

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

CUR- MATAGALPA



DEPARTAMENTO DE CIENCIAS DE LA EDUCACIÓN Y HUMANIDADES

GRADUATE SEMINAR

Submitted to the National Autonomous University of Nicaragua in fulfillment of the requirements for the Bachelor of Arts Degree in English Teaching

General topic:

DIDACTIC STRATEGIES APPLIED IN THE LEARNING PROCESS OF PRIMARY EDUCATION STUDENTS, MATAGALPA, II SEMESTER 2024.

Specific topic:

The use ludic strategies to improve students' Speaking Skill, in second grade B, at El Progreso Primary School, Matagalpa City, second semester 2024.

Authors:

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Matagalpa Nicaragua, November 2024

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DEDICATION

This research is dedicated firstly to God, because he gave us the wisdom to carry out this work.

To our parents, who with their effort, instilled in us the desire to improve and to continue our formation to achieve our purpose.

To all our professors, who inspired us and shared their knowledge with us. They guided us step by step, until we finished our degree.

Especially, to our tutor MSc. David de Jesús Vallejos Rodríguez, who helped us in this process with patience, love and dedication.

Finally, we dedicate this to our university, UNAN CUR MATAGALPA, for permitting us to be part of it, sharing its prestige and humanistic model in our formation.

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First of all, we want to thank God, because he is the powerful one, it is he who can do everything, including us in his plans. Thanks to him, we managed to finish this stage, being provided with wisdom, health and strength.

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Finally, we are grateful with the university UNAN-CUR-Matagalpa for giving us the chance to professionalize.

ENDORSEMENT LETTER



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¡Universidad del pueblo y para el pueblo!

Noviembre 2024

El presente Seminario de Graduación, desarrollado por los bachilleres Rafael Antonio Hernández Pérez carnet N° 20602206 y Nolbia Pérez Méndez 20602316; remitido como requisito para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema **Didactic strategies applied in the learning process of Primary Education students, Matagalpa, II semester 2024**; bajo el subtema “**The use of ludic strategies to improve students’ speaking skill in second grade “B”, at El Progreso Primary School, Matagalpa city, second semester 2024**” cumple con los requisitos del proceso de investigación metodológica de la Universidad Nacional Autónoma de Nicaragua - UNAN Managua - CUR Matagalpa, con la relación adecuada entre objetivos, variables, fundamentos teóricos, diseño metodológico, resultados y conclusiones.

El proceso de análisis y discusión de resultados se llevó a cabo tomando en cuenta las variables de estudio, instrumentos de recolección de información, objetivos y referencias bibliográficas confiables.

La presente investigación es el resultado del esfuerzo, la dedicación y el conocimiento adquirido y puesto en práctica por los estudiantes, el cual cumple con todos los requisitos académicos e investigativos. Por lo tanto, se considera completa y lista para su defensa.

A handwritten signature in black ink, appearing to read 'David de Jesús Vallejos Rodríguez'.

**MSc. David de Jesús Vallejos
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ABSTRACT

The present research it is about Didactic strategies applied in the learning process of Primary Education students, Matagalpa, in the second semester 2024. It is focused in the use ludic strategies to improve students' speaking skill, in second grade "B" at El Progreso Primary School, Matagalpa City, second semester 2024. The purpose that it has is analyze the use ludic strategies to improve speaking skill. This study is fundamental to identify, describe and analyze different ludic strategies that help foster speaking skill in primary education students. It was possible to identify ludic strategies that are used in the classroom such as: songs, games and collaborative learning. Likewise, the importance of developing speaking skill in students is explained. It is also explained how the use ludic strategies impacts on speaking skill development. Lastly, different ludic strategies to improve speaking skill are proposed.

I. INTRODUCTION

This investigation lays on didactic strategies applied in the English learning process in Matagalpa, Nicaragua, concerning to the use ludic strategies to improve students' Speaking Skill, in second grade B, at El Progreso Primary School, Matagalpa City, during the second semester 2024.

English language has some specific characteristics that result challenging for students of other languages, especially Latin American Elementary and Secondary Education students. In children, learning this language in a country where English is not spoken for everyday communication, learning to speak this language is a great challenge. Therefore, this study aims to analyze the different factors that affect the development of speaking skill in primary school students, identifying and proposing some strategies that help improve this skill.

This research was developed under an interpretative paradigm, in order to observe, analyze, understand, and describe the reality from the participants' perspective. The approach is qualitative and the design is phenomenological, due to it aims to find the meanings associated to life experience of the participants. Moreover, the type of study is cross-sectional or trans-sectional according to the length and descriptive according to the scope.

The population corresponds to 26 second-grade elementary school students and a teacher. The same way, they all represent the sample, since this is a convenience sampling, in order to give more reliability and validity to the study. The analytical-synthetic method was applied during the research process, facilitating the analysis and classification of documents used. In order to synthesize and reach concrete conclusions linked to the objectives of this research. The data collection techniques are an interview to the teacher, and an observation guide applied twice to the class. The information was collected, categorized and analyzed by using Microsoft word.

