games, group dynamics, the use of dramas, board games, etc. Those activities are used by teachers to reinforce the learning, knowledge, and skills of students inside or outside the classroom". In short, his emphasis on interactivity highlights the importance of active engagement making role play as a ludic strategy and a multifaceted recreation.

1.4 Problem delimitation.

Learning a foreign language brings with it new challenges and the English language is not exempt from this. Therefore, mastering the mentioned before language requires developing the four fundamental skills in communication, which are: listening, writing, reading, and speaking, the latter being the most difficult when establishing a conversation.

Currently in Nicaragua, MINED has implemented the teaching of the English language from early education to full coverage in regular elementary school (MINED, ND). However, new challenges continue to be discovered that require the application of innovative strategies such as ludic.

Although the efforts have been extensive, the problem has reached certain educational institutions such as the high school, where the students present certain communicative difficulties in the English language. Due to distinct factors that influence throughout their learning such as shyness, nerves, lack of motivation and connection of ideas that have a background of origin which is the daily practice of this language.

1.5 Objectives

1.5.1 General objectives

To analyze role plays as ludic strategy employed in the development of speaking skill in students of 10th grade A, at Instituto Nacional de Oriente high school in Granada, during the second semester 2024.

1.5.2 Specific objectives

To describe the difficulties encountered by the learners at the High School when engaging in English conversation.

To identify the ludic strategies utilized by the teacher to develop students' speaking skill in English

To assess the role plays impact when applying it as a creative ludic strategy for the development of speaking skill in English.

1.6 Research questions

In what ways do role plays as ludic strategy influence the development of speaking skills in English among 10th grade A students at Instituto Nacional de Oriente High School in Granada during the second semester of 2024?

Based on this question, the following questions are posed:

What ludic strategies does the teacher use to develop students' speaking skills in English?

What difficulties do learners encounter when engaging in conversations in English at the high school level?

How does affective is the role play impact when applying it as a creative ludic strategy for the development of speaking skill in English?

1.7 Limitations

During the development of this research, some limitations were encountered that prevented the successful continuation of the project.

Among those mentioned were:

The lack of research materials with a full focus in this area and the abbreviated time available to the members of the research team. As well, it was confronted the short time presented to develop this study which was the fact this research is a following up of the protocol presented last year. But is worth to mention, this research was presented as protocol but now, it will continue to develop the research in the defense of the English Degree that already possess Instruments' Validation validated by BA. Victor Centeno.

There were no other influential factors in the development of the tasks of the research, only those mentioned above.

1.8 Basic assumptions

The use of creative role plays as ludic strategy by English teachers is essential and primordial when developing or teaching a class. So that in this way the students at the High School can acquire in an easier and more creative manner, the speaking of the language.

1.9 Emerging categories, themes, and patterns of research.

- Speaking skill
- Oral Expression
- Obstacles that affect the speaking skill in English
- Ludic strategies to develop speaking skill (oral expression)
- Implementing role play to develop the speaking skill

2. Theoretical Framework

2.1 State of the art

In English language learning, speech acquisition is needed for optimal and effective communication, which is fostered through strategies, methods and activities that influence the student to reach a prominent level of language proficiency. Learners of a second language such as English usually experience difficulties in communication, the most complicated but most associated with their learning.

Many researches have been conducted by specialists in the field, which propose the use of innovative strategies for the acquisition and development of speaking skills in English learners. One of these strategies is the use of creative ludic activities, with the aim of helping students in the development of speaking skills. While motivating them to actively participate in the activities, they can practice communicating in English with other students without fear of making mistakes and in a fun way.

Minedu (2010) argues “the importance of the environment in oral practice is the closest space for free development, is and will be the classroom since it has different interlocutors, who will facilitate the learning conditions and develop their interactive capacity with their peers and achieve orality”. In other words, only practicing students will develop good pronunciation and fluency. Being the classroom the indicated place for doing this action and to take an active role.

Pumares and Ruano (2016) in their research, *Importance of ludic techniques in the development of the speaking skill*. Investigate the effect of the ludic techniques in the development of speech ability in English with students of the 8th grade at Jaime Roldos Aguilera public school. The authors are focused on the creation of a guide with fun activities and in a more productive manner.

The population consisted of 60 students in the 8th year of basic education, with whom a questionnaire was applied as an evaluation instrument. The technique of analysis of information was by using indirect assessment and grade the team’s hypothesis.

With the implementation of the questionnaire about ludic technique, it was found that of the experimental group, 8% of the students disagree, the other 8% of the students totally disagree, the 33% agree and the 50% totally agree. These results show a good approval by the students for using ludic activities.

Furthermore, in the Role play study sequency the investigation by Soza, Gomez and Meza (2019) investigated “The effect of using role play activities in speaking skill of the students at the Ruben Dario School” in Matagalpa, Sebaco. The study focused on how role-playing, centered on various topics, enhances students' speaking abilities and overall language acquisition. The population involved 40 students, split into morning and afternoon shifts, who were surveyed to assess the effects of role-play on their speaking skills.

The results showed that students enjoyed dramatization activities in their English classes, even though pronunciation was challenging for some. About 50% of students found it easier to learn and practice new vocabulary through role play. The research aimed to highlight how role-play can increase student motivation and help develop their speaking skills.

Another national investigation Torres and Velez (2019) conducted a exploration on the use of “Role-plays as interactive didactic strategy (Active talking show) to help strengthen the speaking skill in the teaching-learning process with the 9th grade A” at Instituto Juan José Rodríguez in Jinotepe, Carazo. The fieldwork focused on the "active talking show" method, where students performed different characters in a social context to enhance their speaking abilities. The population involved 60 students, with surveys and interviews used as evaluation tools.

The results showed that 95.3% of the students in the experimental group (41 out of 43) believed that the "active talking show" strategy improved their speaking skills in the teaching-learning process. Additionally, 74.4% (32 students) reported that the strategy motivated them to participate actively. Interviews with five students revealed that 100% of them felt more confident in speaking English, as the strategy helped them overcome their fear and improve their self-confidence. The research concluded that the use of role-play in the form of an "active talking show" had a positive impact on students' speaking skills and overall learning experience.

The proposal of the project consists of the application of role play, an interactive activity that motivates exercises that encourage the learners to practice English in a pleasant way. Obtaining in this sense the approval for all the benefits for the teachers and students, it is recommended to use the ludic activities in an educational context.

2.2 Theoretical perspective assumed

2.2.1 Value of speaking skill

The main basis for communication in a language is speech. Thus, the significance of mastering this skill. This competence helps learners not only to communicate but also to develop other skills such as listening. Moreover, oral interaction is produced by individuals at the moment of syntactic combination of lexicons which are extracted from vocabularies, creating a message according to grammatical rules and conventions.

In the acquisition process, the use of appropriate strategies facilitates the development of oral expression in students. Mariotti (2010, mentioned in Martinez (2017) “Valid strategies are those that start from different angles of meaningful activities and promote goal achievement”. In other words, strategies play a key role in the stimulating learning when it can be accomplished-

Whereas (Abarca & Torres, 2021) in their study allude that mythological strategies are a set of activities developed to achieve a certain objective by teachers and students. As is mentioned by Perez and Urbina (2018) “The use of ludic strategies has demonstrated that they help in the children’s learning in an effective way and those can be used to encourage the learning of the English foreign language”. In this case, it is to achieve the development of speech in the trainees through ludic activities which are effective in the process.

Currently, achieving oral expression is the most longed axis, since the purpose of such learning is to achieve communicative interaction in real environments. Castillo and Alvarez (2014) mention: “The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually

be able to use the language as correctly as possible”. In deduction, all strategies, techniques, and activities will be used and selected according to the main purpose, to get over orality.

The world is becoming increasingly globalized and learning a new language such as English is part of the students’ education. Therefore, in the teaching of this language and development of its skills, teachers use different resources for students to learn effectively. Likewise, making use of a wide range of techniques and appropriate strategies for learners to expand their skills. Contreras (2023) emphasizes “It is important for teachers to use a variety of strategies to strengthen English oral communication process and that they represent meaningful situations otherwise it would be a repetitive and rote learning process”.

2.3 Oral expression

The learning of a new language as English, is associated with particularly essential elements such as oral expression which is the quality to express ideas in an oral way. According to Baralo (N/D) “Oral expression is known as the art of being able to express ideas spontaneously... .. that the interlocutor can establish relationships between what he already knows and the new information”. However, to implement this point within the learning process it is necessary to retake the concept, functions, and activities. In this way it is possible to understand the situation that different students go through when they want to express their ideas or opinions.

Furthermore, oral expression is the basis for effective communication, since it encompasses different linguistic structures to communicate appropriately. This ability is developed through interaction and people who manage to achieve this can communicate what they want, especially when learning a second language, such as English, where it becomes easier to communicate ideas. It has been suggested by O’Malley (2015) that "oral expression is a person's ability to express wants, thoughts, and ideas meaningfully using appropriate syntactic, semantic, pragmatic and phonological language Structure". To put it simply, oral expression is crucial for conveying emotions, feelings, and thoughts effectively through

speech. It involves various techniques, including vocabulary, grammar, pronunciation, intonation, and context; all of which contribute to clear and assertive communication.

2.3.1 Elements of oral expression

During the development of oral expression there are numerous processes that will allow an adequate implementation in the students. Rico (2022) in his research addresses “the elements of oral production are those theoretical and practical resources that determine the level of language proficiency. Those resources are selected by the teachers according to students’ efficiency.” To reinforce this, the following investigation was able to determine "The first physical and movement skill that should be practiced in a communication situation is to maintain eye contact with the receiver or receivers, since it is the eyes that have direct contact with the other person while speaking or listening” Ferro (2014). From the words of the writer, eye contact is deducted as an element during the interaction even speech is primordial.

In the same line Escalona, Medina and Escalona Reyes (2010) affirm "There are factors to take into account for the teaching and learning of oral expression: the voice as an instrument for communication through the word, the information to be communicated, the language, the personality and the purpose of the speaker" and Garran (2016) refers “In oral expression, voice control, volume, tone, nuances and inflections are very important”. As it is noticed, even though speech is the aim to get over, masters and trainees need to emphasize and use the necessary elements to accomplish the spoken skill.

On the other hand, Minedu (2000) mention “To foster a climate of respect and tolerance that favors the development of oral communication, to achieve this it is essential to respect their forms of expression, bearing in mind that there is not correct way of speaking, but different modes of speech” (Cited in Castillo, 2019). Here, the author focuses that each element that surrounds oral expression plays a role in an evident way. Nevertheless, all people create their form to reach out a message.

2.3.2 Significance of the Oral Communication

As oral expression has a close relationship with the development of speaking, it is extremely necessary to understand the role it plays for students who are constantly learning English; which is why Madero (2018) states “the formation of oral skills in students has become a necessity since it establishes the basis that makes possible a real formation of English language learning because it is motivating and leads to the development of other skills”. In simple words, oral expression is the way to express thoughts and impressions of reality through words, gestures and aptitudes making this ability essential in human communication.

As well, oral expression is essential for the refinement of the speaking skill; since people who have this capacity for eloquence manage to acquire a second language more quickly and effectively. As they are not afraid of speaking in public, by practicing English in various settings, they gain greater fluency and proficiency. As stated by (Huanhuayo et al., 2021) illuminates that " Oral expression is important because It helps the students in their daily life to communicate satisfactorily". In short, oral expression benefits students to develop in different areas and attain the knowledge of them to achieve better communication and have a comprehensive knowledge, because without speech there is not communication.

Furthermore, during the learning of a new language it's necessary to implement language production activities (Group Activities). In this sequence, one of the greatest researchers, the designer for the online MATESOL professor Harmer highlighted in his book (1997) “In promoting a methodology which is based around group and pair work, with teacher intervention kept to a minimum during, say, a role-play”. This means that role play allows the facilitator to assess the level of language acquisition in group works.

2.3.3 Strategies to develop Oral Expression

Although oral expression is of utmost influence, it is necessary to develop steps that allow students to obtain it. In the following research Leon (2014) remarks, “The teaching of oral communication should be presented in formal and informal situations, so it is proposed to

develop skills for conversation, dialogue, debate, storytelling, oral reporting, among other forms of oral communication”.

Here is why the development of oral expression should not necessarily be based on expositions where the student puts before memorizing information. According to Saleem (2021) “Games, including their exciting and interesting situations, affect the students' ability to focus, pay attention, perceive, imagine and innovate, and make them feel free, confident and able to work and accomplish”.

Additionally, two researchers with trajectory in the investigation of speaking skill affirms the following theories: Krashen (1981) in his study “Second Language Acquisition and Second Language Learning” describes the use of repetitive routines and patterns during and the process of acquisition of a new language. In a close relationship Nunan planted in his research “Language Teaching Methodology” the implementation of several activities to improve the development of speaking skill and types of materials derived for assimilation of a foreign language. In an overview point the speaking skill needs to be combined with different strategies and methods to be influenced with the speech.

In the same manner, every process for oral expression must be very attached to playful activities therefore Mohammad (2019) emphasizes; “these activities include role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards a picture narrating, picture describing and finding the difference”. The listed activities are dynamics and interactive methods with meaningful context to promote collaboration and creative problem solving.

Even, speaking development is a skill that has had certain limitations; the use of oral expression will allow each student to perform better during this process. Therefore, today’s world requires you to get over a student's communicative skills where expressing yourself helps you to appropriate each communicative circumstance (Yolanda & Muhamad Sofian, 2019)

2.4 Obstacles that affect the speaking skill in English

Role play is a ludic strategy used to develop speaking skills in English. Nonetheless, there are many factors that must be conformed to in a new language which brings great challenges for individuals, especially when it comes to English. This language has four skills to master, however speaking is the most challenging.

Fitriani and Apriliaswati (2015) refer "Speaking skill in second or foreign language is a challenge for the learners, because to Speak a foreign language such as English requires more than knowing grammar but also the Use of English in a real context". Through the same line Leong and Masoumeh (2017) provide; "English speaking is not an easy task because speakers should know many significant components like, pronunciation, grammar, vocabulary, fluency and comprehension Learner should have enough English-speaking ability in order to communicate easily and effectively with other people". Summarizing, learning a new language such as English has become a worldwide necessity as well as the development of speaking skill, but it carries out many challenges that require the use of appropriate activities in the acquisition process to get through every difficulty.

During the study of the aforementioned language, fear in students is presented as a drawback for expressing their ideas in public. This is how Bueno and Velastegui (2020) address: "One of the biggest obstacles for students in producing a foreign language orally is the fear of being judged by others. In fact, in the case of oral English language production, many students do not even attempt to produce the language because of the mental block they experience". The authors emphasize that fear is mental in learners to talk in public, almost all the cases are because they need to practice, and it will create an individual security.

Actually, experts in the learning field argue those difficulties are due to a number of factors that influence the learner which have not been promoted in a creative way. Over and above all people face difficulties acquiring a new language, in sequence of the idiom for adults the process can be more challenging arising from numerous factors that prevent a person from learning. (Guadamud, 2019). In brief, all the learners have difficulties during the development of speaking but there exists a difference, referring to adults who are more affected by problems and dissection.

2.4.1 Types of difficulties that hinder the development of speaking

Presently, there are many difficulties that hinder the correct development of speaking ability. Roldan (2016) mentions “when an individual experiences negative emotion such as fear, anger and sadness... They create a negative mental image of the language being studied and its capabilities, on the contrary, properly worked emotions provide the necessary impetus to reach the goals in a specific learning process. Therefore, for (Genidal, 2020) among those issues are psychiatric disorders, psychological emotional and physical health, relationships, productivity at work, or enhancement in daily existence, uneasiness, lack of self-confidence and being scared to speak. That’s why It contributes to complications in speaking skill.

With respect to troubles, Aries, Apriliaswati and Wardah (2015) mention “they may confront certain feelings that affect their English speaking such as unconfident, shy, anxious, nervous, and worry”. In the thought, Brown (2001, cited in Amoah & Yeboah, 2021) affirm; “the root cause of student's hesitation to speak to several psychological factors such as shyness, anxiety, and fear”. Those problems mentioned, arise when students know they do not have all the resources to express themselves or to have a conversation.

Some authors shared how these factors affect the learners among those Aguilera (2021) said “Anxiety is a factor that, if present, can cause significant disturbances in foreign language learning” as well, Abdul and Kashinathan (2021) indicate “A lack of confidence in the English language is the main problem for learners”. But to (Lisdawati, Ratih, & Hum, 2017) the interaction effect is complex, starting with sounds, words, and phrases that students will recognize. Close to it, Vargas (2015) relates “A demotivated student prefers to abstain from participating in communicative activities, losing interest, and becoming more frustrated”. In short, there are not many; principally when they try to speak in public and nervousness takes place. Thus, ludic strategies are essential to improve and help students in their acquisition process and lose any fear.

2.5 Ludic strategies to develop speaking skill (oral expression)

Strategies and activities are used to obtain prestige's aspects during the development of a class. Likewise, the use of ludic strategies has been implemented by many authors, Anso (2017, cited in Caballos, 2022) stated "One of the purposes of ludic is the appropriation and execution of the occupations. Planned through the implementation Where the student is the main piece, is an active, participatory and creative being". Thus, these aspects promote the teacher to adapt any activity in line with the progress of the learner's speech development for the purpose of the learner's enjoyment at the same time.

It is emphasized that the ability to speak in a new language requires constant practice to improve pronunciation and fluency. Consequently, Cassany (2009, cited in Almeida, 2015) states "It is need for students can express themselves with fluency and clarity, with optimal pronunciation and intonation and they can use non-verbal resources (mimicry, gestures, body movements) who make themselves heard but also listen to others". Notably, a skill in any language without the use of an appropriate strategy to achieve such an objective is not conceivable unless ludic is employed.

For having a better acquisition process in speaking, role play in ludic strategies has come to improve the student's environment. According to Jimenez (2016) "The teacher must obtain Knowledge in the ludic activities, having an approach in the learner, giving confidence and stimulating in the practices that generate security and personal Confidence". To illustrate, these include participation, concentration, creativity, and others just to achieve positive and encouraging results.

2.6 Implementing ludic activities to develop the speaking skill

Creative activities have been a strategic means in relation to English language improvement. It is currently considered a favorable technique in the communicative formation of the students. To this Coniam (2014, cited in Fiallos, 2019) refers "Ludic is an important element in learning since people tend to consider more attractive activities those whose main feature is the dynamism and entertainment". In the same sequence Carrillo & Unigarro (2015) address "A Ludic classroom is not a simple play space that meets the recreational needs of

the students, but an important element in the school context, in function of a creative pedagogy, more in line with the integral formation”. In synthesis, games are not only used for students to have fun, also for making their speaking learning process more satisfying as well as fun in a playful environment as in the human growth is learned.

