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CUR- MATAGALPA



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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 of ludic strategies to foster English speaking skill in fifth-grade Elementary Education students, Lirio de los Valles School, Sébaco, Matagalpa, second semester 2024.

Authors:

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Tutor:

MSc. David de Jesús Vallejos Rodríguez.

Matagalpa Nicaragua, November 2024

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DEDICATION

This research is the result of months of effort and dedication in the academic field, a journey filled with challenges and learning experiences. In dedicating this work, we recognize the importance of those who have been fundamental pillars in our personal and professional development.

First and foremost, we dedicate this work to God, the source of our strength and wisdom, who has guided us every step of the way.

To our parents, whose tireless effort and dedication have taught us the value of sacrifice and perseverance. Their unwavering support has been our greatest inspiration to continually strive for excellence.

To our professors, who have played a crucial role in our education over these five years. Their commitment and patience have made every class an opportunity for growth, fostering in us a passion for the continuous learning of English and its nuances.

Finally, we dedicate this work to our university, UNAN CUR Matagalpa. Its quality and focus on comprehensive education have provided us with the necessary tools to face the challenges of the academic and professional world. This work is, in part, a reflection of the education and values we have received at this institution.

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We want to express our deepest gratitude to God, who has allowed us to exist in this world and provides us with the strength and wisdom to pursue our dreams. Thanks to Him, we have the ability to achieve our goals, as well as the gifts of life, energy, love, time, vitality, and health.

To our parents, for their unwavering support and dedication. They have always been by our side, motivating us and providing us with financial support, dedicating their lives to shaping us into valuable and useful members of society.

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Finally, we are profoundly grateful to UNAN-CUR-Matagalpa for having an exceptional program and staff in the field of English. Each of them has generously shared their knowledge and experience, enriched our learning and prepared us for the future.

ENDORSEMENT LETTER



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¡Universidad del pueblo y para el pueblo!

Noviembre 2024

El presente Seminario de Graduación, desarrollado por los bachilleres Aldo Joel Centeno Lopez carnet N° 20602107, Cesia Sarelia González López 20602184 y Jarid Massiel Ramírez Sequeira 20601997; 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 foster English speaking skill in fifth-grade Elementary Education students, Lirio de Los Valles school, Sébaco, Matagalpa, 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 Vallejos'.

MSc. David de Jesús Vallejos Rodríguez

Profesor/Tutor

UNAN Managua, CUR Matagalpa

ABSTRACT

This research focuses on the playful strategies used to promote the ability to speak English in primary school students, Sébaco, Matagalpa, second semester of 2024. Therefore, it focuses on promoting playful strategies in the English-speaking skills of 5th grade primary school students, from Colegio Cristiano Lirio de los Valles, Sébaco, Matagalpa, second semester of 2024. The purpose of this study is to analyze the playful strategies used to enhance oral expression skills in English. This analysis is essential to identify effective methods that teachers can apply in the classroom, thus contributing to improving the language learning process. By using playful strategies, it is aimed to create a motivating environment that facilitates the active participation of students, promotes their interest and improves their performance in oral communication in English. Implementing ludic strategies in education is essential because it increases students' motivation and engagement, fostering active learning. These activities enhance social skills, stimulate creativity and critical thinking, and reduce the stress associated with learning. Additionally, they allow for the diversification of teaching to accommodate different learning styles and benefit students' self-esteem by providing a positive environment. Furthermore, they facilitate knowledge retention by associating concepts with enjoyable experiences and are flexible, able to adapt to various educational contexts. Together, playful strategies enrich the learning process, making it more effective and enjoyable.

Key words: *Ludic strategies, speaking, skill, analyze, learning, English.*

I. INTRODUCTION

The present study is based in the use strategies to foster English speaking skill in fifth-grade Elementary Education students. Nowadays, communication skills are essential for students not only to understand the message, but also to be able to interact effectively when producing spoken or written messages. However, it is a well-known fact that students struggle to communicate orally in and out of the classroom.

The main issue that is observed when an English teacher is developing a class is the lack of participation of the students in the oral activities that involve to demonstrate the fluency and the pronunciation they have acquired during the lessons. For that reason, it is necessary to analyze and comprehend the factors that are affecting that student speak in the second language.