II. JUSTIFICATION

In the present investigative work is based on the analysis of the use of ludic strategies to improve students' speaking skill in second grade B, at El Progreso Primary school, Matagalpa city. This research aims to analyze the impact of ludic strategies over speaking skill development, in order to identify what strategies can help improve this skill.

It is evident that learning English as a second language is difficult for everybody. It is more difficult for children at early age. And for the teacher, teaching it is even more difficult. The development of speaking skill in children requires them to be motivated to participate actively in class. Then, the use of ludic strategies is necessary. However, some disinterest and lack of compromise has been noticed in the students above mentioned.

This research will provide insights for developing students' speaking skill in Elementary Education, managing to avoid demotivation or lack of concentration. It will help teachers to implement new ludic and engaging activities in his classes too. Furthermore, in the professional educational setting, this study will contribute for future investigators in this field, to have some background data concerning to this topic.

III. OBJECTIVES

General objective

Analyze the use ludic strategies to improve students' Speaking Skill, in second grade B, at El Progreso Primary School, Matagalpa City, during the second semester 2024.

Specific objectives

- Identify the different kinds of ludic strategies applied in English classes with second grade students.
- Describe the importance of speaking skill for second grade students.
- Explain the incidence of ludic strategies in speaking skill development in second-grade students.
- Propose a set of ludic strategies to improve second-grade B students` speaking skill, at El Progreso Primary School, Matagalpa City, during the second semester 2024.

IV. DEVELOPMENT

In this section, information regarding to the variables and objectives of the study is presented, based on different authors and also retrieved from the study group. It is ordered according to the variables sequence defined.

Concerning to the first objective, which is to identify the different kinds of ludic strategies applied in English classes with children, this information is presented:

4.1. Ludic Strategies

4.1.1. Definition

“The Ludic strategy, is an approach to foreign languages (FLT), which acknowledges the value of a humanistic approach.” (Siek Piskozub, 2016)

This means, that they are strategies that are designed mostly for foreign language instruction, aimed to reinforce motivation and engagement, in a warm and pleasant environment. They are important in the teaching-learning process of students, mainly in a new language. it is important to incorporate the use of ludic strategies in planning since it has a positive approach to learning the English Language in a meaningful and positive way.

For example, it is important to be innovative, creative, and dynamic when teaching a lesson. When teaching English, strategies such as: Songs, dramatizations, games can be used. All this consist of working on the emotions of the students and to teach a class with quality and achieve a good communication with fluency and naturality.

From the information obtained though the instruments, it is proved that ludic strategies are important because students improve their speaking skills in fun environments, according to the teacher`s point of view, and the observation applied to the class, where students showed that the use of ludic strategies is necessary for learning the English

language. On this account, the material designed for this level, the book (Bounce now) presents different ludic strategies to work with students.

Now we know what ludic strategies are, let us analyze the importance of applying them in learning environments.

4.1.2. Importance

“Ludic activities are essential for children and adolescents because they promote integral development where they manifest their emotions, allowing them to value and enrich learning and communication through their life experiences to meet the objectives by forming habits and aptitudes.” (Sarmiento, 1999)

In other words, ludic strategies are important in the development of the teaching-learning process in children because through these strategies students can get involved in a comprehensive way, expressing feelings and emotions in a dynamic way. In fact, by using ludic strategies it is possible to develop English language skills meaningfully.

For this reason, English teachers must be dynamic, creative and strategical, using ludic strategies such as songs, games, and dramatizations to develop language skills in a comfortable and recreational environment.

In the interview, the teacher claimed that ludic strategies are important for several reasons: engagement where the students play and keep the interest about learning, social because students work together and share ideas. While in the observation, this theory could be verified. Therefore, as a conclusion, it can be said that ludic strategies are vital to achieve more productive learning, allowing communications and skills development.

Consequently, it is important to identify the different types of ludic strategies that can be applied in educational settings, mainly in English as a second language in children.

4.1.3 Types of Ludic Strategies

Ludic strategies can be classified into several categories, based on their characteristics and applications in educational contexts, particularly in developing speaking skills among ESL students.

4.1.3.1 Game-based strategies

“Games are an infinite source of alternatives to acquire and improve oral expression, considering that games allow students to engage with the activities and feel comfortable“ (Whitton, 2019)

As stated above, there are a lot of different games that can be used for developing oral expression, and at the same time, help make the class fun. Games are beneficial in education, especially in children, because playing games in the classroom creates a relaxing atmosphere where students feel good and comfortable during the lesson.

In Nicaraguan classrooms, learning a language is difficult since it is not widely spoken, and the instruction in class is limited. However, creating meaningful activities in class can provide enough real practice to improve the current levels of the students, and ludic activities such as games play an important role in this.