The purpose of these new strategies in English language learning (speaking development) is determined by their exceptional effectiveness in fostering communicative expression and participation. To this Alcedo and Chacon (2011, cited in Cabezas, 2020) argues: “Ludic activities motivate, entertain, and teach the child to discover and value the beauty of language as a means of communication”. Hence, these are innovative didactic strategies that will link integration and participation through recreational activities.

In the acquisition of oral proficiency ludic activities are tools in the acquisition that projects ease during the course. Besides, Alayo (2018) considers “Ludic strategies are very useful because they allow the students to activate mechanisms of language learning through motivating and attractive strategies”. Moreover, implementing the ludic activities does not require spending money or the father’s participation because those are developments in the classroom or well in the garden school which is the environment of the learner.

2.6.1 Ludic definition

It is necessary to know what is ludic before applying it. In accordance with, Ramirez (2015) apport “ludic is any activity that teaches and becomes a learning experience”. (Cited in Blanco & Monroy, 1998). Therefore, Chacon and Alcedo (2011) contribute “by ludic approach, we mean all those didactic, fun and pleasure activities developed in a recreational environment and whose pedagogical impact promotes meaningful learning that is planned through play”. In deduction, ludic activities are more than only plays, it can have understood as plays but those are recreating and fun activities

Similarly, Mendoza, Tijerino, and Espinoza (2018) describe “ludic are learning processes that are being acquired from the basic primary of the human being, which can be through games and dynamics for the human development”. Thus, creative ludic activities are

recognized for their assimilation of elements present in reality and for their unique way of acquiring and transmitting knowledge.

In the same way, (Ratna, Ummi, & Ari, 2017) express that communicative game consists of engagingly designed activities that encourage student interaction, requiring speaking and writing skills to provide viewpoints at the moment to participate. As for as, Zotaminga Tupiza (2013) alludes that through the games (ludic) students can develop in a pleasant ambit let them act in communicative orals situations inside of educational and social ambit. As well as, she cites (Granato and et al, 1992) with those characters' activities ludic has to develop oral ability which are:

- To favor oral expressions, using the acquired vocabulary.
- To enrich the lexical of the students, developing their thinking, imagination and creativity.
- To use the vocabulary with semantic precision.
- To discover the importance of memory in the process of language.
- It is a channel expression and discharge of positive and negative feelings to achieve emotional balance.
- It is a trigger of the expressive capacity.

At the same time, she mentions some kind of ludic activities such as: Rhymes, riddles and tongue twisters.

2.6.2 Types of Ludic Activities

There are many ludic activities that develop oral expression such as:

1. Role Play

Through this playful strategy, speaking and fluency are put into practice. According to Cutiño, Diaz and Otarola (2019) “the technique chosen to promote fluency and oral accuracy in English learners is the dramatic technique of role play. It is called dramatization or simulations”. Overall, this is an effective approach, specifically targeting fluency and accuracy through practical scenarios.

2. Music.

Implement the music is completely important for the progress of speaking in English language, which is learned. That's why Pedreros, Pinzon and Quiroga (2015) mention "It is essential that each one of the teachers focus on the educational processes the importance of music, because it is the one that helps in teaching - learning since it provides energy, joy, good humor, stress management power memory favors language and vocabulary acquisition". In fact, music is a multifaceted educational tool with numerous effects like well-being.

3. Debate.

Debate has been very crucial in learning a language by means of this strategy helps greatly to improve oral expression. As Dayana (2016) states "Debates as an educational tool are of great importance because they encourage participation and critical thinking. In this way students give their point of view and thus develop fluency when speaking". According to this ludic strategy, an example will be, a debate on the advantages and disadvantages of social networks related to the topic studied.

4. Theater

Through this scenic art the development of spontaneity can be promoted. Thus affirm Rodríguez and Vázquez (2008) "theater as a ludic activity that seeks to develop the social skills and competences of the participants through representation. In this way, it potentiates social role-playing, creativity, spontaneity and a whole series of communicative, expressive and artistic aspects". (Quoted in Blanco, Regueiro & Gonzales, 2015). On purpose, for (Viteri Alfaro , 2017) it was possible to verify the veracity showing the excellent results that theater provides as a playful strategy, which was applied to English students between the ages of 17 and 20 years old at the basic level, yielding a result of 5% of relevance in the development of speech through the ludic activity.

5. Rhymes.

All rhymes have a design for a wide learning which helps in a great way to improve oral expression. As reported by Gualy (2022) "The rhyme becomes a playful activity, through

which one enjoys and generates fun, while learning is obtained”. In other words, engaging rhymes turns into playful activities that make the trainees learn pronunciation and vocabulary at the time to have a pleasant time.

6. Tongue twister.

The tongue twister are convenient tools to improve speech and are very entertaining when practicing the English language. In the view of Cuero (2014) “the playfulness plays an important role, which is sought through the language traps. That students are aware of their good pronunciation and that when they do it wrong, they are not demotivated but grow the need to repeat it and do it better”. Simplifying, this component focuses on the idea to achieve pronunciation through a linguistics puzzle.

2.7 Role plays as a Ludic Strategy

Roleplay is in a ludic space for developing oral expression in students thereby, Okara (2016) disputed "Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!". Undoubtedly the terminology ludic allows a close relationship between games into the classroom. As defined by Lindey (2011) "Learning to play a game, making progress within a game and completing or winning a game are matters of learning how to interact within the game system and its rules in a way that supports progress". As a result, the development of stimulation in the oral expression of the learners.

Nowadays, Role play is an effective activity to apply due to Jakob (2018) comments “Role play is a method that makes the students feel as another person... .. It helps the students to be easier to speak or interact with others in the classroom”. Nevertheless, there are a variety of roles plays as Harper and Morris (2005, cited in Cho, 2015) declares “Role play can be grouped into three types; fully scripted role-play (SRP) semi-scripted role-play (SSRP) and non-scripted role-play (NSRP)”. Whereby, Mizhir (2017) details all of those in the following way:

2.7.1. Fully-scripted role-play

It is a model of conversation easy to understand and memorize due to all words or roles have been given to facilitate the process.

2.7.2. Semi-Scripted role-play

This style can use prescribed texts that include some missing words and students should fill it to change the main conversation to establish it.

2.7.3. Non-scripted role-play

In this section students may be given with keywords or context where the learner establishes a conversation using those words and his-her imagination, but this kind of role play is useful for intermediate or advanced level.

For example:

Types of Role plays		
Fully Scripted	Semi Scripted	Non-Scripted
<p><i>Peter:</i> Hi. How are you doing Sarah?</p> <p><i>Sarah:</i> I am spectacular</p> <p>Peter and you?</p> <p><i>Peter:</i> I am fine as well. I kept on going to the dinosaur park. Would you like to go with me?</p> <p><i>Sarah:</i> Really? Sure! I want to know about that park. Is it ok at 2 pm?</p> <p><i>Petter:</i> Yeah! I will meet you here at 2 pm.</p>	<p><i>1:</i> Hi. How are you doing ____?</p> <p><i>2:</i> I am ____ ____ and you?</p> <p><i>1:</i> I am ____ ____ . I kept on going to the dinosaur park.</p> <p>Would you like to go with me?</p> <p><i>2:</i> ____ ____ ? ____ ! I want to know about that park. Is it ok at ____ pm?</p> <p><i>1:</i> Yeah! I will meet you here at ____ pm.</p>	<p>Keywords</p> <ol style="list-style-type: none"> 1. Friend 2. Meet 3. Park 4. Dinosaurs 5. Visit 6. Know 7. 2 PM 8. See you 9. We will there

An important point is that every single role play has a level to be applied, as an example the first one only can be applied for the basic level for present characteristics of scripts. In a similar manner, the Non-scripted (Keywords) is employed in intermediate or advanced levels.

As a result, these three types of role-plays can be developed into the classroom and allow the progress of speaking skill together with the oral expression in the students through the role play as a ludic strategy.

2.7.4. Advantages of role plays

Implementing role play in a classroom can support learners with different skills like social abilities, in which students work in pair or in groups with responsibility that help them to develop the cooperative learning. Moreover, it motivates them to participate in class because they feel supported with their classmates. Mariyam, Hadi and Puspitasari (2022) "the advantages of implementing role plays are: increasing students' interest in learning English, providing an experience for critical thinking, training self- confidence and increasing student creativity and innovation. This means, role play activity is a helpful tool to create a socio-cultural and psychological impact in learners to enhance and acquire the knowledge.

Role play is a gap to develop speaking skill, since through different situations and scenarios students put into practice the grammar and the learned vocabulary. It's through the experience, that they get a better acquisition of the target language and achieve other subskills unconsciously. According to Calderon and Quito (2010) "Role play is a communicative technique which has the power to develop fluency, promote interaction and increase motivation". In other words, this Activity is the most complete for the development of speech, because through the interaction learners practice together and obtain an active participation to acquire better results in fluency.

In the same sequency (Gonzales, 2010) mention that role play technique facilitates the development of fluency, vocabulary, grammar and pronunciation; which is very significant to achieve speaking skills. Fluency is developed by the practice in environments of socialization where learners feel comfortable to express their ideas and thoughts, despite of

their mistakes. Furthermore, grammar and vocabulary are the means to communicate; they are attained by the interactions of learners and enhance through corrections students- students or teacher-student, the pronunciation improve through the rehearsal of dialogue when role play is applied.

2.7.5. Disadvantages of role plays as ludic strategy

Conversely, the implementation of role- plays in the classroom is very helpful but the use of this activity generates some disadvantages; since learners can be reluctant to participate due to their shyness, fears and their lack of confidence. In the view, Barno (2019) states “the disadvantages of applying role-plays are: It requires expert guidance and leadership, strongly depends on students’ imagination, participants may be too shy, It's a time-consuming process”. This can be observed when the teacher decides to implement this activity, however the facilitator must have the necessary mastery of the topic and vocabulary because the students need to be guided since usually students do not speak due to the shyness factor; which does not allow them to imagine a scenario and as an important point this strategy requires a lot of time to be applied.

Even so, there are some barriers when students try to speak in English. One of them is psychological which affects them a lot because their level of anxiety or shyness in a scenario does not let them communicate and they cannot concentrate. This is a negative result when implementing Role-plays. According to Mufti (2023) “not everyone may feel comfortable to perform in front of the auditory because of their shy and lack of self-confidence in language proficiency”. In other words, using role plays can have negative effects in the classroom because there are some students who are not psychologically prepared to be exposed in public performing. Additionally, if not managed properly the facilitator can inadvertently create a negative environment inside the classroom.

In summary Role-playing activities can be very beneficial in the teaching-learning process and provided they are well-organized and follow a logical sequence. Nevertheless, the proper supervision by the facilitator is also essential to avoid negative effects that could hinder student learning. Therefore, it is crucial for teachers to consider various factors when

designing role-plays, such as the learning environment and the materials used in the scenario, to ensure maximum effectiveness. As Armstrong (2003) illuminates that “There is always a balancing act between providing the students with too much and too little material for a role-play.”. In other words, students must balance the quantity of material they will use, if not they will get confused and they will not know what to do with It and they will feel frustrated.

2.8 Conclusion

Firstly, there are many elements to consider achieving an advance in the oral expression effectively, into this topic are the use of ludic strategies in the classroom that develop students feel confidence when expressing their ideas contribute in the teaching- learning process because the facilitator gets their attention and engages the students to work on their own learning and they actively participate in class in a creative and funny way, which helps the learners to develop the speaking skills.

Furthermore, a major point of the ludic space is the playful strategy role play, since this kind of activities create an entertaining and jolly environment in which pupils dramatize different topics in real life situations to facilitate their learning through interaction, transmitting knowledge when sharing their ideas in different scenarios, Okara supported this idea that role play is a speaking activity that allow different imaginary situations.

In addition, Mariyam and Hadi et al. mention the advantages of implementing role play increase students' interest since it is funny and dynamic activity; which students interact and feel comfortable through the Game. Besides, learners have the opportunity to create imaginary situations it contributes to develop their self- confidence because they reaffirm knowledge. Another advantage of applying role-play, is this technique that help students develop as linguistic abilities like fluency, grammar and pronunciation in a cooperative learning when they work in pairs or in group. In this case, Harmer in his book in promoting a methodology; which is based around group and pair work with teacher interventions, alludes that role plays allow the facilitator to assess the language acquisition in group because they are producing the language through the interaction.

Finally, to sum up Harper and Morries indicate three types of roles play to progress of oral expression through memorizing or missing words and keywords. For this reason, speaking is one of the most significant skills to develop now to learn a new language because it is the main way people must communicate with each other during the acquisition process of a new language. It is essential the implementation of appropriate strategies as Role Play that help the development of oral expression in students.

3. Methodological Design

3.1 Type of research

The present research corresponds to the Quasi-Experimental type, where the students taken as samples were already assigned in groups by the institution, which means; it was not a random selection. In agreement with Armau (1995, cited in Fernandez et al., 2014) declares “the quasi-experimental design is a work plan that aims to study the impact of treatments and change process in situations where the subjects or observations units have not been a sign according to the randomized”. Thus, to ensure that groups are comparable this design works with existing teams.

Furthermore, the study obeys to a combination of non-equivalent teams with a pre and post-test design. Therefore, for this exploration were chosen two groups from 10th (A and B) where a pre-test (interview) was applied by researchers in both sections to realize their speaking skill level. Group A was under treatment during a period of two consecutive weeks, a time in which role plays were applied based on ludic strategy to develop students’ speaking skill. Whereas group A was receiving treatment group B didn’t receive it however, it is important to mention this didactic intervention was carried out by one of the researchers. When the application was finished, a post-test was applied for both sections again (A and B) to compare the results of the pre-test and post-test used by the investigators.

3.2 Research Approach

The present research is proposed as a mixed approach (quantitative and qualitative) due to the data collection tools were created to recollect analytical and numerical results, in this way Hernández, Fernández and Baptista (2010, referenced in Ruiz, Barboa & Rodriguez, 2013) affirm “all research is based on two main approaches: the quantitative and the qualitative, which together form a third approach, the mixed”.

In this sequence, Pereira (2011) alludes “Mixed designs allow obtaining better evidence and understanding of phenomena, therefore, facilitate the understanding of the phenomena and, therefore, facilitate the strengthening of theoretical and practical knowledge”. Nevertheless, Ulloa, Gutiérrez, Nares and Villareal (2017) record “The quantitative approach is based on a deductive and logical scheme, it seeks to formulate research questions and hypotheses and then test them, relies on standardized and numerical measurement, uses statistical analysis, is reductionist, and aims to generalize the results”.

Otherwise, referring to qualitative approach Mendoza (2006) indicates “the qualitative approach is characterized as its name indicates, is aimed at describing the qualities of a phenomenon. It seeks a concept that can encompass a part of reality.

The present study is observational because it is intended to observe and collect data Buendia (1997) “define observational methodology as a process by which we attempt to capture the meaning of a behavior that arises in a natural context, with total absence of manipulation... ..we can describe, analyze or explain it in which it was generated”. Briefly, as its methodological design is an observational study it belongs to a descriptive study as well because it describes the situation experienced by the students and teachers.

According to its period and study this research is cross-sectional because of the short time in which the study was conducted (second semester 2024) with a non-experimental level since the variables were not altered or manipulated.

In order to guarantee a reliable interpretation, a three-day monitoring was carried out in a classroom during the English course with the objective to assess the interactions between the teacher and the student during the observation sessions, with emphasis on the application of the ludic strategies.

3.3 Population and Sample

3.3.1 Population

The population under study was chosen from the Instituto Nacional de Oriente High School in the second semester in 2024, this possesses a finite population of 93 learners in the 10th graders organized in three sections (37 in classroom A, 36 in the classroom B, and 20 in the classroom C) all of those in charge of two BA teachers. As well, the 10th grade was selected due to a journey they had studying English since 7th. However, by convenience section A and C were chosen as the population in study.

Table 1: 10th grade population

<i>Population</i>	<i>Gender</i>	<i>Groups</i>		
		<i>A</i>	<i>B</i>	<i>C</i>
	<i>Females</i>	21	20	9
	<i>Males</i>	16	16	11
	<i>Sub total</i>	37	36	20
	<i>Total</i>	93		

3.3.2 Sample

In the sample size for both groups were 15 learners, in classroom A which was the treatment room 15 students. As well, in the room C that is the comparison room 15 students of them. This size was chosen for getting enough outcome with the required criteria.

Table 2: 10th grade sample size

<i>Population</i>	<i>Gender</i>	<i>Groups</i>	
		<i>Under Treatment</i>	<i>Comparison</i>
		<i>A</i>	<i>C</i>
	<i>Females</i>	10	6
	<i>Males</i>	5	9
	<i>Sub total</i>	15	15
	<i>Total</i>	30	

3.3.3 Sample selection criteria.

This research is a quasi-experimental with the mixed approach, the samples respond as non-probabilistic because it was not a randomly method. Therefore, the selection procedures are

based on the researcher's judgment and convenience. In this case, such a sample has been considered because the population is small but enough for the study ensuring that every student was reaching out by the program.

3.4 Data collations Methods, Techniques and tools

3.4.1 Methods and Techniques

In the data collection, the analytical method was applied, which allows the interpretation and decomposition of the information collected. As it is referred to by Lopera, Zuluaga & Ortiz (2010) “The analytical method is a way to arrive at a result by decomposing a phenomenon into its elements”. It is necessary to mention this method includes approaches which are responsible that are in charge of determining the objectives sought.

In order to know the reality of the study and the studied objectives, the employed techniques were: observations, interviews and questionnaires; using for the measurement interview’s rubric. Furthermore, to collect all the enough the information was applied 5 data collection tools which could help to fulfill this research objectives.

3.4.2 Data collection tools

This research, is a study with mixed approach (quantitative and qualitative) which aims to collect depth information through qualitative tools and statical information from the quantitative tools; gathering truthful outcome when working together. As a consequence of this, to collect enough data 6 tools were designed in three different categories; Observation guide (1), Interviews (2) (1 for pre-test, 1 for post-test), questionnaires (2), (1) interview rubric created from the EUROPE PROGRAM and considering the experts statements.