The setting is a Sébaco School, Matagalpa, where students study English as a second language, as is the program that the Ministry of Education has designed for this level. This research aims to Analyze the use of ludic strategies to foster English speaking skill, in fifth-grade elementary education students, Lirio de los Valles school, Sébaco, Matagalpa, during the second semester 2024.

The methodology applied for this research is the following:

The paradigm is interpretive, since it aims to understand reality from the point of view of the participants, interpreting meanings and experiences. **The approach** is qualitative, with some quantitative implications. **This study type** is cross-sectional in time and descriptive in depth. **The design** is Non-experimental, phenomenological. To carry out this research, a **population** of 36 students, 15 girls and 21 boys between the ages of 10 and 11, from the Lirio de los Valles school corresponding to the fifth grade, was chosen and a **sample** of 18 students was taken. **Techniques and instruments:** interview to the teacher, observation guide to the class and a survey to students.

II. JUSTIFICATION

This research is about the use of ludic strategies to speaking skill and how these are development in the classroom. Ludic strategies contain several types of activities where English language learners can interact in a funny, integrative and entertained activities in order to share with their classmates not only emotions and enjoyment but also interchange knowledge during the process.

This way, this investigation has as purpose to analyze the use of ludic strategies to foster skill taking into account the factors that are affecting the development of the speaking skill and the opinion of elementary students and English teacher who were studied by using different techniques and instruments to collect complete data and obtain the necessary results according to the purpose of this research

When investigating this topic, it is important to emphasize that the main problem that is observed when an English teacher is developing a class is the lack of student participation in oral activities that involve demonstrating the fluency and pronunciation that they have acquired during the lessons. For this reason, it is necessary to analyze and understand the factors that are influencing students to speak this foreign language.

This writing will have a significant impact on those new researchers and teachers who wish to investigate this topic, with which they will be able to enrich their knowledge and implement the ludic strategies as tools to motivate students to develop speaking skill. In this way, this research will be useful for every teacher who needs information to improve his teaching techniques at the moment of foster speaking skill in an easy and effective way.

III. OBJECTIVES

General objective:

Analyze the use of ludic strategies to foster English speaking skill in fifth-grade Elementary Education students, Lirio de Los Valles School, Sébaco, Matagalpa, during the second semester 2024.

Specific objectives:

- a) Identify the use of ludic strategies to foster English speaking skill.

- b) Describe the importance of using ludic strategies in the English learning process.

- c) Recommend ludic strategies to foster English speaking skill, in fifth-grade elementary education students, Lirio de los Valles school, Sébaco, Matagalpa, during the second semester 2024.

IV. DEVELOPMENT

4.1 Ludic Strategies

In this section, theoretical information and data collected from the study group through the applied instruments, interview to the teacher, survey to students, and observation to the class, is presented, sequenced according to the variables and objectives set.

Concerning to the first objective, which is to describe the importance of using ludic strategies in the English learning process, the following information is presented:

4.1.1 Definition

According to Solano (2023) 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. Therefore, didactic activities can be conceived as support material that promotes the learning process (p26).

Then, ludic strategies are understood as all activities that allow the acquisition of knowledge, giving students the possibility of learning in a fun way, expressing their ideas freely and exchanging thoughts. Likewise, ludic strategies can make the teaching process easier for the teacher because they facilitate the creation of groups or teams where students can be evaluated all-around and can help them practice different abilities, leaving shyness behind.

Nowadays, teachers increasingly use ludic strategies and these are reflected in school curricula, especially in primary schools, because they manage to capture the attention of students and increase the chances that they will remember what they have learned and achieve to insert it into real life situations. It is always important to take into account the age or level of the students when implementing playful strategies, so that the correct ones are selected.

The results from the interview to the teacher, survey to students and observation to the class, show that ludic strategies are used in the lessons developed with this group of students, which means the classes are fun and active, creating a good environment to learn.

This information collected through the instruments and compared to the theory presented by Solano, indicates that the use of ludic strategies fosters engaging and dynamic learning experiences, contributing to create a positive and enjoyable environment, and enhancing students' participation.