4.1.3.2 Dramatizations

“The dramatization process serves as an intermediary between what is fantasy and what is real, becoming a ludic space where each phrase that the learners create during the activity is practiced and their different abilities o are developed as well.” (Nascimento, 2017)

Dramatization is a strategy where students can use their imagination by expressing and sharing feelings in a playful way. This strategy helps develop speaking skill in students through character imitation and personalization of activities. English teachers can use this strategy to catch students' attention and motivation, and also to develop speaking skill through students' participation. Dramatization is an effective resource to use with children

because they integrate and express themselves naturally. For this reason, dramatizing is important in the development of the teaching-learning process.

One example, for an English class is to organize a presentation about animals, family members, weather, toys, etc., where students imitate characters or using puppets. This strategy helps develop the Speaking Skill in an interesting and recreational way. Also, dramatization motivates students to participate more actively.

4.1.3.3 Songs and chant strategies

“Songs help learners to avoid stress of the traditional English classes because students can play using songs in order to enjoy the class and learn as well.” (Nurhayati, 2012)

Using songs to develop English classes is beneficial because students are motivated and enjoy a dynamic, and happy class using songs or chants. Students appropriate the language by pronouncing and using the singer as a role model, at the same time, achieve fluency. In addition, this strategy helps students practice the pronunciation of phrases or words, making an interesting class.

For this reason, it is a good idea to use this strategy in primary education, since children love to sing, assuring a positive learning or acquisition of this new language.

4.1.3.4. Interactive Storytelling

This category involves engaging students in storytelling activities that promote language use, which are described as follow:

- **Story Circles:** “Students collaboratively create stories by adding sentences, which encourages creativity and speaking practice” (Wright, 2010). Story circles is a good strategy to develop the Speaking Skill in an interesting form, by saying sentences, where the students create stories orally, fostering creativity, expression and oral production. Also, this strategy catches students’ attention in the classroom. This activity can give good results in early age students, since they love stories and mimics.

- **Puppet Shows:** “Using puppets to tell stories allows students to practice dialogue in a fun and engaging manner” (Phillips, 1993)

Puppets means a relaxing and dynamic class; students show good motivation and achieve concentration in the developed activity. This activity also allows students improve their vocabulary, share ideas and listen to others through conversation.

In small children, playing with puppets is a fascinating activity that seems real and normal for them, since they are used to playing with toys that represent a character. Thus, it is beneficial in second language acquisition because they learn by playing.

4.1.3.5. Physical Movement Activities

These strategies incorporate physical activity to facilitate language learning.

- **Scavenger Hunts:** “Students search for items based on English clues, promoting communication and teamwork” (Morgan, 2004)

In other words, this strategy is based on looking for specific items determined by the teacher. It allows students to concentrate and achieve good communication by working as a team to obtain good results in the game. This strategy is useful because students practice speaking skills. Moreover, it is an activity that promotes the integration of students in a learning environment of relaxation and enthusiasm, making a different class, creating a relationship between the students and the language, where they acquire learning in an effective way.

During an English lesson, this game can be implemented where there is a team competition and students must follow the instructions to find the treasure. This strategy is good for developing speaking skill, promoting teamwork and problem solving. Through this game a place of fun is achieved and most important, the interaction through speaking skill.

- **Simon Says:** “A game that requires listening and speaking, helping students practice commands and vocabulary” (Hadfield, 1999).

The Simon Say activity is an opportunity for the students to practice listening and speaking skills, based on commands given by the teacher. Furthermore, it is an activity to capture the students' attention and promote a comfortable class. Besides that, it is a good game where the students participate and practice different vocabulary in a playful environment that encourages the use of the language. In addition, this game makes the students feel motivated to use the language participating in interesting and fun activities where the language is practiced

4.1.3.6. Collaborative Learning

These strategies emphasize group work and peer interaction.

- **Debates:** Students discuss and argue different viewpoints on a topic, enhancing their speaking and critical thinking skills (Cohen, 1994).

Debates allow students to interact actively using speaking skill. They also practice communication by sharing the knowledge about different contents. This strategy is important because students improve the oral expression and leave behind the fear to speak, when they are properly prepared for this.

In the classroom, the debate can be developed with different topics where students talk, ask and discuss in an entertaining way. For example, the teacher can make a debate about favorite colors or animals.

- **Group Projects:** these are “collaborative tasks that require students to communicate and present their findings to the class” (Johnson, 1999).

As stated above, group work plays a fundamental space in English language because students need to interact and express the ideas in order to complete a task or project. This strategy can be used to work on a topic and look for solution to a chosen problem.

4.1.3.7. Creative Expression

This classification focuses on activities that allow students to express themselves creatively while using language.

- **Art and Language Integration:** these are “activities where students create art pieces and describe them in English, fostering both creativity and language skills” (L, 2001)

The implementation of art and language is important as it allows students to make a connection with the language. Through drawings and crafts, students can use English when explaining or presenting a task. This is a motivating strategy because through art students awaken the imagination. It can be implemented by guiding an activity such as drawings or crafts where the students manipulate the material they need to create, being this a motivating and dynamic activity where students improve vocabulary and speaking skill through the connection of art and language.