It is necessary to allude, an observation guide helps to record the behavior of a certain group under study. In this manner, Useche, Artigas, Queipo & Perozo (2019) address “When conducting an in-depth session, you should have an observation guide to record what is you observe of the group of people in the session, in this way it will be possible to list elements of interest for the research that can be observed”. As it is noticed, through this tool is possible to gather records of specifics situations during a class. That is why an observation guide was created.

In sequence, questionnaires and interviews are tools that help us to collect data through questions guided to an expected answer. Due to this Caro (ND) mention “Questionnaires and surveys are techniques in which a list of closed questions is posed to obtain precise data a list of closed questions to obtain precise data. They are usually used in quantitative research”. In light of it, create those tools under the expected objectives have a vital significant to collect data.

A) Observation Guide

This qualitative tool collaborates to diagnose the ludic strategies used by the teacher and describe the difficulties encountered by students during a class; by engraving it in paper while observing and analyzing the students' behavior when teacher tries to develop speaking skill. This observation guide was applied in two different English classes for compacting the results and be clear about students that would be under treatment. As well, it included a comments section where can be written those actions no required in the observation items.

B) Teacher's questionnaire

For a depth knowing, this tool with closed questions pretends to gather directly information from the teacher of the strategies and experiences obtained in the use of role play or ludic activities.

C) Students' questionnaire

A closed questionnaire aims to know the students' opinion about teacher class and comfort during the application of role plays as ludic strategy for the speech development with the only purpose of suggest them role play as a ludic strategy in the speaking skill development.

D) Students' interview pre-test

This tool is seeking to gather information of the oral communication level of students in the groups A & C before to apply the role play treatment and determinate what kind of role plays researchers will employ in the first didactic intervention.

E) Students' interview post-test

This is used for collecting information of the effects do by the application of role play as ludic strategies in the oral production to group A and compare the oral proficiency level between both groups (A & C) after the application of role plays.

F) Interviews' rubric

The main objective for this tool, is to measure the students' speaking skill proficiency in the pre & post-test for placing them at the obtained level; using as reference the Council of Europe & Cambridge University (CEFR). According with (MINED, N/D) mentions that 10th grade students have to be in B1 English level. However, because students are using the old teaching plan the validator jury suggested to use the three categories in the rubric (A1, A2 and B1) due to not all learners would have the same level.

3.4.3 Procedures

The first tool applied was the observation guide, during the English class researchers accompanied the classes in two different sections; for getting a solid result of the teacher procedures and students' behavior. Then, the next step was, to make the questionnaire to the teacher to know more details of his classes goals to compare it with the observation guide result.

As third step, the pre-test interview was applied to the both students' groups (A & C) in order to measure their speaking skill proficiency. Once completed the first part, the next procedure was the didactics interventions where one of the researchers employed role play in the group under treatment; for the learners' development speech during two consecutive weeks. When finishing the treatment, the same week was applied the post-test to both students' groups to measure again there speaking proficiency after the role play treatment and then, the satisfaction questionnaire was carried out with the 8 students who got highest score in the post-test from the classroom under study (group A).

3.4.4 Data collection tools' Validation

The final expert jury for the validation of these Data Collection Tools was BA. Victor Centeno who is an English professor at the Universidad Nacional Autónoma de Nicaragua (UNAN-Managua). PhD. Alber Sanchez professor at UNAN-Managua and BA. Jaime Lara Accounting Coordinator at Sup Herb Farms; were the reviewer of the presented data

collection tools. Furthermore, BA. Everts Alfonso Palacios was the reviewer and validator of the lesson plans and role plays used in the didactic interventions.

A necessary comment, the observation guide, teacher and students' questionnaire were validated last year (2023) when this project was presented as protocol. Nevertheless, the interview' rubric, pre & post-test interview were validated the current year according to certain indicators detailed as follows:

3.4.5 Applied quality criteria: credibility, reliability and triangulation

Credibility criterion:

The criterion of credibility in this research is a necessary point where the findings are endorsed as true by the study subjects and those who have been in contact with the study. In his way, the credibility criterion was applied to contact the reality found with the results acquired.

Reliability criterion:

Likewise, the criterion of reliability is approached as the degree of security and confidence that is accepted by the judges in the procedures and results obtained (data and tools) by the investigator(s) when they are independent.

Triangulation Criterion:

As for the triangulation criterion, it involves the application of qualitative and quantitative methods with a strong tendency to determine the confrontation of data at analytical levels. In order to carry out the methodological triangulation, the mixed method must be applied so that an analysis and interpretation of the data is carried.

3.5 Data Collection Analysis

Consecutively, it is presented the analysis result from data collections tools; gather from population under study in the same application order. This section contains qualitative and quantitative statistics information, according with the applied tool.

3.5.1 Observation guide N° 1

The first guide was applied to the group under study, room “A”. This visit was carried out during the English class without any intervention, gathering the next data:

Population under study group “A”	
Participants	Observation notes
Teacher	<ul style="list-style-type: none"> ➤ Encourages students to participate in articulate way. ➤ Ensures that all students are focused on class. ➤ Takes into account the different ways in which students participate and learned during the development of activities. ➤ Provides instructions and encourages the inclusion of students in class activities.
Students	<ul style="list-style-type: none"> ➤ No active participation during the activities. ➤ Reluctant to participate or share their ideas.
Comments	<p>During the development of the class:</p> <ul style="list-style-type: none"> ➤ First, the teacher started by introducing a new topic and asked the students some questions to diagnose their knowledge level about the environment. ➤ Students did not answer any questions, they looked with fear of mispronouncing a word. ➤ Then, he presented some words to students investigate it in pairs because the class was based on grammar. ➤ In addition, even teacher had a good group command he did not employ any ludic strategies during the class. However, he tried to create a space where students could draw an ecosystem.

3.5.2 Observation guide N°2

The second observation was applied to the same group with the same guide, collecting the following items and comments:

Population under study group “A”

Participants	Observation notes
Teacher	<ul style="list-style-type: none"> ➤ Ensures that all students are focused on class. ➤ Takes into account the different ways in which students participate and learned during the development of activities. ➤ Provides instructions and encourages the inclusion of students in class activities.
Students	<ul style="list-style-type: none"> ➤ No active participation during the activities. ➤ Reluctant to participate or share their ideas.
Comments	<p>During the development of the class:</p> <ul style="list-style-type: none"> ➤ The teacher provides a dialogue through the worksheet for all students (working in pairs) ➤ Students read and worked on the vocabulary in the written way. ➤ The teacher had an excellent group control and ensured students do not have questions, if it is; he offered individually assistance. ➤ The teacher’s technique was focused on writing and writing comprehension through written activities.

The findings from the observation guide reveals that teacher have a good control of students because they had meek behavior and a good planification class. As well, it is noticed teacher sought that learner works through written way and worksheets tasks. As result, it is determined classroom control will be a key to work with role plays and take out atmospheres learners.

3.5.3 Speaking skill proficiency (Pre-Test Interview)

The oral pre-test interview was applied after the class observation to the 15 students from both groups chosen as sample from population (Group “A” & “C”) gathering 30 learners as total of interviews

<i>Population</i>	<i>Gender</i>	<i>Groups</i>	
		<i>Under Treatment</i>	<i>Comparison</i>
			<i>A</i>
	<i>Females</i>	<i>10</i>	<i>6</i>
	<i>Males</i>	<i>5</i>	<i>9</i>
	<i>Sub total</i>	<i>15</i>	<i>15</i>

	Total	30
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To determinate students speaking skill level before to the interventions, the researchers used efficiency rubrics divided in three categories (A1, A2 & B1) created according the CONCUL EUROPE criteria and stablished score which are the next:

Score per level	A1	0	119
	A2	120	139
	B1	140	159

Nonetheless, the following table contains the categories stated on table results according with the interviews' rubric.

Categories used in the results table	
Symbols	Numbers
S= Student	1= Fluency
M=Male	2= Grammar
F= Female	3= Vocabulary
A= Section	4= Pronunciation
Right numbers = student's amount.	

The following table reflects the aimed goal by students from group "A" during the pre-test interview; using the above categories and divided by gender.

Female Pre-test results Classroom A						
Category		1	2	3	4	Total
Participants	SFA1	32	17	32	32	113
	SFA2	20	20	27	15	82
	SFA3	20	20	15	20	75
	SFA4	20	20	27	20	87
	SFA5	33	37	33	19	122
	SFA6	33	19	33	33	118

	SFA7	27	27	20	27	101
	SFA8	33	37	19	37	126
	SFA9	27	20	27	27	101
	SFA10	20	20	15	27	82

Male Pre-test results Classroom A						
Category		1	2	3	4	Total
Participants	SMA1	37	33	37	19	126
	SMA2	27	20	20	20	87
	SMA3	27	20	27	27	101
	SMA4	28	32	32	17	109
	SMA5	32	32	32	28	124

Most of the learners' results are in a range between 75 to 126 equals to the A1 & A2 dimension according with the CEFR level scale. Determining, that kind of roles plays to use in the future interventions are the full-scripted and semi-scripted as it was planted by Harper & Morris; those are the adequate to used.

The comparison group "C" was tasted with the pre-test evaluation gathering the expressed score from the rubric.

Female Pre-test results Classroom C						
Category		1	2	3	4	Total
Participants	SFC1	27	27	27	15	96
	SFC2	27	27	27	20	101
	SFC3	27	20	27	15	89
	SFC4	27	27	20	27	101
	SFC5	37	33	19	19	108
	SFC6	37	37	37	33	144
	SFC7	15	20	20	27	82

Male Pre-test results Classroom C						
Category		1	2	3	4	Total
Participants	SMC1	27	27	20	15	89
	SMC2	28	28	32	28	116
	SMC3	37	37	37	19	130
	SMC4	27	20	27	15	89
	SMC5	20	27	20	27	94
	SMC6	27	27	20	20	94

	SMC7	28	32	32	28	120
	SMC8	27	27	20	27	101

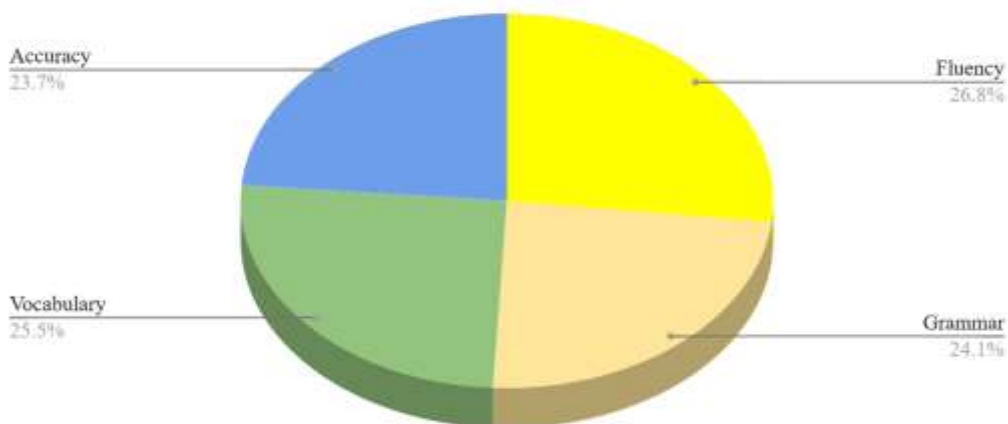
Even results show the comparison group has similar result than group under study, this range score is between 82 to 144 is equals to the A1 & A2 dimension according with the CEFR level scale as well. At the end, both groups started in the same dimension level (A1).

The next table contains the students amount by level of gender using the general result form group “A”. The second columns show the students amount per level by the contrary the last column the representative percent.

Students per category		Percent
A1	10	66.67%
A2	5	33.33%
B1	0	0.00%
Total	15	

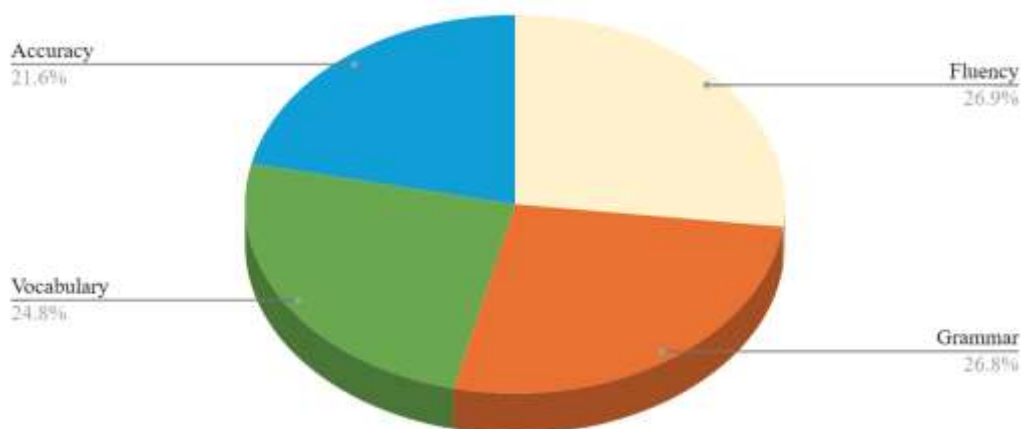
Now, the following graphic shows the results per criteria evaluated in the rubric that following the sequence for the pre-test before the applying the role play as a ludic strategy, the results are the learners are in range of Accuracy 23.7%, Fluency 26.8%, Grammar 24.1% and Vocabulary 25.5% for the group 10 A (Group of treatment).

Analysis by criteria Pre-test 4A



Nevertheless, in a contrast of the group tenth C the value found for the variables in relation to rubrics are Accuracy 21.6%, Fluency 26.9%, Grammar 26.8% and Vocabulary 24.8%

Analysis by criteria Pre-test 4C



In this section is stated the general results in qualitative and quantitative form and specifications for graphics results from group “A”. As well, to build these tables were used the Microsoft Excel System (MES). This table is sub-divided in the obtained result expressed in the corresponding Europe dimension. The maximum and minimum score are taken from Europe reference alluded above used the aimed dimension by students. In consequence, the pretest equivalent uses a division formula between the result and the maximum score of that level. At the end, the last two columns just confirm the rubric evaluation result.

Pre-test equivalent: Total score divided with the maximum score of aimed dimension. $TS/MS = PTE$

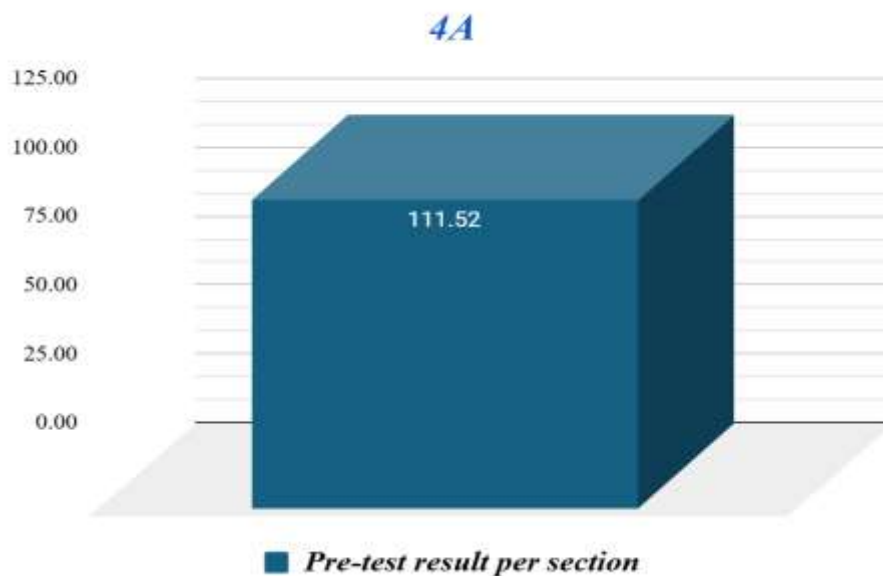
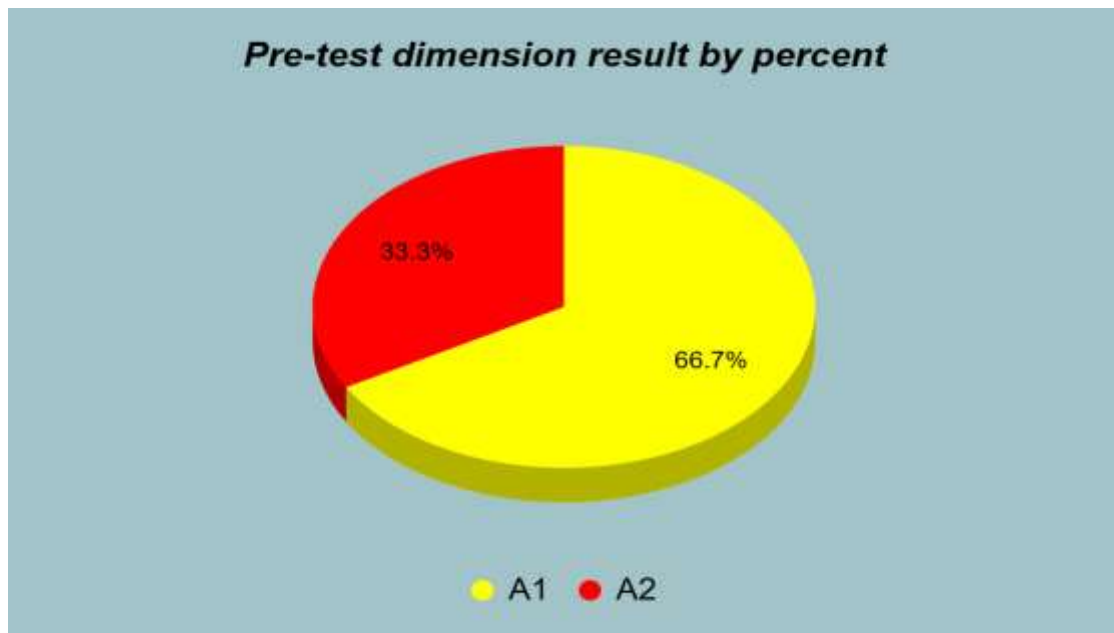
According with the Europe program: Minimal score from aimed dimension, multiple with the equivalent percent and divided with 100%
 $MS*AD/100\%= APE$

Qualitative result: It used the MCS formula IF, using as reference the minimal and maximum score of aimed dimension.