4.1.2 Importance of ludic strategies

Ludic activities promote self-confidence, autonomy, and the development of the personality of the students, thus serving as primary recreational and educational activities. By participating in ludic activities, students develop not only their intellectual capacity, but also their creative, motor, and perceptive skills, as well as the ability to express what they feel and think. (Peñas & Pinos, 2022, p.24)

Ludic strategies are essential to improve the norms of coexistence, especially at the initial level, because they allow children to socialize, communicate and work as a team in a playful environment. These types of strategies allow students to develop physical and sensory abilities, by playing and expressing themselves freely.

In this way, ludic strategies allow students to participate in activities such as: drawing, songs, dances, dramatizations and contests; so that they are the protagonists of their learning and development. Teachers must deepen into recreational activities, stimulating them with practical strategies that generate security and personal confidence. To obtain positive and motivating results, teachers must constantly update themselves, acquiring specialized knowledge.

The data collected through the interview, survey and observation and compared to the theory above presented, reveals that the importance of ludic strategies is that they facilitate the learning process and motivate students during class.

These strategies not only make learning more accessible also help enhance students' participation and interaction during lessons, creating a more effective and enjoyable educational experience.

Therefore, the importance of using ludic strategies in the English learning process is that they promote self-confidence, autonomy, and the development of the personality of the students, serving as primary recreational and educational activities. They also allow students to develop physical and sensory abilities, facilitating the learning process and motivating students during the class.

4.1.3 Factors for selecting ludic activities

In order to select ludic strategies to apply in the classroom, it is important to define the purpose and the size of the group in order to succeed

4.1.3.1 Purpose.

In the view of Sarasti & Figueroa (2017): teachers need to have in mind what will be the purpose of each speaking activity to be developed by them in classrooms, this factor in selecting a ludic activity is fundamental in the success of the class, these purposes must have been designed by teachers with a prudential time to analyze the activities and language outcome to develop during the speaking activities.

That is, teachers should study the purpose of the ludic activity they wish to carry out so that it fulfills its functions and the student can acquire the expected knowledge. Therefore, it is important to take into account the appropriate time to plan the ludic activity. In addition, the objectives to be achieved must be established and known in advance in this way the teacher will be able to have a vision of how his class will develop and what points he wants to expand or improve when implementing a ludic strategy.

Nowadays, curricular planning in the educational field is well known and the impact it has on learning takes on great relevance for both students and teachers. Establishing a purpose turns out to be very important when using playful strategies, for example, if our objective is to improve the speaking ability of students, we cannot simply base it on an activity of listening or repeating words, we must look for one in which the student acquires new vocabulary and puts it into practice in his daily life.

4.1.3.2 Group of size

According to Richards and Renandya (as cited in Sarasti & Figueroa, 2017): “Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all member” (p.19).

Thus, promoting good teamwork requires the teacher to implement cooperative strategies based on certain principles that encourage the integration of everyone as a group where each individual participates, contributing to integral learning. So, it is important as a teacher to know the qualities that make up the group of classes, but also to recognize the characteristics that each student possesses as an individual and to foster mutual help and collaborative work that as a team they must carry out together to achieve any proposed objective.

In current education, group size plays an important role in the use of activities or teaching strategies because it is necessary to assess whether it is possible to develop them, since when implementing strategies such as "the talking pencil" it requires the participation of all students in the classroom without excluding any, always taking into consideration the school values based on respect, collaboration and integration where the teacher must always be a guide and an evaluator of each participation.

From the second question of the survey, aimed to know what factors the teacher takes into account to select a ludic strategy and develop it in the English class, the results obtained through the students' responses were that it is according to purpose. On the other hand, in the observation applied it could be noticed that the teacher applies ludic strategies according to indicator purposes and group size; as it is found in the interview to the teacher too.

Therefore, the factors for selecting ludic strategies are group size and purpose of the activities as mentioned above by the authors quoted in the information collecting in the instruments.

4.1.4 Types of ludic strategies

Each type of strategy offers specific benefits, fostering creativity, motivation, and active participation in the classroom.