So far, different types of ludic strategies have been explained and their characteristics. Some of them are used by the teacher in charge of this group of students, such as games, songs or chants, physical movement activities using total physical response, collaborative learning and creative expression. These data were obtained through the interview to the teacher and corroborated or confirmed with the observations applied to the class. In the same way, the textbook the teacher uses with students reflects strategies such as song and chants, collaborative learning and creative expression.

As a conclusion, it can be assumed that there is a variety of ludic strategies used by primary education English teachers to teach children.

In the next section of this seminar, information concerning to the variable “speaking skill” is presented, in order to address the second objective which is to describe the importance of speaking skill for students of English as a second language.

4.2 Speaking Skill

4.2.1 Definition

“Known as speaking, the skill related to speech, fluency and pronunciation of the English language, which ideally should be worked on from an early age.” (UNIR, 2022)

Therefore, to speak is to produce words or express a message. This skill counts on different sub skills related to the way, form, speed and connection of vocabulary. Developing English speaking skill means being able to express oneself in a coherent and ordered manner, relating phrases or text correctly and naturally. If we learn and develop this skill, we can communicate fluently and express our ideas.

In the educational setting, English teachers must maximize the speaking ability of students, in order to achieve communication skills, allowing them to understand and produce effectively. Then, speaking means a way to communicate ideas, which is the main goal of public education in public schools of Nicaragua nowadays.

4.2.2 Importance

“Speaking is of great significance for the people interaction where they speak everywhere and every day.” (Efrizal, 2012)

Speaking skill is truly important because there is always constant communication to express emotions, ideas or opinions orally. In addition, developing the Speaking Skill is very beneficial because English opens many opportunities in the academic, social and economic field. At the same time, by mastering this language, people can establish good communication with different people around the world, expressing and understanding ideas correctly.

For this reason, for English teachers, it is essential to develop children's speaking skill before any other ability. Then, speaking skill is important for students because it allows communication with other people. In data obtained from the interview, the teacher claims that developing speaking skill is important because students express their ideas or opinions clearly. Comparing this assumption to the theory above presented, it is concluded that the development of speaking skill is essential in children to communicate orally and to understand what other people say, for this, vocabulary, pronunciation and fluency are necessary.

As mentioned above, speaking skill is really important for communication. However, there are some factors that interfere in the development and mastery of this skill.

4.2.3 Factors that interfere

Below, there is a list of factors that interfere with the development of speaking skills in primary education.

4.2.3.1 Pronunciation

According to (Webster's New World College Dictionary, 2010) Pronunciation is "the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability."

As stated above, pronunciation is related to the act of properly producing or reproducing sounds that form a syllable or a word, which can vary depending on the region the speaker is. It has some standard parameters and conditions to be considered as acceptable or correct.

While vocabulary is undoubtedly important, clear articulation serves as the cornerstone of language acquisition. Students need to learn and manage pronunciation of vocabulary when they need to say something in the target language. However, pronunciation has some characteristics that make it challenging for students. First, there is not a relation one to one between writing and pronunciation, since most words are not pronounced as written, like Spanish is. Secondly, there are a variety of sounds that Spanish language does not have, and this tends to confuse students when trying to reproduce or identify them. Finally, stress in English is not explicit as it is in Spanish, it cannot be seen, it is learned by following some rules.

In the observations carried out in the group of students, it was clearly seen that some of them struggled to pronounce some words, even though these were not written.

This is because they try to reproduce the correct sounds, but since they are different to the mother tongue sounds, it is a bit difficult.

Now, concerning to vocabulary, there is another situation that makes it difficult for children and other second language learners.

4.2.3.2 Vocabulary

“While without grammar, very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972)

Vocabulary is a fundamental part for students to acquire and develop the speaking skill in English language because if they do not have sufficient vocabulary, they cannot produce a message. The same happens when identifying information in a conversation, if the student does not possess enough vocabulary, he/she cannot understand the message received. Therefore, vocabulary is a crucial part in learning this new language for our students.

As English teachers, it is essential to provide students with explicit and solid vocabulary instruction to support their verbal communication. Explicit vocabulary teaching will allow students to access the language, express themselves clearly, facilitate their understanding of messages and, above all, achieve effective communication in the English language.

Comparing this theoretical information to the interview made to the teacher and to the observations developed in class, it is clear that vocabulary means a critical factor that affects the development of the students' speaking skill.

Therefore, it is concluded that pronunciation and vocabulary are important factors that interfere negatively in the speaking skill development and performance of primary education students, since they try to reproduce the correct sounds, but they are different to the mother tongue sounds, and without enough vocabulary students cannot express themselves clearly, understand messages and then achieve effective communication.

4.3 Incidence of ludic strategies in speaking skill development.

Ludic strategies, which involve playful and spontaneous activities, play a significant role in enhancing the speaking skill of English as a Second Language students. These strategies are designed to create an engaging and interactive learning environment, allowing students to practice their language skills in a less formal and more enjoyable context.