$IF(AND(AEP \geq 60, AE < 119), "A1", (IF(AND(AEP \geq 120, AEP < 140), "A2", "B1"))))$

Tenth A	Total Score	Dimension	Minimum Score	Maximum Score	Pre-test equivalent	According with Europe Program	Qualitative Result
Student 1	126	A2	120	139	90.65%	126.00	A2
Student 2	126	A2	120	139	90.65%	126.00	A2
Student 3	124	A2	120	139	89.21%	124.00	A2
Student 4	101	A1	50	119	84.87%	101.00	A1
Student 5	118	A1	50	119	99.16%	137.83	A2
Student 6	122	A2	120	139	87.77%	122.00	A2
Student 7	87	A1	50	119	73.11%	116.24	A1
Student 8	75	A1	50	119	63.03%	100.21	A1
Student 9	109	A1	50	119	91.60%	109.00	A1
Student 10	82	A1	50	119	68.91%	109.56	A1
Student 11	101	A1	50	119	84.87%	117.97	A1
Student 12	113	A1	50	119	94.96%	113.00	A1
Student 13	87	A1	50	119	73.11%	87.00	A1
Student 14	101	A1	50	119	84.87%	101.00	A1
Student 15	82	A1	50	119	68.91%	82.00	A1
				TOTAL	83%		
					<i>Average</i>	111.52	A1

Consecutively, now is presented the graphics which are created from the general table using as references the qualitative result column. Where the 33.33% of students are in a range of A2 level while the 66.67% in a range of A1. Nevertheless, the group level is A1 with a 111.52 of total score.



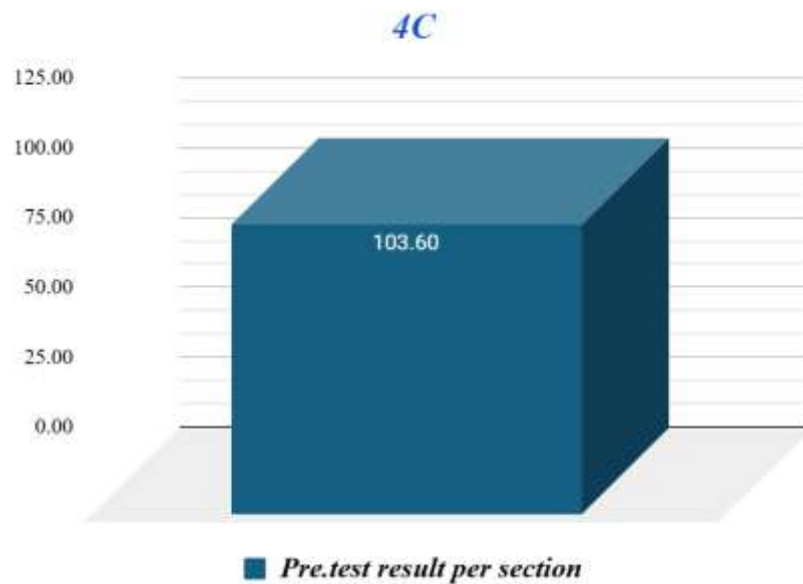
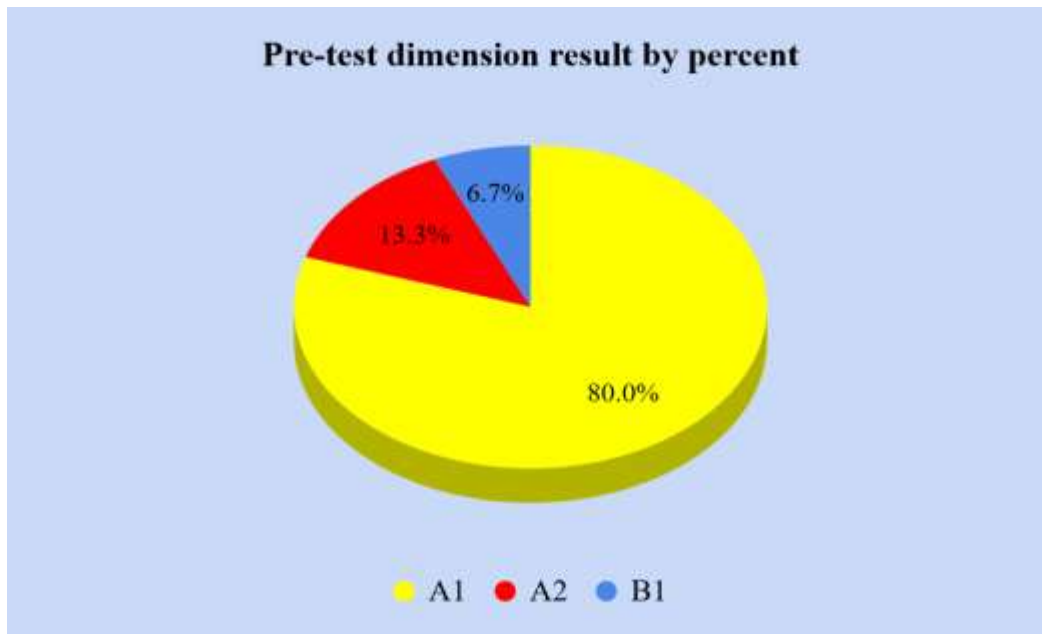
Similar to the treated group “A” this table presents the group “C” results using the same criteria from the first group table.

Tenth C	Total Score	Dimension	Minimum Score	Maximum Score	Pre-test equivalent	According with Europe Program	Qualitative Result
<i>Student 1</i>	101	A1	50	119	84.87%	101.00	A1
<i>Student 2</i>	94	A1	50	119	78.99%	94.00	A1
<i>Student 3</i>	89	A1	50	119	74.79%	89.00	A1
<i>Student 4</i>	144	B1	140	159	90.57%	144.00	B1
<i>Student 5</i>	108	A1	50	119	90.76%	108.00	A1
<i>Student 6</i>	130	A2	120	139	93.53%	130.00	A2
<i>Student 7</i>	120	A2	120	139	86.33%	120.00	A2
<i>Student 8</i>	101	A1	50	119	84.87%	101.00	A1
<i>Student 9</i>	89	A1	50	119	74.79%	89.00	A1
<i>Student 10</i>	101	A1	50	119	84.87%	101.00	A1
<i>Student 11</i>	96	A1	50	119	80.67%	96.00	A1
<i>Student 12</i>	116	A1	50	119	97.48%	116.00	A1
<i>Student 13</i>	94	A1	50	119	78.99%	94.00	A1
<i>Student 14</i>	89	A1	50	119	74.79%	89.00	A1
<i>Student 15</i>	82	A1	50	119	68.91%	82.00	A1
				TOTAL	83%		
					Average	103.60	A1

In this section the table contains the percentage by level and per student gender, using the general result as stated above.

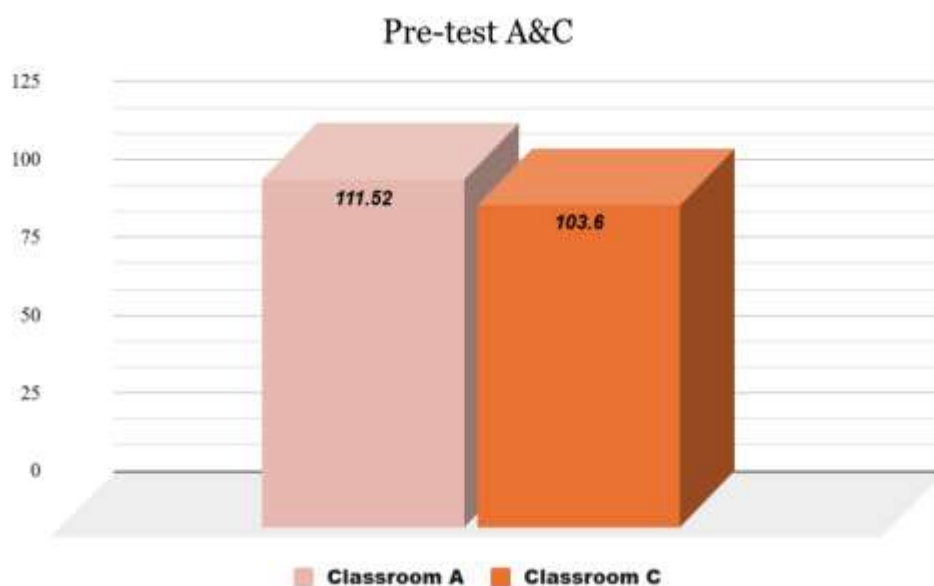
Students per category	Percent
A1	12 80.00%
A2	2 13.33%
B1	1 6.67%
Total	15

Additionally, the presented graphics which are created from the general table using as references the qualitative result column; expresses the 80.0% of students in a range of A1 level while the 13.3% in a range of A2 and only the 6.7% in a range of B1. Furthermore, the group level score is 103.60 using the A1 dimension.



Finally, the next table and the graphic reflect the comparison level groups “A” & “C”, when finalizing the pre-test with a difference of 7.92 points between both teams; but using the same qualitative range “A1” according with the CEFR.

Pre-test A	Pre-test C
According with Europe Program	According with Europe Program
126.00	101
126.00	94
124.00	89
101.00	144
137.83	108
122.00	130
116.24	120
100.21	101
109.00	89
109.56	101
117.97	96
113.00	116
87.00	94
101.00	89
82.00	82
Average: 111.52	103.6
Difference	7.92



3.5.4 Pre-Test result discussion

Before to start the didactics intervention, it was required to know the students' level for ensuring the kind of role plays to use. As it was noticed, the graphics above demonstrated both students' level and it was confirmed with the CEFR dimension using a strict formula that is; minimal score from aimed dimension, multiple with the equivalent percent and divided with 100% giving the Europe program equivalent.

$$MS*AD/100%= EPE$$

As result, team "A" got A1 with an average of 111.52 points and team "C" got A1 as well with an average of 103.6 giving as difference 7.92 points at the moment to start the journey. According with Harper and Morries, the full scripted and mini scripted role play are the suitable for this level. Nevertheless, because these didactics interventions were following the MINED program studied; researchers adapted the role plays and interventions to the corresponding UNIT and TOPICS / LESSONS for avoiding prevent the teacher teaching cycle.

In a comparison in a global way for both groups, since application of pre-test were t the values expressed for criteria:

Accuracy: 2.1% Difference favor group A

Fluency: Same result for both groups

Grammar: 2.7% Difference favor group C

Vocabulary: 0.7% difference favor group A (Minimum reference 1%)

<i>Unit 5</i>	<i>Topic</i>	<i>Grammar</i>
<i>Environment</i>	<ol style="list-style-type: none"> 1. <i>Protection, conservation of natural environment.</i> 2. <i>Universal declaration of common good of earth.</i> 	<ol style="list-style-type: none"> 1. <i>There is / There are</i> 2. <i>Future will</i> 3. <i>Conditionals</i>

3.5.5 Speaking skill proficiency (Post-Test Interview)

The oral post-test interview was applied after the didactics intervention, where was applied two types of roles plays as ludic strategy to develop speech in the 15 students for the team under treatment; and 15 for the comparison team that were chosen as sample from population (Group “A” & “C”) gathering 30 learners as total of interviews.

<i>Population</i>	<i>Gender</i>	<i>Groups</i>	
		<i>Under Treatment</i>	<i>Comparison</i>
			<i>A</i>
	<i>Females</i>	<i>10</i>	<i>10</i>
	<i>Males</i>	<i>5</i>	<i>5</i>
	<i>Sub total</i>	<i>15</i>	<i>15</i>
	<i>Total</i>	<i>30</i>	

To determinate students speaking skill level after to the interventions, the researchers used efficiency rubrics divided in three categories (A1, A2 & B1) created according the CONCUL EUROPE criteria and stablished score from CEFR which are the next:

<i>Score per level</i>	<i>A1</i>	0	119
	<i>A2</i>	120	139
	<i>B1</i>	140	159

Nonetheless, the following table contains the categories stated on table results according with the rubric.

<i>Categories used in the results table</i>	
<i>Symbols</i>	<i>Numbers</i>
S= Student	1= Fluency
M=Male	2= Grammar
F= Female	3= Vocabulary
A= Section	4= Pronunciation
Right numbers = student's amount.	

The following table reflects the aimed goal by students from group “A” during the post-test interview using the above categories and divided by gender.

Female Post-test results Classroom A						
Category		1	2	3	4	Total
Participants	SFA1	15	15	15	15	60
	SFA2	15	15	15	15	60
	SFA3	15	15	15	15	60
	SFA4	33	19	37	37	126
	SFA5	37	33	33	37	140
	SFA6	20	15	15	15	65
	SFA7	20	15	15	15	65
	SFA8	27	15	15	15	72
	SFA9	17	17	17	28	79
	SFA10	33	33	33	33	132

Male Post-test results Classroom A						
Category		1	2	3	4	Total
Participants	SMA1	20	20	20	20	80
	SMA2	15	15	15	15	60
	SMA3	20	15	15	20	70
	SMA4	20	15	15	15	65
	SMA5	28	28	17	28	101

Most of the learners’ results are in a range between 60 to 140 equals to the A1 & B1 dimension according with the CEFR level scale. However, as group score; they got A1.

The comparison group “C” was tasted with the post-test evaluation, for comparing the role play impact application in group “A”; gathering the expressed score from the rubric

Female Post-test results Classroom C						
Category		1	2	3	4	Total
Participants	SFC1	15	15	15	15	60
	SFC2	15	15	15	15	60
	SFC3	17	17	17	17	68
	SFC4	15	15	15	15	60
	SFC5	15	15	15	15	60
	SFC6	15	15	15	15	60
	SFC7	15	15	15	15	60
	SFC8	15	15	15	15	60

	SFC9	15	15	15	15	60
	SFC10	15	15	15	15	60

Male Post-test results Classroom C						
Category		1	2	3	4	Total
Participants	SMC1	20	15	15	20	70
	SMC2	15	15	15	15	60
	SMC3	15	15	15	15	60
	SMC4	15	15	15	15	60
	SMC5	15	15	15	15	60

Using the post-test results for the comparison group, even it has similar result than group under study the “C” team presented more difficulties. This range score is between 60 to 68 which is equals to the A1 dimension; according with the CEFR level scale as well.

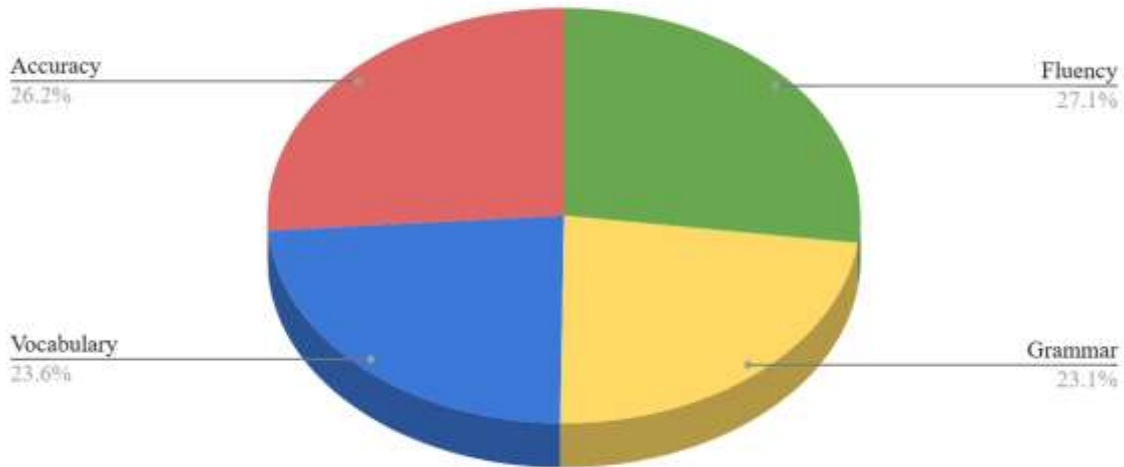
Now, this table contains the students gender amount by level, using the general result from group “A”. The second column shows the students amount per level by the contrary the last column the representative percent.

Students per category		Percent
A1	12	80.00%
A2	2	13.33%
B1	1	6.67%
Total	15	

After applying the role plays treatment 2 consecutively weeks, the Post-test was applied in both classroom A&C and the new input is expressed in simple calculations. Classroom A (Group of treatment) the Accuracy 26.2%, Fluency 27.1%, Grammar 23.1% and Vocabulary 23.6%. this means logically according to magnitudes of rubrics the findings for this group

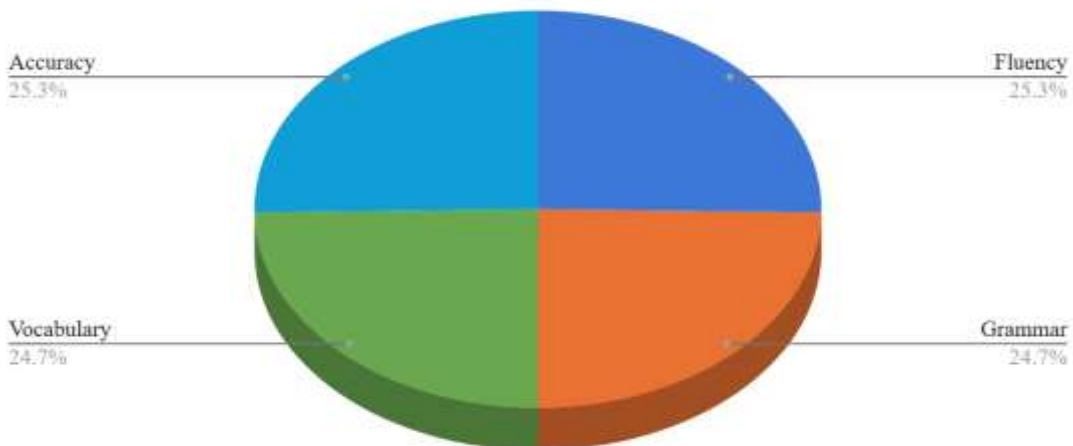
were

Analysis by criteria Post-test 4A



In the same line of analysis for group C (Contrast Group), the diagram describes the new values without apply role play, Accuracy 25.3%, Fluency 25.3%, Grammar 24.7% and Vocabulary 24.7%

Analysis by criteria Post-test 4C



In this section is stated the general results in qualitative and quantitative form and specifications for graphics results from group “A”. As well, to build these tables were used the Microsoft Excel System (MES). This table is sub-divided in the obtained result expressed in the corresponding Europe dimension. The maximum and minimum score are taken from Europe reference but following the aimed dimension by students. In consequence, the pretest equivalent uses a division formula between the result and the maximum score of that level. At the end, the last two columns just confirm the rubric evaluation.