4.1.4.1 Storytelling

According to Serrat (2008) defines that: “Storytelling is the use of stories or narratives as a communication tool to value, share, and capitalize on the knowledge of individuals”.

In other words, storytelling is a very useful playful strategy to promote speaking in students who are learning the English language due to social interaction with their peers. The level of this strategy when applied in English must be adequate so that students obtain adequate fluency and help them express their ideas without using complicated words. It is also a very enriching method, since storytelling generates relaxed and warm environments in which students feel safer expressing their ideas and feelings. It also stimulates the imagination since storytelling, like reading, it encourages each person to create their own mental images and even the creation of alternative endings to the story, in this way the student will be able to bring it to reality and be able to communicate it naturally in the language.

When using playful strategies to promote speaking skills in students, it is necessary for the teacher to develop interesting activities associated with their environment, so that they become familiar and motivated to continue learning the English language. Likewise, the teacher can assign his students to do Storytelling in groups, it is another way of using narration with the students and that will allow them to work collaboratively and learn among themselves new vocabulary or grammatical structures typical of the English language, as well as How to improve your communication skills. Likewise, telling stories out loud is useful and beneficial since it allows students to develop auditory discrimination when listening to words or phrases in English. It allows teachers to correct mistakes and give feedback to students so they can improve pronunciation.

4.1.4.2 Questions and answer session

Shanthi et al. (2014) defines that: “this strategy enables the participants to be attentive and alert. It helps them to frame the questions properly. Rapid questioning and answering to problem-solving queries will enable brisk thought, effective communication, and develop creativity” (p.391).

In fact, the question-and-answer session is a good strategy that allows a better connection of the teacher with his students, through it since questions, that are of interest are applied so that the answers are assertive and do not bore others. Therefore, answering, questions provide another opportunity to show a different experience by amplifying the points made by the teacher and their students. Likewise, a lively question-and-answer session in the English class draws attention and motivates them to participate actively, so that they can expand new vocabulary and put communication into practice in the class group.

To facilitate the learning of the speaking skill, the teacher makes use of strategies to develop his class with a good result, for this reason, one of these strategies that they put into practice is the question-and-answer session, assigning their students to carry out an activity where it is applied and this ability is developed for example the teacher divides the class into two groups. One group asks questions and another must answer the first group's questions. Students can choose any topic (social, political, economic, etc.). Each student in the group must ask a question and there must be a connection between the questions asked by the students in the group. Students are given only one opportunity to ask or answer the question. Carrying out this activity makes the English class more feasible and participatory.

4.1.4.3 Spelling games

Clarke (2007) states that: “word spelling games are an excellent way to teach the basic of spelling. They are both educational and fun. By using word spelling games, the students also could be simple and easy to understand about the lesson.p.4.”

This educational activity encourages students to develop their spelling skills and also practice pronouncing words. They provide a fun context where they are motivated to improve and learn new knowledge. Therefore, this type of recreational activity is not only a well-known technique to improve the oral skills of students who are learning the English language, it also allows you to practice pronunciation and have fun at the same time. Likewise, spelling games encourage proactive learning, which in turn helps students consolidate their knowledge about a topic and retain any new information. The games follow patterns or come in recognizable formats that help students establish connections between letters and sounds, thus identifying words that lead them to be able to communicate them.

Nowadays, so that students can foster interest in learning and acquiring the English language, they must carry out feasible activities that the teacher provides them when evaluating their abilities and skills that they are acquiring in their teaching-learning process. Popular options include Scrabble, Boggle, crosswords, and word searches. These games are designed to engage the visual and auditory parts of the brain, providing a fun and effective way to learn new words. As they practice these games, they will begin to recognize patterns in words and develop a better understanding of how to spell and pronounce them correctly. Playing spelling games is a great way to make learning fun and will not only improve your literacy skills but also develop an appreciation for language that can last a lifetime.

4.1.4.4 English Speaking group

Shanthi et al. (2014) defines that: “in this strategy, the students should be encouraged to speak only in English. Ask the students to form a group of friends and start conversing with them in English. This not only helps them also is beneficial to others” (p.391).