4.3.1 Encouragement of Spontaneity

Ludic activities encourage students to use language spontaneously, which is crucial for developing fluency. By engaging in games, role-plays, and other playful exercises, students can practice speaking without the pressure of formal assessments (H, 2018)

Ludic strategies are activities that allow teachers to develop a class that motivates children, so that they feel confident and secure. Allowing them to actively participate and interact spontaneously and naturally, without feeling pressured or forced to learn the language.

For this reason, it is important for English teachers to implement ludic strategies in the classroom, as this will help students them to actively participate, interact, and communicate with their peers and the teacher spontaneously and naturally. Likewise, by participating in games, they will visibly improve their speaking skill, mainly to develop fluency.

4.3.2 Enhanced Engagement

These strategies often lead to higher levels of student engagement. When learners are actively participating in enjoyable activities, they are more likely to be motivated and invested in their learning process. (A, 2009, pág. 25)

The implementation of ludic strategies allows for better student engagement, as they contribute to psychosocial development. Through their implementation, children learn

to forge bonds with others. At the same time, they are motivated by fun activities that help their optimal English language development. They acquire greater engagement when interacting with their peers and teachers.

Therefore, when teachers implement ludic strategies in the teaching-learning process, they contribute to the practice of values, oriented towards the acquisition of knowledge. They expand a range of interactive activities, where active participation of students is observed, as it motivates them and they commit to interact and get involved in the learning process, thus achieving better speech development.

4.3.3 Assessment of Speaking Skills

Ludic activities provide teachers with opportunities to assess students' speaking abilities in real-time. This immediate feedback can help educators tailor their instruction to meet the specific needs of their students. (P, 1998)

Ludic strategies have been designed to enable students to express themselves orally in different situations in their environment. These allow teachers to assess the students' oral expression skills as they interact with the language in the classroom. They also allow the teaching-learning process to be corrected and adapted according to the students' pace and characteristics.

As English teachers, it is vital to implement ludic and motivating strategies that help students achieve meaningful learning. Through the use of innovative activities that allow for effective communication and therefore, an effective and real assessment of our students' learning as they interact with the English language.

4.3.4 Development of Social Skills

Engaging in ludic strategies also fosters social interaction among students, which is essential for language development. Through collaborative games and group activities, students practice conversational skills and learn to communicate effectively with peers (S, 2005).

The implementation of ludic strategies with students allows them to interact with both, their classmates and teacher, which plays a fundamental role in the development of speaking skills. Through the implementation of games and group activities, students converse, interact and communicate effectively, achieving good Speaking Skill development.

in the classroom, it has been observed that when teachers implement ludic strategies students are able to interact and actively participate with both their classmates and teacher, which helps them effectively develop their English-speaking skills.

Relating to the theory above mentioned and the information collected in the interview and observation, it is evidenced that applying ludic strategies in the classroom produces positive incidences such as active participation, encouragement of spontaneity, enhanced engagement, Assessment of Speaking Skills and development of social skills, where students practice their language skills in a less formal and more enjoyable context, which is vital in early ages children.

Therefore, it is determined that incidence of the use ludic strategies in the classroom is important to improve Speaking Skill in a fun way, that children are familiarized with.

4.4 Proposed ludic strategies to improve speaking skill

Incorporating ludic strategies into ESL environments can significantly enhance speaking skill among primary school students. Here are some strategies proposed in order to foster this important skill in Elementary Education.

4.4.1 Storytelling Circles

In this activity, students sit in a circle and take turns adding a sentence to create a collective story. This promotes creativity and helps students practice speaking in a collaborative environment (A W. , 2010).

This strategy is important because the student interacts in a fun and interesting way. This strategy is developed in a comfortable space where the teacher begins by telling a story and then each student says a sentence following the sequence. Therefore, each student pays attention to the story and continue it

When the English teacher uses effective strategies for the development of speaking skills, such as creating stories from sentences formed in groups, these contribute to students having better learning and better command of the English language, since they interact in a dynamic, spontaneous and natural way.

4.4.2 Language Games

Games like "Simon Says" or "Charades" can be tailored to include vocabulary and phrases that students are learning. This makes learning enjoyable and reinforces language skills through active participation (C & J, 2012).

Games play a fundamental role in student learning process because the students assimilate in a better way the English language. For example, the game "Simon says" can be adapted according to the objective of the class, such as including vocabulary and phrases that students are learning. Allowing them to obtain good learning through practical and fun activities interacting with the English language in an active way.

It is important that as English teachers to use different games in the development of our lessons, like "Simon says" that is a fun, dynamic and effective game for the development of speaking skills. Since through it students manage to remember and use learned vocabulary to interact in class, allowing them to develop and improve speaking skill.

4.4.3 Interactive Storybooks

Utilizing storybooks that require student participation, such as those with repetitive phrases or questions, can engage students in speaking and improve their confidence in using the language (G & G, 2014).