Pre-test equivalent: Total score divided with the maximum score of aimed dimension. $TS/MS = PTE$

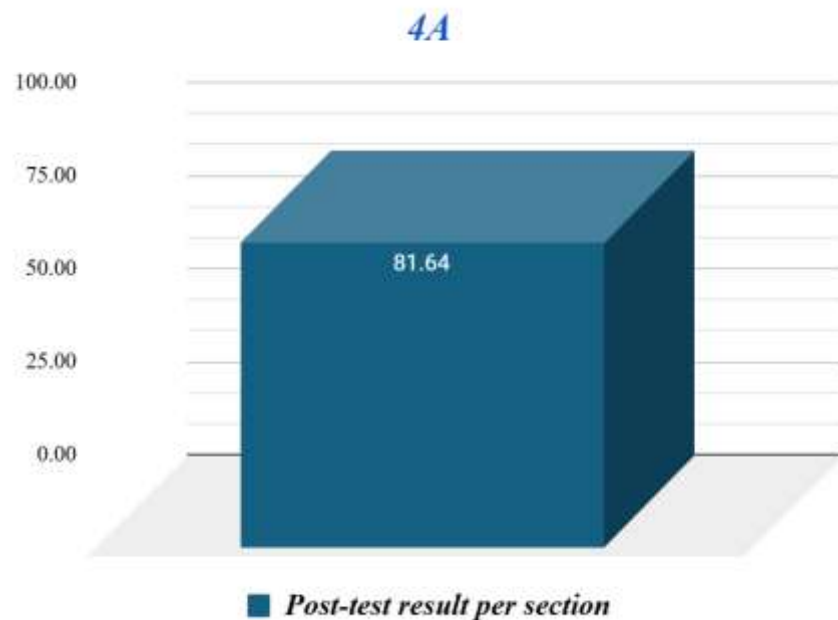
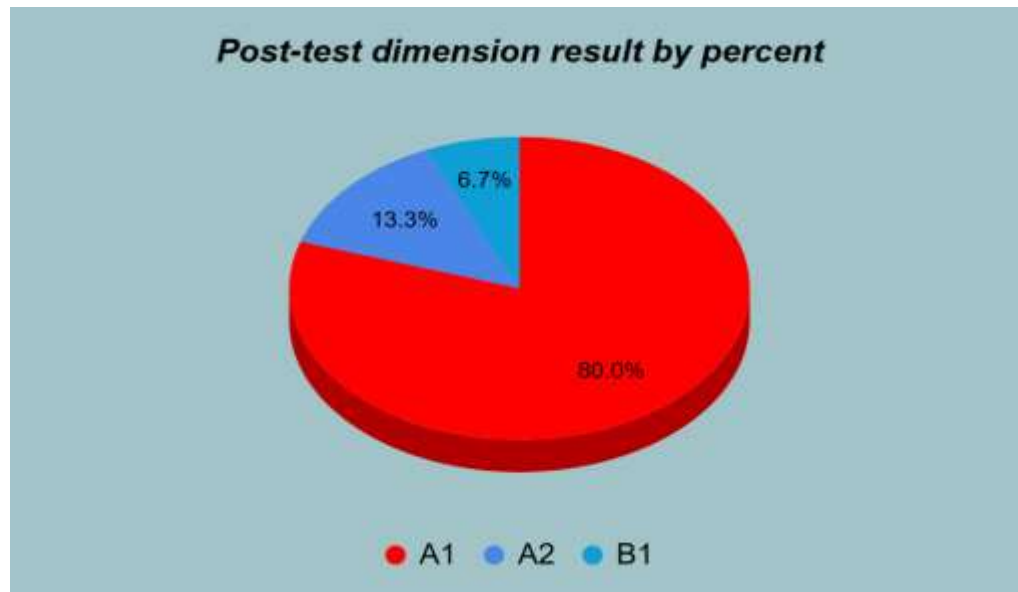
According with the Europe program: Minimal score from aimed dimension, multiple with the equivalent percent and divided with 100%
 $MS*AD/100\%= APE$

Qualitative result: It used the MCS formula IF, using as reference the minimal and maximum score of aimed dimension.

$IF(AND(AEP \geq 60, AE < 119), "A1", (IF(AND(AEP \geq 120, AEP < 140), "A2", "B1"))))$

Tenth A	Total Score	Dimension	Minimum Score	Maximum Score	Post-test equivalent	According with Europe Program	Qualitative Result
Student 1	60	A1	50	119	50.42%	60.00	A1
Student 2	80	A1	50	119	67.23%	80.00	A1
Student 3	60	A1	50	119	50.42%	60.00	A1
Student 4	60	A1	50	119	50.42%	60.00	A1
Student 5	126	A2	120	139	90.65%	126.00	A2
Student 6	60	A1	50	119	50.42%	60.00	A1
Student 7	70	A1	50	119	58.82%	70.00	A1
Student 8	140	B1	140	159	88.05%	140.00	B1
Student 9	65	A1	50	119	54.62%	65.00	A1
Student 10	65	A1	50	119	54.62%	65.00	A1
Student 11	65	A1	50	119	54.62%	65.00	A1
Student 12	72	A1	50	139	51.80%	61.64	A1
Student 13	79	A1	50	119	66.39%	79.00	A1
Student 14	101	A1	50	119	84.87%	101.00	A1
Student 15	132	A2	120	139	94.96%	132.00	A2
				TOTAL	65%		
					Average	81.64	A1

Furthermore, now is presented the graphics which are created from the general table using as references the qualitative result column. Where the 80.00% of students are in a range of A1 level, the 13.33% in a range A2 level while the 6.67% in a range of B1. Nevertheless, the group level is A1 with a 81.64 of total score.



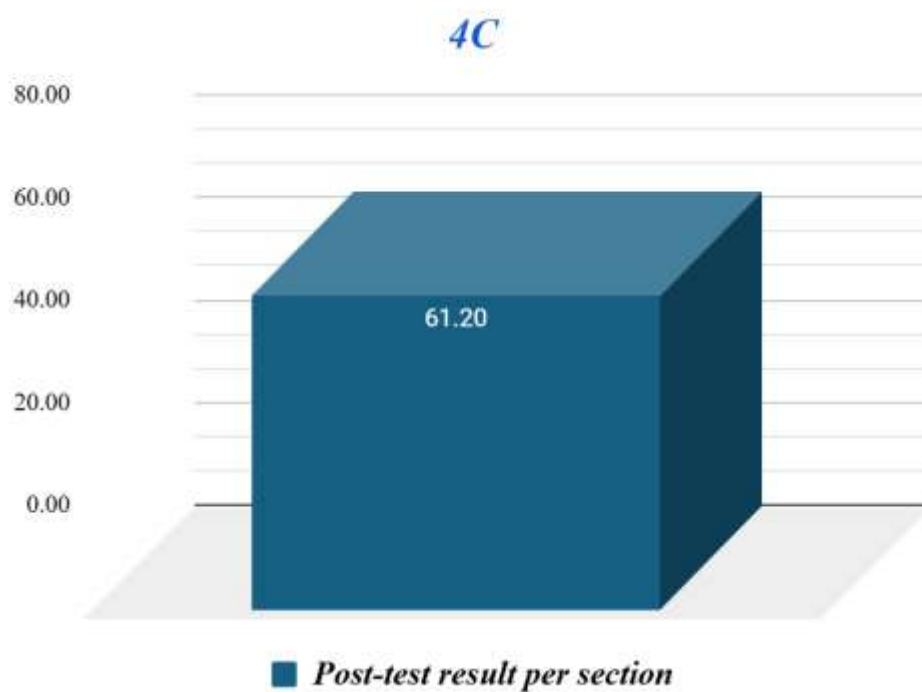
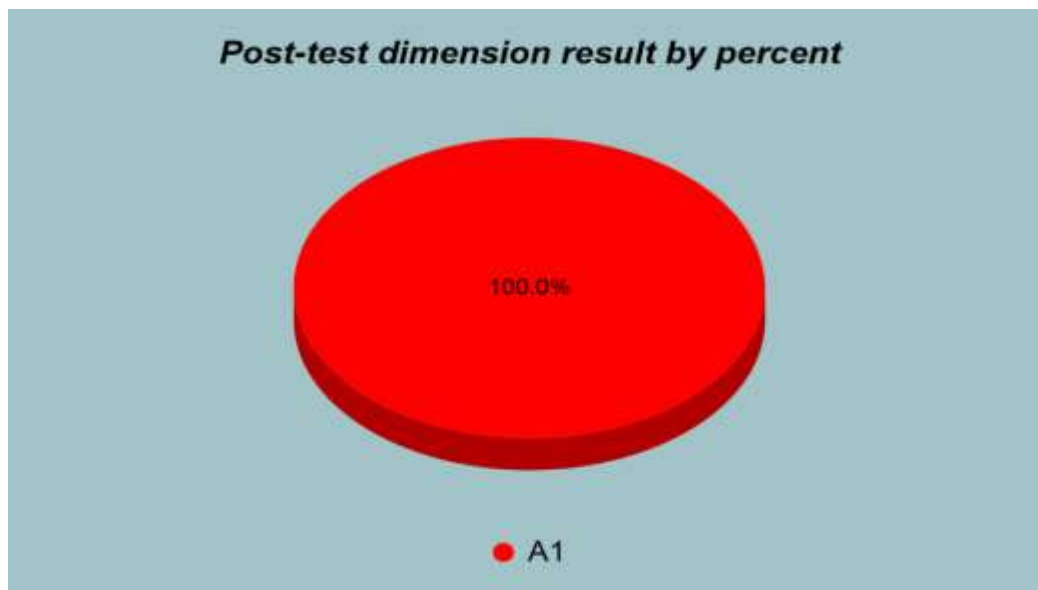
Similar to the treated group “A” this table presents the group “C” results using the same criteria from the first group table.

Tenth A	Total Score	Dimension	Minimum Score	Maximum Score	Post-test equivalent	According with Europe Program	Qualitative Result
<i>Student 1</i>	60	A1	100	119	50.42%	60.00	A1
<i>Student 2</i>	60	A1	100	119	50.42%	60.00	A1
<i>Student 3</i>	68	A1	100	119	57.14%	68.00	A1
<i>Student 4</i>	70	A1	100	119	58.82%	70.00	A1
<i>Student 5</i>	60	A1	100	119	50.42%	60.00	A1
<i>Student 6</i>	60	A1	100	119	50.42%	60.00	A1
<i>Student 7</i>	60	A1	100	119	50.42%	60.00	A1
<i>Student 8</i>	60	A1	100	119	50.42%	60.00	A1
<i>Student 9</i>	60	A1	100	119	50.42%	60.00	A1
<i>Student 10</i>	60	A1	100	119	50.42%	60.00	A1
<i>Student 11</i>	60	A1	100	119	50.42%	60.00	A1
<i>Student 12</i>	60	A1	100	119	50.42%	60.00	A1
<i>Student 13</i>	60	A1	100	119	50.42%	60.00	A1
<i>Student 14</i>	60	A1	100	119	50.42%	60.00	A1
<i>Student 15</i>	60	A1	100	119	50.42%	60.00	A1
				TOTAL	51%		
					Average	61.20	A1

In this section the table contains the percentage by level and per student gender, using the general result.

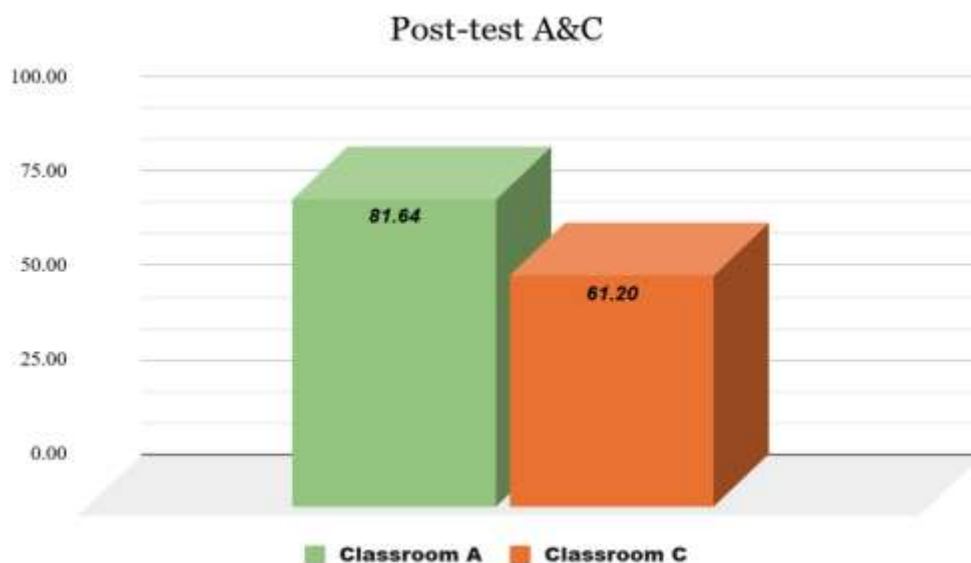
Students per category	Percent
<i>A1</i>	15 100.00%
<i>A2</i>	0 0.00%
<i>B1</i>	0 0.00%
Total	15

Additionally, the presented graphics which are created from the general table using as references the qualitative result column; expresses the 100% of students in the A1 range level. Furthermore, the group level score is 61.20 using the A1 dimension.



Finally, the next table and the graphic reflect the comparison level groups “A” & “C”, when finalizing the post-test with a difference of 20.44 points between both teams; but using the same qualitative range “A1” according with the CEFR. It’s necessary to mention, even the posttest difference is higher than the pretest, at the end both teams are in the same category dimension and the progress from room under study was minimal.

Post-test A	Post-test C
<i>According with Europe Program</i>	<i>According with Europe Program</i>
60.00	60.00
80.00	60.00
60.00	68.00
60.00	70.00
126.00	60.00
60.00	60.00
70.00	60.00
140.00	60.00
65.00	60.00
65.00	60.00
65.00	60.00
61.64	60.00
79.00	60.00
101.00	60.00
132.00	60.00
Average: 81.64	61.20



3.5.6 Post-Test result discussion

After the roles plays didactics interventions, it was required to know the students' level speech for comparing the improvement of the group under treatment with the comparison group. The graphics above reflect that both students' level dimension is "A1" and it was confirmed with the CEFR dimension using the same strict formula used for the pre-test that is; minimal score from aimed dimension, multiple with the equivalent percent and divided with 100% giving the Europe program equivalent.

$$MS*AD/100\%= EPE$$

As result, team "A" got A1 level with an average of 81.64 points and team "C" got A1 level as well with an average of 61.20; giving as difference 20.44 points when finishing the treatment.

As well, the statistical analysis shows the differences between group A and C in the employment of post-test.

Accuracy: 1% Difference in preference to group A

Fluency: 1.6% in preference to group C

Grammar: 1% Difference to group C

Vocabulary: 1% Difference to group C

3.5.7 Pre & Post-Test findings discussion

In this section, is shown the data collected from the pre and posttest. Before to start the treatment, both classrooms had the same level with a minimal score difference.

	Pre-test A	Pre-test C	Dimension
Global average per group	111.52	103.6	A1
Difference	7.92		

As it is noticed, the team A had a good advantage of 7.92 points in comparison of group C at the moment to start the treatment. However, according with the findings from the post-test it is revealed the following:

	Post-test A	Post-test C	Dimension
Global average per group	81.64	61.20	A1
Difference	20.44		

In this table it is established the difference in the pre-test per criteria that reveals that classroom C has a control of fluency and grammar that is the contract of classroom A who has vocabulary and accuracy.

Pre-test results per criteria				
Group	Criteria			
	Fluency	Grammar	Vocabulary	Accuracy
A	26.8%	24.1%	25.5%	23.7%
C	26.9%	26.8%	24.8%	21.6%
Difference	0.1% C	2.7% C	0.7% A	2.1% A

After the treatment the post-test arose to measure the impact of role play and in this table is beheld the result per criteria as well. It is noticed that in the post-test classroom A had a control of fluency and accuracy and group C of Grammar and vocabulary ben the contrary of the pre-test.

Post-test results per criteria				
Group	Criteria			
	Fluency	Grammar	Vocabulary	Accuracy
A	27.1%	23.1%	23.6%	26.2%
C	25.3%	24.7%	24.7%	25.3%
Difference	1.8% A	1.6% C	1.1% C	0.9% A

The post test showed a difference of 20.44 between both teams nevertheless, when comparing the score from the pre-test with the post-test the highest score is in the pre-test even those are in the same A1 dimension. Through a simple deductible formula, it seems to be that role plays are not effective. Nonetheless, there are many criteria to consider when applying this strategy as it was mention in the role play disadvantage section which were describe by Barno, Mufti & Armstrong.

Number 1 time: As it was stated by Barno in the framework, this activity uses many times which was a disadvantage when applying it; because the classes were of 45 minutes and the researchers were assisting 36 students of the group under treatment. Even researchers were prepared, the time was not enough to assure all learners participated in the activity in the requested way.

Number 2 comfort: On disadvantage section Mufti was cited because he alluded a sciential item. It is right that role play helps leaners to develop speech, however when it comes to be the first time to use; for students it is difficult because they are not adapted to work in this way. As role play can help them, it can create a public fair to participate. Just a reminder, in the observation guide comments was stated students were afraid to participate and when researchers were employing this strategy even, students were active they were afraid to fail and created a lack of participation.

Number 3 materials: As well, Armstrong was referenced with his point; teacher must provide the enough material. The researchers used the enough resources and materials, checked and approved by the teacher in charged and the high school mayor. Even though students already knew the vocabulary, they needed more guidance to do the role play scenario.

Number 4 sequence: Harris and others authors were planted for the types of roles plays that exits and they described. Thus, it is necessary to allude that those types of roles plays are a sequence starting from the Full-scripted ending in the Keywords during a long period. These interventions were only during two weeks due to the lack of time to employ it, and the types pf role plays used were FS and SC; at the end it needed more time for getting a better result.

Finally, the findings gather from the post-test even those scores are the slowest; those are

great results due to the short time during these were worked. If in a short time researchers accomplished students got better their speech, with the enough time and sequence they will be a master in speech.