In others words, English speaking group is a very effective strategy to apply for the development of speaking skill since it is a way in which the student has to speak and listen to the different opinions or ideas of their classmates since group communication is very effective because it facilitates coordination and fluidity in relationships between students, as well as increases productivity and efficiency to be able to communicate better in a group, it also generates a pleasant atmosphere in the English class.

In this strategy, there are various activities that the teacher can carry out with their students, one of these activities is: Discover the partner, this dynamic is very beneficial to improve the relationship between the students, and most important that they integrate the English-speaking group and allows them to get to know each other better, this will also improve in developing speaking skills more easily since they will be able to ask questions, carry out an interview or get by on a day-to-day basis speaking English in a group. To develop this activity, each student is guided to write sentences in English on a piece of paper about their tastes, their environment, or their personality, so that they share them in their class group and they have to guess who the partner is describing the paper. Therefore, it is very effective for teachers to use this strategy for students to have better learning through the English-speaking group.

4.1.4.5 Card games

As the teacher makes up the rules since they are easily customized, you can play around with all kinds of variations on classic card games. You will hold teaching tools for whatever vocabulary or grammar point you're working on in class. (Weaver and Stimola, 2016, p.1)

In this way card games are a good recreational strategy since they are simpler, more flexible and profitable for students. They can be encouraged to participate and use these games. On the other hand, as a teacher, teaching card games to students not only develops language but also acquires knowledge of the topics that apply according to the student's level. Through this they learn to function and have the confidence to communicate when playing and socializing with their other classmates.

Nowadays, the use of card games as a recreational strategy for learning shows both its strengths and possible limitations. There is no doubt that card games can be a flexible and accessible resource that encourages active participation and facilitates the acquisition of communicative skills. However, the claim that these games are always "more profitable" for students could be questioned, since their effectiveness may depend on factors such as the learning context, the level of linguistic competence and the motivation of the students.

Although the development of confidence and socialization are clear benefits, it is necessary to consider whether card games really achieve a deep understanding of the subject content or whether they simply provide superficial learning. Therefore, it is essential that teachers integrate these games strategically, complementing them with other activities that allow a comprehensive approach to the development of linguistic competences

From the third question of the survey, aimed at identifying the types of ludic strategies the teacher applies to develop speaking skills in the English class, the results obtained from the students' responses indicate that the strategy is based on English speaking group, which received the highest percentage compared to other strategies. On the other hand, in the observation guide, it was noted that the teacher applies most of the strategies, with questions and answer sessions being the most frequently used, as also reflected in the teacher's interview.

4.2 Speaking skill

In the context of teaching English, developing this skill involves not only practicing pronunciation and grammar but also building confidence and fluency in conversation.

4.2.1 Definition

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. (Castillo, Benedith & Álvarez, 2014, p.20)

In this way, speaking is considered to be the mostly sought skill for an individual to be accepted competent in a foreign language. Speaking is more than to form grammatically correct sentences; it rather covers broad areas of mechanics, functions, pragmatics and social interaction. Speaking skill is defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively.

Speaking is the skill that makes human beings different from and superior to the species of living beings. Speaking is a complex cognitive and linguistic skill. A child learns to speak through interaction with the people around him/her in their native language. Every normal adult can speak in his/her native language without effort and this skill is a natural one. But speaking in a foreign language is not natural and it requires conscious effort throughout the whole process.

4.2.2 Importance

The importance of speaking skill hence is enormous for the learners of any language. Without speech a language is reducing to a mere script. The goal of language is

communication and the aim of speaking in a language context is to promote communicative efficiency. (Castillo, Benedith & Álvarez, 2014, p.21)

In fact, speaking allows us to communicate with others and express our thoughts and feelings. It allows us to form connections, influence decisions, and motivate change. Without communication skills, the ability to progress in the working world and in life, itself, would be nearly impossible. Communicating is extremely necessary, and it is a process that we develop throughout our lives. Developing the ability to speak the English language when you are not a native speaker requires a lot of practice and dedication because its phonetics are totally different from other languages. However, being able to speak English brings many advantages.