In other words, the use of storybooks is a practical and effective strategy to get students to participate and interact actively, as they contain repetitive phrases and questions that help the student to express themselves, improving their confidence when interacting with the English language.

The use of storybooks in the classroom is an effective strategy, it helps children to interact and communicate fluently. By containing repetitive phrases and questions, it becomes easier for the student to remember and recognize parts of the story, allowing them to express themselves in an effective and coherent way, promoting a dynamic and fun learning environment.

4.4.4 Puppets

Puppets provide opportunities to meet, explore and understand a wide range of concepts, knowledge, skills, and situations. (Currel, 1976)

The use of puppets in the classroom is essential because it helps children to have more confidence when speaking in English, creating a more participatory and dynamic environment, developing different topics where they interact in a pleasant way and promoting teamwork.

As English teachers, this strategy can be applied by adapting it to different topics where the students can interact with speaking skill, creating a teacher-student relationship by putting the language into practice in a fun way. Therefore, this strategy allows the interest and attention of the students

4.4.5 Roulette

The roulette is thought as a review activity as well as an assessment method. (M & F, 2015)

The roulette, it is a strategy or activity that can be used in the classroom in different ways. As English teachers, it is important to teach creatively, for this reason, it is must research and innovate to present strategies that capture the attention and motivation of

students, having a good result in the teaching-learning process of the English as a second language in a relaxing way through different ludic strategies.

In other words, as English teachers, roulette can be used strikingly and interestingly to develop an activity to explore students' knowledge on different topics where students must speak, express ideas or orally recognize vocabulary. In the same way, this activity about roulette is a way that allows students to be evaluated. Especially in speaking skill, it will enable the student to have confidence and practice in a interesting and relaxing English language.

4.4.6. Dice Speaker

Dice game is versatile game that provides variety of instruction and can be adjusted depend on the needs of the objectives. (G L. & Bedson, 2002)

Dice is a game that can be used in different ways depending on the purpose. In teaching English, the use of dice is a good strategy where the use can be modified according to the topics. This strategy is interesting to capture the attention of students. This strategy also allows students to better assimilate the content. And obtaining good results in the development of oral skills.

As English teachers, the dice can be used in various ways for example to practice vocabulary orally where images are put on the dice and the student must mention the one that corresponds to him. It is also an interesting activity for the student where they can practice the language in a relaxing way.

Using different ludic strategies, the Speaking skill can be improved. According to the interview the teacher said that using strategies such as Games, interactive storybooks, puppets, roulette, and Dice Speaker, creates a dynamic and stimulating learning environment, encouraging communication and creating a collaborative climate.

Therefore, it is concluded that the use ludic strategies in the classroom is vital to improve Speaking skill. Where students can learn by playing.

CONCLUSIONS

After analyzing the use of ludic strategies to improve students' Speaking Skill, in second grade B, at El Progreso Primary School, Matagalpa City, during the second semester of 2024, the following conclusions are drawn:

1. The different kinds of ludic strategies applied in English classes with children are games, songs or chants, physical movement activities using total physical response, collaborative learning, and creative expression. These were evidenced during the classroom observations and corrected by the teacher during the interview.
2. The importance of speaking skill for students of English as a foreign language lies in the capacity to communicate orally, understand messages, and produce, which is the goal of a language. This was expressed by the teacher through the interview.
3. Applying ludic strategies with children produces positive results such as active participation, spontaneity, enhanced engagement, and development of social skills, where students practice their language skills in an enjoyable context, as they are used to, improving speaking skill in the process. This was confirmed during the observations made in the classroom.
4. To improve second-grade B students' speaking skill, at El Progreso Primary School, Matagalpa City, during the second semester 2024, the following strategies are proposed: storytelling circles, language games, interactive storybooks, puppets, roulette and dice speaker.

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Appendix 1. Descriptors Matrix

Variables	sub variables	Sub categories and descriptors	
4.1 Ludic Strategies	4.1.1 Definition		
	4.1.2. Importance		
	4.1.3 types		4.1.3.1. Game-based
			4.1.3.2. Dramatizations
			4.1.3.3. Songs and chants
			4.1.3.4. Interactive Storytelling
			4.1.3.5. Physical Movement Activities
	4.1.3.6. Collaborative Learning		
	4.1.3.7. Creative Expression		
4.2 Speaking skill	4.2.1 definition		
	4.2.2 Importance		
	4.2.3 Factors that interfere	Pronunciation Vocabulary	
4.3. Incidence of Ludic Strategies in speaking skill development.	4.3.1. Encouragement of Spontaneity		
	4.3.2. Enhanced Engagement		
	4.3.3. Assessment of Speaking Skills		
	4.3.4. Development of Social Skills		
4.4. Ludic Strategies to improve Speaking Skill	4.4.1. Storytelling Circles		
	4.4.2. Language Games		
	4.4.3. Interactive Storybooks		
	4.4.4. Puppets		
	4.4.5. Roulette		
	4.4.6 Dice Speaker		