3.5.8 Satisfaction Interview

The satisfaction interview was applied at the end of the didactic intervention, with the purpose to realize the level of comfort that student experimenting during the use of role play to develop speaking skill with their teacher and the researchers. Furthermore, this interview was only for those eight students who were able to get the best scores; in the post test interview from the group under treatment. However, this meeting only possesses nine closed questions in order to know the exactly answers from the learners.

POST TEST TOP 8			
Positions	Marks	Level	Gender
1	140	B1	Female
2	132	A2	Female
3	126	A2	Female
4	101	A1	Male
5	80	A1	Male
6	79	A1	Female
7	72	A1	Female
8	70	A1	Male

Now, every question is planted in a graphic to notice the most common answer that students selected. Because all questions are closed, the graphics show the chosen statement in percents. Nevertheless, to know how many students marked an item; the next table shows the question number with the possible answers and the student amount who selected it.

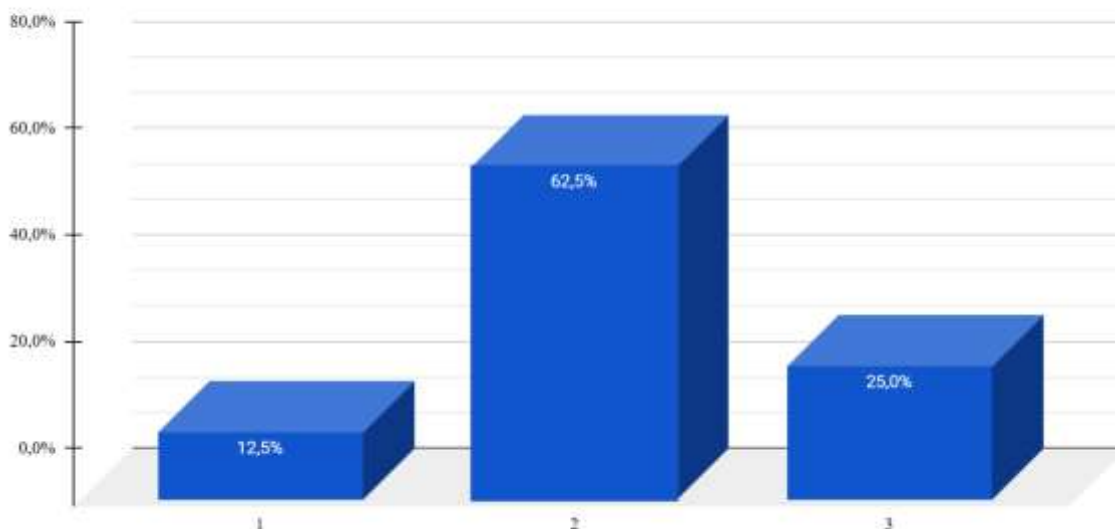
Question N° 1:

From 1 to 3, what is the frequency with which the teacher implements games and dynamics during the English class?

	Items	Students
Question 1	1	1
	2	5
	3	2
Total		8

In the next graphic is stated that the 62.5% selected the frequency 2, the 25.0% marked the frequency 3 and only the 12.5% the frequency 1. In this case, the global answer for this question is item 2 that contradict the observation guide result was found the lack of this activity.

From 1 to 3, what is the frequency with which the teacher implements games and dynamics during the English class?



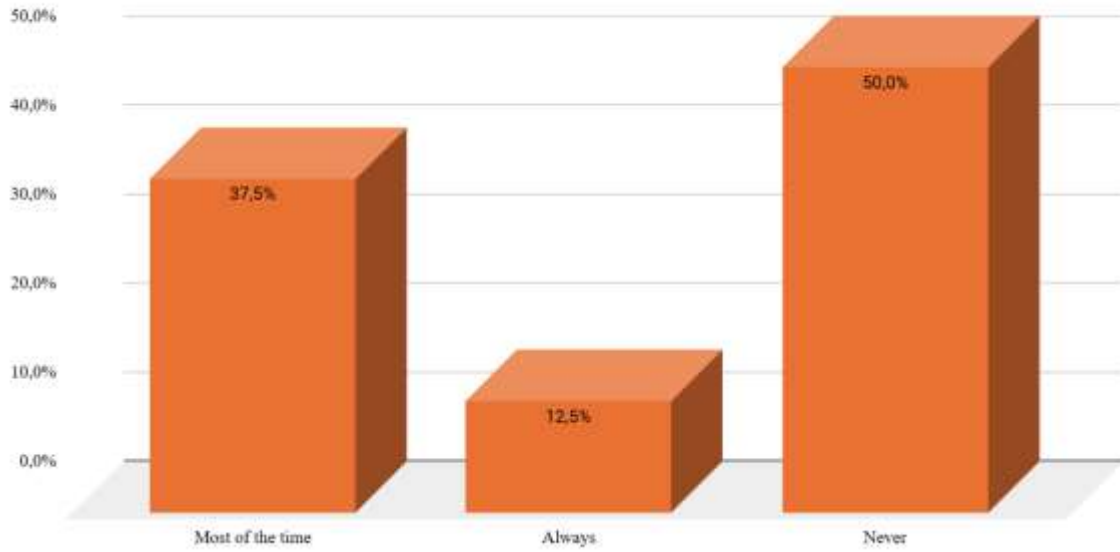
Question N° 2:

How often does the teacher implement tongue twisters or role-plays during class?

	Items	Students
Question 2	Most of the time	3
	Always	1
	Never	4
Total		8

For the second one question the incomes showed that the 50.0% selected never, the 37.5% most of the time and only the 12.5% marked always. As a global result, the answer to this question is never. This answer validated why students were so afraid to participate in the teacher class because they were not adapted to do this.

How often does the teacher implement tongue twisters or role-plays during class?

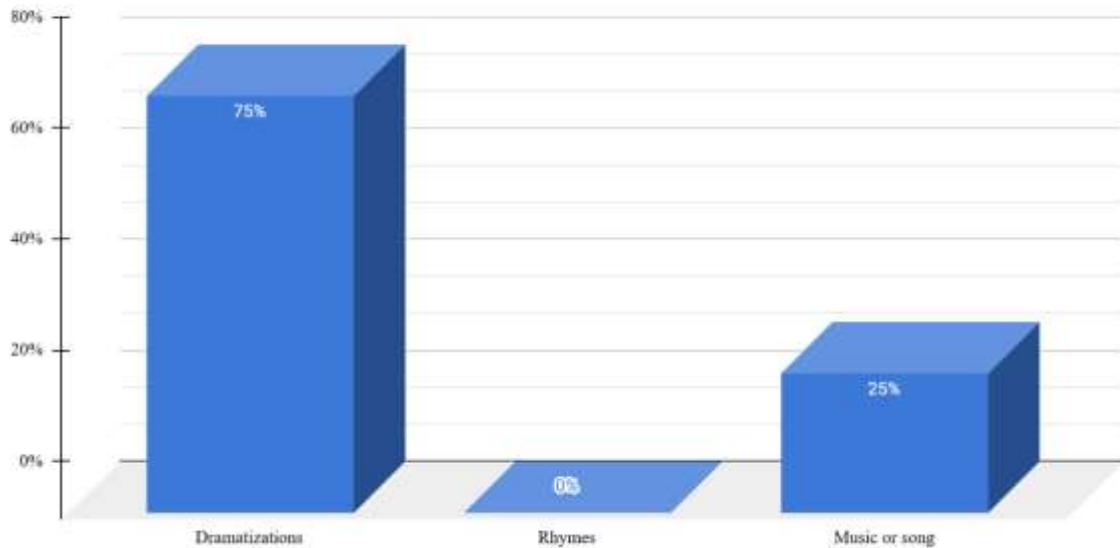


Question N° 3:

What of these activities your teacher uses in the classroom?

Question 3	Items	Students
	Dramatizations	6
	Rhymes	0
Music or song	2	
Total		8

What of these activities your teacher uses in the classroom?



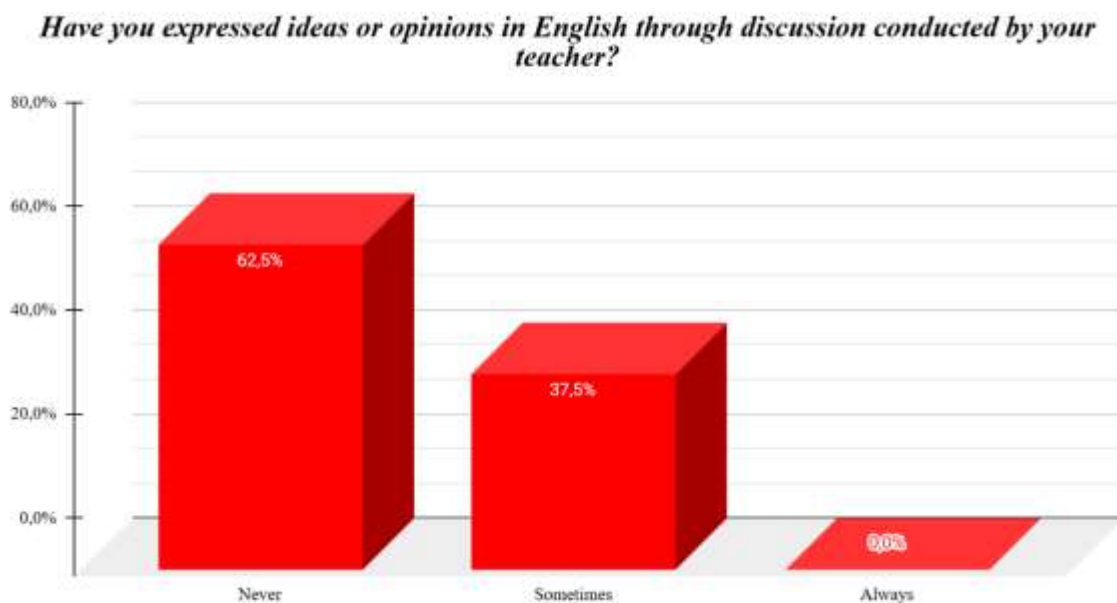
On these results is found that the 75.0% chose Dramatization, the 25.0% Music or song but Rhymes were not selected gathering a total result for question 3 of Dramatizations. It can be deduced that teacher can use the dramatizations but with no frequency due to the ability to work per day, but the rest of questions will discover this.

Question N° 4:

Have you expressed ideas or opinions in English through discussion conducted by your teacher?

	Items	Students
Question 4	Never	5
	Sometimes	3
	Always	0
Total		8

In the following graphics the results were that the 62.5% selected Never and the 37.5% selected Sometimes and Always with a 0.0% as reminding score. As the global answer is stated the first item, now this answer discarded the question 3 result and confirmed there is not used of it.

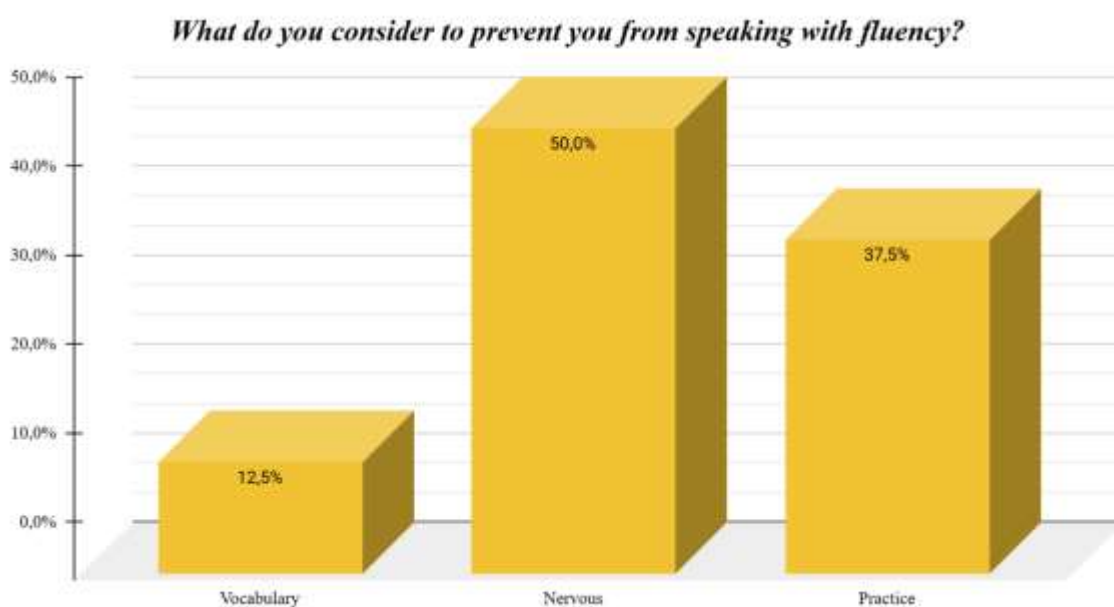


Question N° 5:

What do you consider to prevent you from speaking with fluency?

Question 5	Items	Students
	Vocabulary	1
	Nervous	4
	Practice	3
Total		8

For the fifth question the 50.0% alludes the answer Nervous, the 37.5% practice and only the 12.5% marked vocabulary but the global answer is Nervous; being this the amin part to work with the role plays in future.

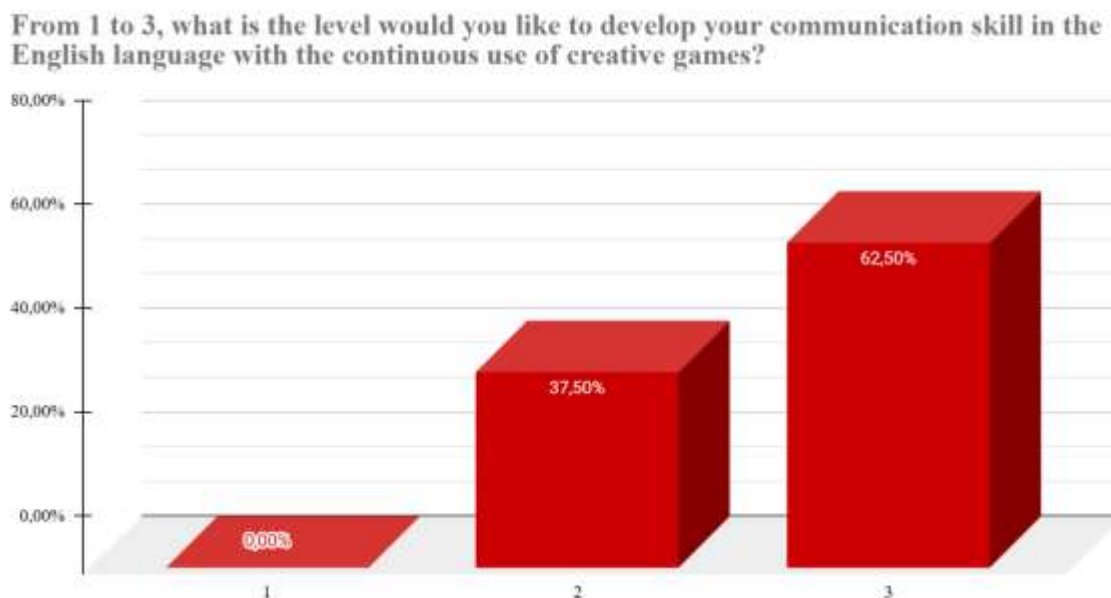


Question N° 6:

From 1 to 3, what is the level would you like to develop your communication skill in the English language with the continuous use of creative games?

Question 6	Items	Students
	1	0
	2	3
	3	5
Total		8

These graphic reveals the level of significances creatives game have for students. The 62.50% chose 3, the 37.50% 2, but only the level 1 was not taken in account, creating a global answer of level 3. This creates good expectative because students are interested to develop their English speech.



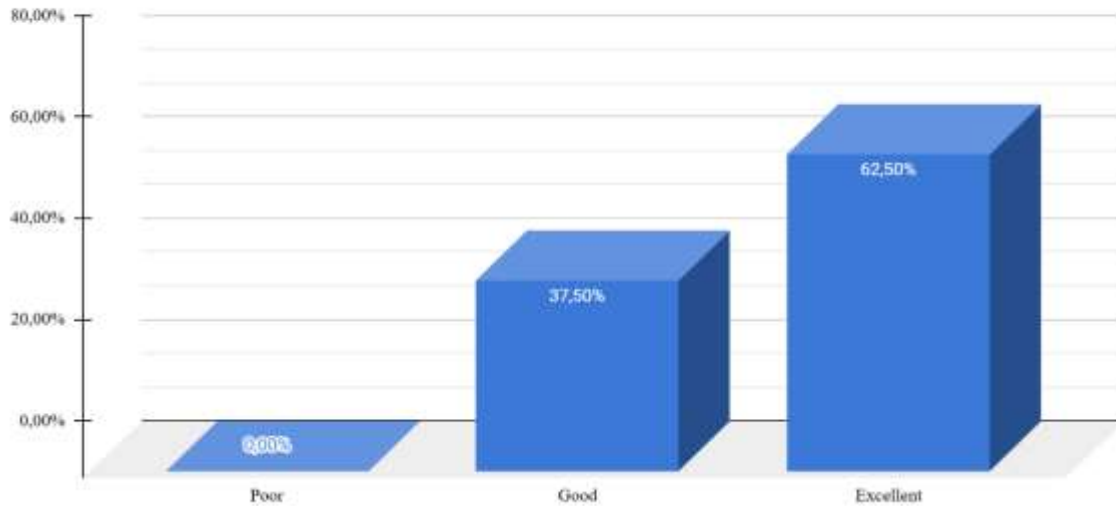
Question N° 7:

How do you describe the progress that the games make to help in the development of English-speaking skill?

	Items	Students
Question 7	Poor	0
	Good	3
	Excellent	5
Total		8

According with this representation the most selected answer was excellent with a 62.50%, the 37.50% of students selected good. Thus, creating a 0% for poor. This question is sciential for determinate the student assimilation of role plays and its progress.

How do you describe the progress that the games make to help in the development of English-speaking skill?

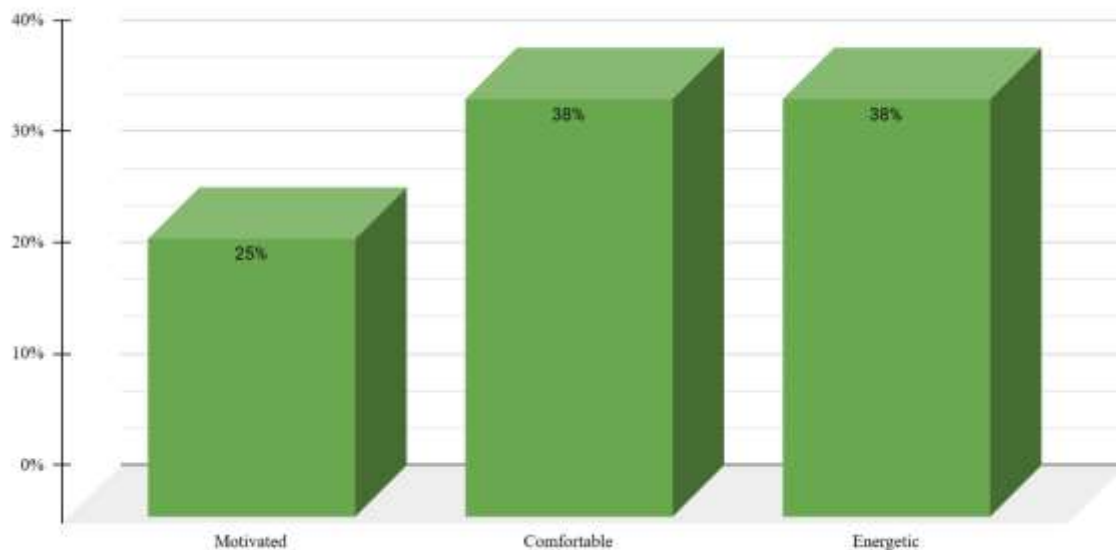


Question N° 8:

How do you feel about implementing recreational games during classes?

	Item	Student
Question 8	Motivated	2
	Comfortable	3
	Energetic	3
Total		8

How do you feel about implementing recreational games during classes?



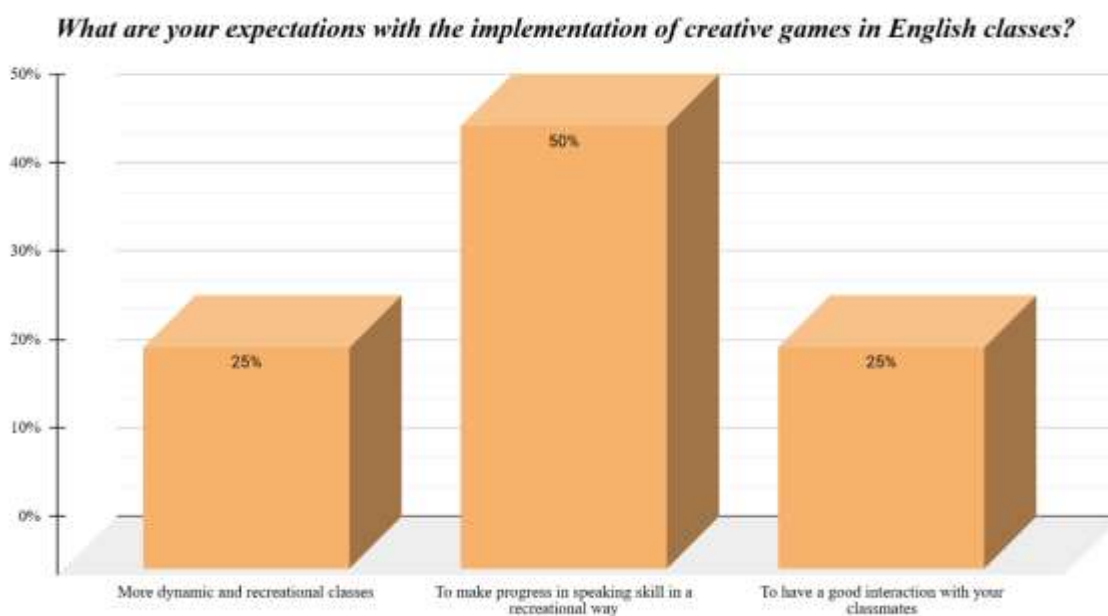
The items most chosen were comfortable and energetic with 37.50% for each one and only 25% was for the motivated item. As a global result, comfortable and energetic items are the answer on this matter; that as it was stated by Anso this answer approved the previous cite.

Question N° 9:

What are your expectations with the implementation of creative games in English classes?

	Items	Students
Question 9	More dynamic and recreational classes	2
	To make progress in speaking skill in a recreational way	4
	To have a good interaction with your classmates	2
Total		8

The information got from this question reveals that the 50.0% selected the second item, the first and third one items have a 25.0% each one; creating a global result from second item. This selected item opens the door to use the role play that is the effective strategy to develop speech for students' beginners.



4. Conclusions

The research aimed to analyze and identify the strategies employed in the development of speaking skill in students of tenth grade in order to assess role plays impact after the treatment in the speaking skill development. The results obtained through the application of the teacher's Interview, showed the ludic strategies utilized by the teacher to develop students' speaking skill in English are: meromictic strategies and audio-visual aids. In addition, he usually applies ludic activities for speaking development like role plays. Furthermore, the results of the observation guides showed the facilitator focuses on writing skills, since the techniques he uses in class is to develop that ability.

Moreover, the outcomes from the observation guides confirmed the Aries, Apriliaswati and Wardah difficulties statement; which are the same students' difficulties when engaging conversations in English such the reluctant to participate and share their ideas due to fear of mispronouncing the words. Besides that, the results of the students' Questionnaire show that 50% feel nervous when speaking, the 37.5% consider the lack of practice prevent them speak with fluency and only the 12.5% marked the lack of vocabular. In this way, it is confirmed the Aries, Apriliaswati and Wardah difficulties statement which are the same.

Furthermore, the evidence from the study suggests that the application of role-plays provides an essential improvement in students' speaking skills. Since the experimental group (team A) got better scores in the post- test after the interventions, in contrast with the controlled group (team C) who did not receive the treatment. The results of the pre-test showed that the experimental group had 27. 73% in fluency, 24.93% in grammar, 26.4% in vocabulary and 24.53% in accuracy. However, after the two weeks of interventions implementing role plays; the post-test was applied to students and the outcomes were the they got 22. 33% in fluency, 19% in grammar, 19.46% in vocabulary and 21.53% in accuracy that compared with the pretest, the results in the posttest were lower but compared to the control group, there was a large difference of percentage. It is concluded that they had a minimal progress while maintaining their same A1 level, since they need more time to develop this activity the Armstrong's term is confirmed, which mentions that for the implementation of role play is required more time than two weeks.

All the proposed objectives were achieved and this study responds to the students' needs of tenth grade at Instituto Nacional de Oriente, Granada, Nicaragua (2024) who have many difficulties in their speaking skill. They had a lack of development of speech when expressing their ideas, making simple sentences and establishing short conversations. Therefore, this study suggests Role- plays as a ludic strategy for the development of speaking skill, which can bring them many benefits not only to the learners under study, but also others students who try to improve their speaking skill.

Finally, this study left an open door for all those researchers who want to study the same field with role plays. However, it is recommended to employ these types of roles plays in a long period for getting better and more progress. Even though the results presented in this research showed progress, it shows as well these requires more time to develop the three types of suggested role plays. By addressing these challenges, educator can support students better when using role plays in ludic strategies in a consecutive way.

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4.2 Annexes



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Observation guide

Instrument 1

Dear teacher and Students: your point of view is essential to develop this research, which will allow to strengthen the development of speaking skills.

Topic: Role play as a ludic Strategy for the development of speaking skill in students at the high school.

The main objective of this research is to analyze the ludic strategies used in the development of speaking skill in students of 10th grade A, at the Instituto Nacional de Oriente high school-Granada, second semester 2024.

The observation guide consists of ten parameters which are the followings:

Participants	Observation	Yes	No
Teacher	The teacher encourages student participation in an articulate way.		
	The teacher ensures that all students are focused on class.		
	The teacher promotes different strategies and techniques to develop English speaking.		
	The teacher applies activities where students express their ideas to reaffirm the pronunciation of different words.		
	The teacher takes into account the different ways in which students participate and learn during the development of activities.		
	The teacher provides instructions and encourages the inclusion of students in class activities.		
	The teacher emphasizes the ludic strategies such as: roleplays, songs, whiteboard games and tongue twisters to improve English language speaking.		
Student	Students have high participation during the teacher's application of the ludic strategies.		
	Students' express satisfaction and comfort with the use of the ludic strategies.		
	With the ludic strategies, students interact and share their ideas effectively in class.		
Comments			



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Teacher's Questionnaire

Instrument 2

Dear teacher and Students: your point of view is essential to develop this research, which will allow to strengthen the development of speaking skills.

Topic: Role Play as a ludic Strategy for the development of speaking skill in students at the high school.

The main objective of this research is to analyze the ludic strategies used in the development of speaking skill in students of 10th grade A, at the Instituto Nacional de Oriente high school-Granada, second semester 2024.

The questionnaire consists of seven questions. Therefore, we appreciate you answering them as honestly as possible.

Grade: _____ School: _____

Date: _____

Teacher's name: _____

1. Within the 4 English skills, what is the skill you focus on developing in your students?
 - A. Speaking
 - B. Listening
 - C. Writing
 - D. Reading

2. How do you promote your students' interaction during class?
 - A. Creating recreational activities
 - B. Making activities with songs
 - C. Playing with a puzzle
 - D. Using the rouletting game.

3. What are the strategies that you consider provide the best results in developing students' speaking skills?
 - A. Meromictic strategies
 - B. Ludic strategies
 - C. Cognitive strategies

4. What are the media, strategies, or activities that you use in the development of students' speaking ability?
 - a. Audio visual.
 - b. Ludic activities
 - c. Technological games

5. How often do you apply educational recreational activities for speaking development?

- a. Never
- b. Almost never
- c. Usually
- d. Always

6. What are the ludic activities that you use with frequency?

- A. Tongue twister.
- B. Songs
- C. Music
- D. Debate
- E. Role play
- F. Solve the puzzle.

7. What grade do you consider students would benefit from the full application of ludic activities for English language development?

- a. Satisfying
- b. Elemental
- c. Fundamental



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Instrument 3 / Student's questionnaire

This interview consists of nine questions. Therefore, we appreciate you answering them as honestly as possible.

Student name: _____ Grade: 10th A ___ C ___

School: _____ Date: ___ / ___ / ___

Number	Question	Answers		
1	From 1 to 3, what is the frequency with which the teacher implements games and dynamics during the English class?	1	2	3
2	How often does the teacher implement tongue twisters or role-plays during class?	Never	Most of the time	Always
3	What of these activities your teacher uses in the classroom?	Dramatizations	Rhymes	Music or Song
4	Have you expressed ideas or opinions in English through discussion conducted by your teacher?	Never	Sometimes	Always
5	What do you consider to prevent you from speaking with fluency?	Vocabulary	Nervous	Practice
6	From 1 to 3, what is the level would you like to develop your communication skill in the English language with the continuous use of creative games?	1	2	3

7	How do you describe the progress that the games make to help in the development of English-speaking skill?	Poor	Good	Excellent
8	How do you feel about implementing recreational games during classes?	Motivated	Comfortable	Energetic
9	What are your expectations with the implementation of creative games in English classes?	More dynamic and recreational classes	To make progress in speaking skill in a recreational way.	To have a good interaction with your classmates

Speaking skill proficiency (Pre-Test Interview) description

The table below presents the outline test specification with all the administration details required in the first line.

Skill	SW bat Objectives	Language Skill Sub-skill	Item Type	Time allocated	Question Number	Grading System	
						Right Answer	Weight
<i>Speaking</i>	<p>Communicate ideas of common situations when expressing his/her thoughts during a speech.</p> <p>Use simple grammatical and clear structures.</p> <p>Express daily phrases and vocabulary of his/her sounders.</p> <p>Articulate and pronounce words in an acceptable way.</p>	<p><i>Fluency</i></p> <p><i>Grammar</i></p> <p><i>Vocabulary</i></p> <p><i>Accuracy</i></p>	<p>Item I</p> <p>Answer the questions using Relationship vocabulary</p>	<p>Item I</p> <p>(5 minutes)</p>	<p>Item I</p> <p>3 Questions</p>	<p>1. In my family there are...</p> <p>2. My best friend...</p> <p>3. She/he is my best friend because...</p>	<p>Item I</p> <p>0-119 points</p>
	<p>Demonstrate a good manage of social interactions with a standards level.</p>	<p><i>Fluency</i></p> <p><i>Grammar</i></p> <p><i>Vocabulary</i></p> <p><i>Accuracy</i></p>	<p>Item II</p> <p>Tell me about your favorite music, genre</p>	<p>Item II</p> <p>(5 minutes)</p>	<p>Item II</p> <p>2 Question</p> <p>1 Story</p>	<p>1. My favorite song is ...</p> <p>2. My favorite music genre is ...</p>	<p>Item II</p> <p>120-139 Points</p>

	<p>Employ of the grammatical structures in present and past tense, prepositions and others.</p> <p>Engage an acceptable repertoire of personal, job and familiar words.</p> <p>Produce the proper vocal sounds during of words in the speech.</p>		<p>and the crying lady legend.</p>			<p>3. The crying lady is an old story about ...</p>	
	<p>Communicate his/her ideas without difficulties.</p> <p>Apply the grammatical structures correctly and the correct of tenses.</p> <p>Use a good range of required vocabulary, verbs, adverbs, prepositions among others.</p> <p>Pronounce the words in clear and precise form.</p>	<p>Fluency Grammar Vocabulary Accuracy</p>	<p>Item III Mention touristic places you know in Nicaragua, your favorite and the most important.</p>	<p>Item III (5 minutes)</p>	<p>Item III 3 Questions</p>	<p>1. I know (5) places, (Ometepe...) 2. My favorite touristic place is ... 3. I consider (Ometepe) is the best places to visit ...</p>	<p>Item II 140-159 Points</p>

Test Purpose	Total Time	Age	Test Administration	Test Topic	Test Scoring method	Type of Test	Sources
To evaluate students speaking skill proficiency for 10 th based on intensive interview task.	15 Minutes	Learners between 15 - 17	Application for 30 students at Instituto Nacional de Oriente – Granada High school.	10 th grade Unit I (Relationship) Topics (Friendship, Family) Unit II (Culture) Topic (Music, Legends) Unit IV (Tourism) Topic (Vacations, Touristic Places)	Researchers apply the test and gather the incomes to analyze the result.	Proficiency Test	MINED Syllabus -Vocabulary -Units-Topics -Activities -Rubric (Europe program)

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Specification summary

Test specification: This test aims to assess the speaking skills of 10th-grade students in sections A and C at Instituto Nacional de Oriente-Granada. In alignment with MINED, it adheres to the Curricular Grid, focusing on specific topics and units to be covered throughout the year. The test includes content from Units I “Relationships,” II “Culture,” and IV “Tourism.”

Construct: Furthermore, the speaking skill test will be evaluated through sub-skills such as: fluency, grammar, vocabulary, and accuracy which are looking to assess and place the students’ level; through criteria captured on the rubric from (A1 to B1 level). Even students have to be in B1 English level according with MINED is possible their level would be different, being they why jury experts recommended to use the rubric from A1 to B1.

Task Specification: Students are going to complete this task by answering opening questions during an interview conducted by one of the researchers in around 15 minutes.

Blueprint: This model possesses three sections, each one containing three questions categorized in A1, A2 & B1 in a consecutive way; making a total of nine questions ordered as:

3 opening questions about unit I “Relationship”

3 opening questions about unit II “Culture”

3 opening questions about unit IV “Tourist”

NOMBRE DE LA UNIDAD : RELATIONSHIPS
 NÚMERO DE LA UNIDAD : I
 TIEMPO SUGERIDO : 15 HOURS / CLASSES

Competencia de Grado:

1. The student analyzes the characteristics of families, friendships and healthy relationships critically.

Competencia de Ejes Transversales:

1. Toma decisiones acertadas que le permiten alcanzar el logro de sus metas y objetivos a nivel personal, escolar y familiar.

No.	Indicadores de Logro	Contenidos Básicos	Actividades de Aprendizaje sugeridas	Procedimientos de Evaluación
1	<ul style="list-style-type: none"> The student uses appropriate language for social, academic, and life situations. 	<ul style="list-style-type: none"> Friendship. Healthy Relationships. Family. 	<ul style="list-style-type: none"> The student reads authentic materials related to life roles. 	<ul style="list-style-type: none"> Verify if the student utilizes new vocabulary by context clues.
2	<ul style="list-style-type: none"> The student understands the main idea of short texts. 		<ul style="list-style-type: none"> The student practices reading comprehension techniques in readings about friendship. 	<ul style="list-style-type: none"> Verify if the student is able to identify the central idea in a paragraph.
3	<ul style="list-style-type: none"> The student uses target language effectively to meet most common social situations. 		<ul style="list-style-type: none"> The student draws a picture of his or her family tree with the relationship words. 	<ul style="list-style-type: none"> Verify if the student speaks fluently and clearly in short conversations in the target language.
4	<ul style="list-style-type: none"> Student uses grammatically correct sentences to express thoughts. 		<ul style="list-style-type: none"> The student reads a text about love and puts the sentences in the best order, and then he or she compares their answer in pairs. 	<ul style="list-style-type: none"> Verify if the student can identify the different parts of the speech in different sentences.
5	<ul style="list-style-type: none"> The student differentiates language use for formal and informal social contexts. 		<ul style="list-style-type: none"> The student presents a poster about his or her family using simple sentences and reads it aloud. 	<ul style="list-style-type: none"> Check the extent to which the student differentiates formal from informal language.
6	<ul style="list-style-type: none"> The student clarifies general meaning and controls basic 			

NOMBRE DE LA UNIDAD : CULTURE
NÚMERO DE LA UNIDAD : II
TIEMPO SUGERIDO : 13 HOURS / CLASSES

Competencia de Grado:

1. The student identifies, analyzes and interprets Nicaraguan music and folklore in a variety of contexts.

Competencia de Ejes Transversales:

1. Practica y promueve conductas de patriotismo al interesarse por conocer, respetar, disfrutar, cuidar y conservar los bienes naturales, artísticos, culturales e históricos del patrimonio nacional.