Appendix 2. Variables Operationalization

Variables	Definitions	Dimensions	Indicators	Questions	Scale	Instruments	To whom
Ludic Strategies	The ludic strategy, is an approach to foreign languages (FLT), which acknowledges the value of a humanistic approach. (Siek Piskożub, (2016)).	Definition		What is your opinion about Ludic Strategies?	Open	Interview	Teacher
				Do you use ludic strategies to develop English class?	Close Yes No	Interview	Teacher
				The teacher implements ludic strategies in class.	Closed Yes No	Observation guide	Class

		Importance of Ludic Strategies		<p>What is the importance of using ludic strategies in class with this kind of students?</p> <p>Students look interested in ludic activities developed in class.</p>	<p>Open</p> <p>Close Yes No</p>	<p>Interview</p> <p>Observation guide</p>	<p>Teacher</p> <p>Class</p>
		Types of Ludic Strategies	<p>Game-based Dramatizations . Songs and chants. Interactive Storytelling. Physical</p>	<p>What types of ludic strategies do you use to develop the class?</p>	<p>Closed</p> <p>Game-based Dramatizations. Songs and chants. Interactive Storytelling.</p>	<p>Interview</p>	<p>Teacher</p>

			<p>Movement Activities. Collaborative Learning. Creative Expression.</p>	<p>The teacher uses games during the class.</p> <p>The teacher uses dramatization during the English class.</p> <p>The teacher uses songs and/or chants in English class development.</p>	<p>Physical Movement Activities. Collaborative Learning. Creative Expression. All of them. None of them.</p> <p>Closed Yes No</p> <p>Closed Yes No</p>	<p>Observation guide</p> <p>Observation guide</p> <p>Observation guide</p>	<p>Class</p> <p>Class</p> <p>Class</p>
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				The teacher uses interactive storytelling in English class development.	Closed Yes No	Observation guide	Class
				The teacher uses TPR in English class development.	Closed Yes No	Observation guide	Class
				The teacher uses collaborative learning in English class development.	Closed Yes No	Observation guide	Class
				The teacher uses creative arts in English	Closed Yes	Observation guide	Class

				class development.	No		
					Closed Yes No		
Speaking Skills	(UNIR, 2022) “Known as speaking, the skill related to speech, fluency and pronunciation of the English language, which ideally should be	Definition of speaking skills	Concept	What is your students’ speaking skill level? Students use speaking skill to communicate in the classroom.	Closed High Medium Low Closed Yes No	Interview Observation Guide	Teacher Class

	worked on from an early age.”	Importance		What is the importance of developing speaking skill in students?	Open	Interview	Teacher
		Factors that interfere	Pronunciation Vocabulary	What are the factors that affect students' speaking skill? Students seem to have problems with pronunciation. Students seem to have problems with vocabulary.	Closed Pronunciation Vocabulary Others, Explain. Closed Yes No Closed Yes No	Interview Observation guide Observation guide	Teacher Class Class

<p>Incidence of ludic strategies in speaking skill development</p>		<p>Encouragement of Spontaneity. Reduction of Anxiety. Enhanced Engagement. Assessment of Speaking Skills. Development of Social Skills.</p>		<p>What is the incidence of using ludic strategies in speaking skill development ?</p> <p>What Is the difference in speaking interaction when you use ludic strategies and when you do not use them?</p>	<p>Closed Encouragement of Spontaneity. Reduction of Anxiety. Enhanced Engagement. Assessment of Speaking Skills. Development of Social Skills.</p> <p>Open</p>	<p>Interview</p> <p>Interview</p>	<p>Teacher</p> <p>Teacher</p>
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				Students look motivated to speak when the teacher uses ludic strategies.	Closed Yes No	Observation Guide	Class
				Students relax when participating in ludic activities.	Closed Yes No	Observation Guide	Class
				Students engage more in activities when participating in ludic activities.	Closed Yes No	Observation Guide	Class

				The teacher assesses speaking skill when students participate.	Closed Yes No	Observation Guide	Class
				Students become more sociable when participating in ludic activities.	Closed Yes No	Observation Guide	Class
Ludic strategies to improve Speaking Skill		Storytelling Circles. Language Games. Interactive Storybooks. Puppets. Roulette.		What is your opinion about Storytelling Circles, Language Games, Interactive Storybooks, Puppets, Roulette,	Open	Interview	Teacher

		Dice Speaker.		And Dice Speaker strategies? Do you think these strategies would help improve students' speaking skill?	Open	Interview	Teacher
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Appendix 3. Interview to the Teacher



CENTRO UNIVERSITARIO REGIONAL MATAGALPA

I. General Data:

Date: _____ Time: _____

School: _____ Area: _____

Interviewer: _____

Interviewed: _____

Age: _____ Gender: _____

II. Introduction

Dear teacher, we are doing some research on ludic strategies to develop Speaking Skill on students of second grade in primary education, as a requirement for graduating as Bachelors of English. For this, we need your valuable collaboration. Please answer the following interview. Thank you in advance.

III. Objective

Analyze the use of ludic strategies to improve students' speaking skill in second grade B, at the El Progreso school, Matagalpa city, during the second semester 2024.

IV. Development

Questionnaire

1. What is your opinion about Ludic Strategies?
2. Do you use ludic strategies to develop English class?
3. What is the importance of using ludic strategies in class with this kind of students?
4. What types of ludic strategies do you use to develop the class?
 - a) Game-based
 - b) Dramatizations.
 - c) Songs and chants.
 - d) Interactive Storytelling.
 - e) Physical Movement Activities.
 - f) Collaborative Learning.
 - g) Creative Expression.
 - h) All of them.
 - i) None of them.
5. What is your students' speaking skill level?
 - a) High
 - b) Medium
 - c) Low
6. What is the importance of developing speaking skill in students?

7. What are the factors that affect students' speaking skill?
 - a) Pronunciation
 - b) Vocabulary
 - c) Others, Explain

8. What is the incidence of using ludic strategies in speaking skill development?
 - a) Encouragement of Spontaneity.
 - b) Enhanced Engagement.
 - c) Assessment of Speaking Skill.
 - d) Development of Social Skill.

9. What is the difference in speaking interaction when you use ludic strategies and when you do not use them?

10. What is your opinion about Storytelling Circles, language Games, interactive storybooks, puppets, roulette, and Dice Speaker strategies?

11. Do you think these strategies would help improve students' speaking skill?

Appendix 4. Observation Guide



CENTRO UNIVERSITARIO REGIONAL MATAGALPA

I. General Data:

School: _____ Time: _____ Date: _____

Observant name: _____

II. Objective:

Analyze how the use of Ludic Strategies to improve students' Speaking Skill in second grade "B", at the El Progreso School, Matagalpa city, during the second semester 2024

Development

Indicators	Yes	No	Comment
The teacher implements ludic strategies in class.			
The teacher implements ludic strategies in class.			
The teacher uses games during the class.			
The teacher uses dramatization during the English class.			
The teacher uses songs and/or chants in English class development.			

The teacher uses interactive storytelling in English class development			
The teacher uses TPR in English class development.			
The teacher uses collaborative learning in English class development			
The teacher uses creative arts in English class development.			
Students use speaking skill to communicate in the classroom.			
Students seem to have problems with pronunciation			
Students seem to have problems with vocabulary.			
Students look motivated to speak when the teacher uses ludic strategies.			
Students relax when participating in ludic activities.			
Students engage more in activities when participating in ludic activities.			
The teacher assesses speaking skill when students participate.			

Appendix 5. Document (Book) Review



CENTRO UNIVERSITARIO REGIONAL MATAGALPA

General Data:

Book Name: _____ Grade: _____

Subject: _____ Editorial: _____

Edition/Year: _____ Authors: _____

Reviewers: _____ Date: _____

Objective

Examine whether the material used for teaching second-grade students contains ludic strategies.

Development

1. Does the book contain ludic strategies?
 - a) Yes
 - b) No

2. What quantity of ludic strategies are suggested in the book?

3. Are these activities for every lesson?

4. Are there ludic activities in every unit?
 - a) Yes
 - b) No

5. Types of ludic activities addressed in the book:
 - a) Game-based
 - b) Dramatizations
 - c) Songs and chants
 - d) Interactive Storytelling
 - e) Physical Movement Activities
 - f) Collaborative Learning
 - g) Creative Expression

6. Types of ludic strategies in the book according to skills to be developed
 - a) Visual ()
 - b) Auditive ()
 - c) Written ()
 - d) Physical ()
 - e) Oral ()
 - f) Other ()

7. Ludic strategies in the book are suggested for
 - a) Encouragement or Spontaneity
 - b) Enhanced Engagement
 - c) Assessment of Speaking Skills
 - d) Development of Social Skills

What English level should the students have according to the book?

A1

A2

8. What methods are suggested in the book?

- a) TPR
- b) CTL
- c) Natural approach
- d) Grammar translation method
- e) Mixed method
- f) All of them.

Appendix 6. Activities Timetable

Phase	Daily routine	Date	Responsible
I	Select the theme	August 17th 2024	All the group
II	Select general and specific objectives, justification collect information.	August 17th 2024	All the group
III	Elaborate description matrix,	August 24th 2024	All the group
IV	Working on the framework	August 31st 2024	All the group
V	Finish framework, analyze, corrections of the development.	September 07th 2024	All the group
VI	variable operationalization	September 21st 2024	All the group
VII	Elaboration of instruments, survey, interview, observation guide	October 05th 2024	All the group
VIII	Apply Instruments.	October 19th 2024	All the group
IX	Information analysis	October 26th 2024	All the group
X	Conclusions, abstract and introduction	November 9th 2024	All the group
XI	Slideshows for pre-defense	November 16th	All the group