No.	Indicadores de Logro	Contenidos Básicos	Actividades de Aprendizaje sugeridas	Procedimientos de Evaluación
1	<ul style="list-style-type: none"> The student previews and makes predictions prior to reading. 	<ul style="list-style-type: none"> Music. Folklore. 	<ul style="list-style-type: none"> The student makes predictions about a reading using the title and pictures as a reference. 	<ul style="list-style-type: none"> Verify if the student understands new word by context clues.
2	<ul style="list-style-type: none"> The student paraphrases or summarizes the main idea of selected reading passages. 		<ul style="list-style-type: none"> The student takes notes while reading silently to prepare for a class discussion and to use as a reference for the future. 	<ul style="list-style-type: none"> Check if the student can read with acceptable intonation.
3	<ul style="list-style-type: none"> The student recognizes sequence of events in a reading passage. 		<ul style="list-style-type: none"> The student answers questions about meaning of words in the text. 	<ul style="list-style-type: none"> Verify if the student can order a sequence of events using his or her prior knowledge.
4	<ul style="list-style-type: none"> The student distinguishes fact from opinion and draws appropriate inferences and conclusions from a reading passage. 		<ul style="list-style-type: none"> The student reads the text (or a section of it) silently and writes down his or her answers to the focus question (s). 	<ul style="list-style-type: none"> Check if the student comprehends the message of the text by reading a passage at least twice.
5	<ul style="list-style-type: none"> The student summarizes a reading passage about Music and/or Folklore. 			<ul style="list-style-type: none"> Verify if the student can extract the main idea of a text and the topic sentence from a paragraph.

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NOMBRE DE LA UNIDAD : TOURISM
NÚMERO DE LA UNIDAD : IV
TIEMPO SUGERIDO : 15 HOURS / CLASSES

Competencia de Grado:

1. The student uses different tenses to express his or her own ideas.

Competencia de Ejes Transversales:

1. Asume y promueve normas sociales de convivencia, basadas en el respeto, la ética, los valores y la cultura.

No.	Indicadores de Logro	Contenidos Básicos	Actividades de Aprendizaje sugeridas	Procedimientos de Evaluación
1	<ul style="list-style-type: none"> The student interprets idioms in oral passages and is able to rephrase their meaning in their own words. 	<ul style="list-style-type: none"> Vacations. Tourist sites. Traveling. Booking. 	<ul style="list-style-type: none"> The student listens to short conversations and answers questions orally and in writing. 	<ul style="list-style-type: none"> Evaluate if the student can answer questions in recent and past.
2	<ul style="list-style-type: none"> The student explains a personal preference and gives two or more reasons for it. 		<ul style="list-style-type: none"> The student practices the use of idioms in different contexts. 	<ul style="list-style-type: none"> Verify if the student can use different tenses in the same text correctly.
3	<ul style="list-style-type: none"> The student uses simple present statements with acceptable grammar. 		<ul style="list-style-type: none"> The student writes a short composition telling his or her preferences about tourist places. 	<ul style="list-style-type: none"> Check if the student expresses his or her points of view with acceptable fluency.
4	<ul style="list-style-type: none"> The student creates texts using present and past tenses appropriately. 		<ul style="list-style-type: none"> The student prepares a simple travel plan in a vacation group. 	<ul style="list-style-type: none"> Verify if the student can differentiate between simple present and simple past in the same text.
5	<ul style="list-style-type: none"> Student is able to effectively communicate his or her ideas with acceptable fluency. 		<ul style="list-style-type: none"> The student interacts in short conversation simulating a conversation with a travel agent. 	<ul style="list-style-type: none"> Check if the student can prepare an ordered and understandable travel plan).

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Speaking skill proficiency (Pre-Test Interview)

Student's name: _____ Date: ____/____/____

Grade: _____ Section: A ____ C ____

School: _____

Unit	Basic		Intermediate
	A1	A2	B1
I Relationship	1. How many people are there in your family?	2. Who is your best friend?	3. Why do You consider that person your best friend?
II Culture	1. What is your favorite song?	2. What is your favorite genre of music?	3. Tell me about "The crying lady "Legend.
IV Tourism	1. How many tourist sites do You know in Nicaragua?	2. What is your favorite tourist site?	3. What tourist sites do You think are worth visiting? Why?



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Speaking skill proficiency (Pre-Test Interview Rubric)

School: Instituto Nacional de Oriente-Granada.

Grade: _____ **Section:** A ____ C ____ **Date:** ____/____/____

Students' name: _____ **Interviewer:** _____

Dimensions-A1					
Criteria		Low Performance (15)	Satisfactory (20)	Competent (27)	
Fluency	A simple communication of common situations when expressing his/ her ideas during a speech.				
Grammar	Clear use of simple grammatical structures.				
Vocabulary	Express daily phrases and vocabulary of his/her sounders.				
Accuracy	Acceptable articulation and pronounced words.				
Sub-Total					
Total					

Dimensions-A2					
Criteria		Low Performance (17)	Satisfactory (28)	Competent (32)	
Fluency	Demonstrate a good management of social interactions with a standard level.				
Grammar	Employ of the grammatical structures in present and past tense, prepositions and others.				
Vocabulary	Acceptable repertoire of personal, job and familiar words.				
Accuracy	Capable of producing vocal sounds during a speech.				
Sub-Total					
Total					

Dimensions-B1					
Criteria		Low Performance (19)	Satisfactory (33)	Competent (37)	
Fluency	Communication of ideas without difficulties.				
Grammar	Grammatical structures correctly used according to the tenses.				
Vocabulary	Use of a good range of required vocabulary, verbs, adverbs, prepositions among others.				
Accuracy	Precise articulation and clear production of the words used.				
<i>Sub-Total</i>					
<i>Total</i>					

<i>Score per level</i>	<i>A1</i>	100	<i>Obtained level</i>	<i>A1</i>	
	<i>A2</i>	120		<i>A2</i>	
	<i>B1</i>	140		<i>B1</i>	

References

Academia Europea (2020). Obtenido de <https://academiaeuropea.com/blog/que-nivel-de-idioma-tienes-segun-el-mcer/>

Council of Europe, & Cambridge University. (safe). COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT. Obtention de <https://rm.coe.int/16802fc1bf>

Speaking skill proficiency (Post-Test Interview) description

The table below presents the outline test specification with all the administration details required in the first line.

Skill	SW bat Objectives	Language Skill Sub-skill	Item Type	Time allocated	Question Number	Grading System	
						Right Answer	Weight
<i>Speaking</i>	Express ideas during a speech in a clear way to environmental practices. Employ compound words in different tenses Use a good range of required vocabulary related to pollution and the greenhouse. Produce the proper vocal sound during the speech to express opinions in a correct way.	<i>Fluency</i> <i>Grammar</i> <i>Vocabulary</i> <i>Accuracy</i>	Item I Using the next topic in the table answer these informational questions.	Item I (5 minutes)	Item I 3 Questions	1. Yes, there are/ No, there are not ... 2. Yes, there is a/There is not a 3. I think, there is a/There is not a	Item I 0-119 points
			Item II Making use of interrogative answers to these questions to care the environment.	Item II (5minutes)	Item II 3 Questions	1) I will help to plant... 2) I will help to clean... 3) I will protect the environment...	Item II 120-139 points
			Item III Employing critical thinking answer the following questions.	Item III (5 minutes)	Item III 3 Questions	1)I think... 2)Yes, in my community. 3)I consider people...	Item III 140-159 points

Test Purpose	Total Time	Age	Test Administration	Test Topic	Test Scoring method	Type of Test	Sources
To evaluate students speaking skill proficiency for 10 th based on intensive interview task.	15 Minutes	Learners between 15 - 17	Application for 30 students at Instituto Nacional de Oriente – Granada High school.	10 th grade Unit V (Environment) Topics (Pollution, climate change)	Researchers apply the test and gather the incomes to analyze the result.	Proficiency Test	MINED Syllabus -Vocabulary -Units-Topics -Activities - Rubric (Europe program)

References

Academia Europea . (2020). Obtenido de <https://academiaeuropea.com/blog/que-nivel-de-idioma-tienes-segun-el-mcer/>

Council of Europe , & Cambridge University . (s.f.). COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT. Obtenido de <https://rm.coe.int/16802fc1bf>

Hughef, A. (2020). Testing for language teachers. Obtenido de <https://books.google.es/books?hl=es&lr=&id=xGs4EAAAQBAJ&oi=fnd&pg=PT5&dq=testing+for+language+teachers&ots=6-fra1fspF&sig=246wy8TKtJ3XgpDNWfv2TNM6b5c#v=onepage&q=testing%20for%20language%20teachers&f=false>

Specification summary

Test specification: This test aims to assess the speaking skills of 10th-grade students in sections A and C at Instituto Nacional de Oriente-Granada. In alignment with MINED, it adheres to the Curricular Grid, focusing on specific topics and units to be covered throughout the year. The test includes content from Units V, Environment-

Construct: Furthermore, the speaking skill test will be evaluated through sub-skills such as: fluency, grammar, vocabulary, and accuracy which are looking to assess and place the students' level; through criteria captured on the rubric from (A1 to B1 level). Even students have to be in B1 English level according with MINED is possible their level would be different, being they why jury experts recommended to use the rubric from A1 to B1

Task Specification: Students are going to complete this task by answering opening questions during an interview conducted by one of the researchers in around 15 minutes.

Blueprint: This model possesses three sections, each one containing three questions categorized in A1, A2 & B1 in a consecutive way; making a total of nine questions. Here is used topics like there is / there are & future will from the environment unit.

NOMBRE DE LA UNIDAD : ENVIRONMENT
 NÚMERO DE LA UNIDAD : V
 TIEMPO SUGERIDO : 13 HOURS / CLASSES

Competencia de Grado:

1. The student categorizes, organizes, and interprets information about environmental issues.

Competencia de Ejes Transversales:

1. Practica y promueve acciones de sensibilización para la protección, conservación y preservación del medio ambiente y los recursos naturales, en el hogar, escuela y comunidad para alcanzar un desarrollo sostenible.

No.	Indicadores de Logro	Contenidos Básicos	Actividades de Aprendizaje sugeridas	Procedimientos de Evaluación
1	<ul style="list-style-type: none"> The student recognizes the meaning of new vocabulary by context clues. 	<ul style="list-style-type: none"> Pollution. Climate change. The greenhouse effect. 	<ul style="list-style-type: none"> The student learns new vocabulary related to environment issues. 	<ul style="list-style-type: none"> Verify if the student can read with acceptable pronunciation vocabulary related to environment.
2	<ul style="list-style-type: none"> The student uses simple and compound words in his or her texts in different tenses. 		<ul style="list-style-type: none"> The student uses reading comprehension techniques to summarize the message of a text. 	<ul style="list-style-type: none"> Check if the student can understand key word using context clues.
3	<ul style="list-style-type: none"> The student identifies key vocabulary in different kinds of texts and in different simple tenses. 		<ul style="list-style-type: none"> The student answers comprehension questions in oral and written form. 	<ul style="list-style-type: none"> Evaluate if the student asks and answers questions about climate change confidently.
4	<ul style="list-style-type: none"> The student identifies cognate words from false cognate words in different texts. 		<ul style="list-style-type: none"> The student categorizes vocabulary related to pollution, climate change the greenhouse effect effect in groups. 	<ul style="list-style-type: none"> Verify if the student can recognize cognate words and false cognate words.
5	<ul style="list-style-type: none"> The student uses environment vocabulary when creating texts about 		<ul style="list-style-type: none"> The student makes a list of cognates and false cognates. 	<ul style="list-style-type: none"> Check if the student can make word groups related to the different issues of the environment.



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Speaking skill proficiency (Post-Test Interview)

Student's name: _____ Date: ____/____/____

Grade: _____ Section: A ____ C ____

School: _____

Unit	Basic		Intermediate
	A1	A2	B1
V Environment (There is/There are & Future Will)	1. Are there avocado trees around your neighborhood?	2. Is there any recycling basket at your school?	3. Is there specific way to prevent deforestation?
	1. Why will you help plant trees in your school?	2. How will you help to clean the Granada Lake?	3. How will you take action to protect the environment?
	1. What will happen if we do not reduce contamination in our environment?	2. In your community, are there forests destroyed by people?	3. Do you consider people will recycle if they had a mandatory law?



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Speaking skill proficiency (Post-Test Interview Rubric)

School: Instituto Nacional de Oriente-Granada.

Grade: _____ **Section:** A ____ C ____ **Date:** ___/___/___

Students' name: _____ **Interviewer:** _____

Dimensions-A1					
Criteria		Low Performance (15)	Satisfactory (20)	Competent (27)	
Fluency	A simple communication of common situations when expressing his/ her ideas during a speech.				
Grammar	Clear use of simple grammatical structures.				
Vocabulary	Express daily phrases and vocabulary of his/her sounders.				
Accuracy	Acceptable articulation and pronounced words.				
Sub-Total					
Total					

Dimensions-A2					
Criteria		Low Performance (17)	Satisfactory (28)	Competent (32)	
Fluency	Demonstrate a good management of social interactions with a standard level.				
Grammar	Employ of the grammatical structures in present and past tense, prepositions and others.				
Vocabulary	Acceptable repertoire of personal, job and familiar words.				
Accuracy	Capable of producing vocal sounds during a speech.				
Sub-Total					
Total					

Dimensions-B1					
Criteria		Low Performance (19)	Satisfactory (33)	Competent (37)	
Fluency	Communication of ideas without difficulties.				
Grammar	Grammatical structures correctly used according to the tenses.				
Vocabulary	Use of a good range of required vocabulary, verbs, adverbs, prepositions among others.				
Accuracy	Precise articulation and clear production of the words used.				
<i>Sub-Total</i>					
<i>Total</i>					

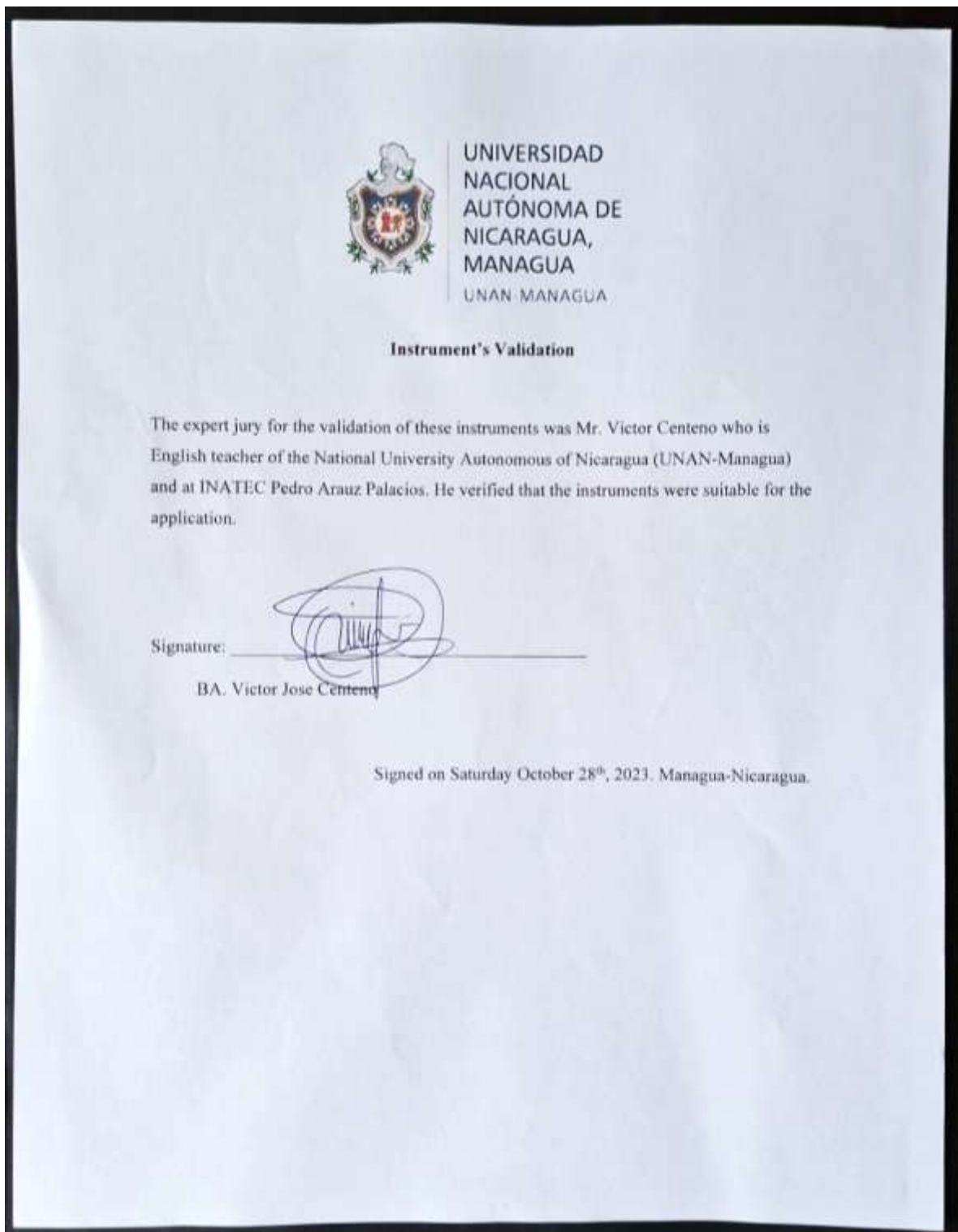
<i>Score per level</i>	<i>A1</i>	100	<i>Obtained level</i>	<i>A1</i>	
	<i>A2</i>	120		<i>A2</i>	
	<i>B1</i>	140		<i>B1</i>	

References

Academia Europea (2020). Obtenido de <https://academiaeuropea.com/blog/que-nivel-de-idioma-ienes-segun-el-mcer/>

Council of Europe, & Cambridge University. (safe). COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT. Obtention de <https://rm.coe.int/16802fc>

Data collection tool's Validation



Pre-test' Validation



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Pre-Test Interview Validation

The expert jury for the validation of this pre-test was Mr. Victor Centeno who is English teacher of the National University Autonomous of Nicaragua (UNAN-Managua) and at INATEC Pedro Arauz Palacios. He verified that the pre-test and rubric were suitable for the application.

Signature: _____

A handwritten signature in blue ink, appearing to read 'Victor Centeno', written over a horizontal line.

BA. Victor Jose Centeno

Signed on October 05th, 2024. Managua-Nicaragua.

Post-test' Validation



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Post-Test Interview Validation

The expert jury for the validation of this post-test was Mr. Victor Centeno who is English teacher of the National University Autonomous of Nicaragua (UNAN-Managua) and at INATEC Pedro Arauz Palacios. He verified that the post-test and rubric were suitable for the application.

Signature: _____

A handwritten signature in blue ink, consisting of several overlapping loops and a central vertical line, positioned over a horizontal line.

BA. Victor Jose Centeno

Signed on October 16th, 2024. Managua-Nicaragua.