Among the advantages of foster the ability to speak English, the ease of communicating with people from other countries and learning about new cultures. In addition, today, many people who have this ability manage to obtain better job opportunities, since English is one of the most widely spoken languages worldwide. Undoubtedly, foster the ability to speak English increases your chances of promotion in any field that you propose, both professional and academic.

4.2.3 Components of the speaking skill

The components of speaking skills are essential for effective communication in a new language. These include pronunciation, grammar, vocabulary, and fluency.

4.2.3.1 Grammar.

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978:5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form (Kurniati et al., 2015).

In this way, grammar is the study of elements such as speech sounds (phonetics), words (morphology), and the organization and combination of words to form sentences (known as syntax). Grammar is considered to be key in teaching for learning the English

language, therefore, it occupies an important place. However, for many students, it is a great challenge since they find it difficult to understand and get bored because it is based on linguistics. Likewise, grammar is so important in the social sphere because it helps to improve both written and oral communication, allowing interaction between people to be more effective, and because it provides knowledge that complements other linguistic knowledge.

Currently, grammar has become one of the most essential components for learning the English language, since it is part of the language that focuses on the structure of words and the way they are combined to form sentences. It includes not only syntax and morphology but also phonology. For this reason, today, studying grammar for the acquisition of English in depth is essential to write and, above all, to speak correctly so that others understand you without difficulty.

4.2.3.2 Vocabulary.

“Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form” (Kurniati et al., 2015).

In fact, vocabulary is the set of words that are part of a language and are known to people who speak the English language. The process of vocabulary acquisition, consolidation, and development never ends because language is a living organism and new realities to name are emerging. Through vocabulary, the ability to refer to things with a name is given and it is given a meaning that is the same for all the people in their environment. Regarding the learning of this language, students during their process of acquiring vocabulary are delayed or it is not appropriate for their age, they can want to express situations or facts, which they are not able to communicate, due to the lack of these in their speech. In many cases, they are faced with this difficulty and become frustrated or may have behavioral problems, because they cannot express what they want and because their environment is not capable of understanding what they want to say.

Nowadays, when the study of a foreign language begins, there are many aspects that students must take into account to carry out effective and, above all, efficient communication.

Learning vocabulary is essential since it is loaded with meanings that allow them to say exactly what they want to say without confusion in understanding the message. For this reason, once the student wants to learn and adapt in the world of English, effectively foster their ability to speak, they can never forget the study of vocabulary. Likewise, the teacher has a very important role in the acquisition of the vocabulary of his students, the more contact he has with his students and with the different words that make up the language through the topics he teaches them, the more opportunities they have to learn them.

4.2.2.3 Pronunciation.

According to Kurniati et al. (2015):

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. (p.6)

In others words, pronunciation is a component that supports the transmission of oral information and, therefore, the element that conditions the intelligibility of the message. The pronunciation conveys the oral message, in a way that can make word recognition easier or harder for the listener. Likewise, pronunciation in English is one of the factors of the language that say the most about the mastery of this component, the main objective when learning English is to communicate in this language, therefore, it is necessary that in the learning process they carry out students, they can be understood because an incorrect pronunciation prevents such communication from being achieved.

On the contrary, good English pronunciation makes it easier for other people to understand what you mean. In addition, you can reduce misunderstandings, since you may be able to pronounce the word you wanted to say and not another by mistake.

Currently, in the process of learning the English language, to practice and learn good pronunciation, activities are implemented that attract the student's attention and motivate them by listening to songs in English, learning and pronouncing tongue twisters in English, watching movies and series, Also, the fact that students record themselves will help them to

have an excellent pronunciation to speak and interact more since it is a way of feeling comfortable speaking because they know that they pronounce well.

4.2.3.4 Fluency

According to Kurniati et al. (2015):

Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. (p.6)

In this way, fluency can be defined in English is the ability to read, speak, or write easily, smoothly, and expressively. It is to elaborate a message with spontaneity, creativity, and naturalness. Although what is difficult is the measurement of fluency, that is, when students are in the process of learning a language, they may be fluent in certain subjects but not in others. There are also personality factors that play a role. Perhaps the student is an introvert who is less fluid at one point but over time becomes more fluid than an extrovert when comfortable with his or her surroundings. For the teacher it is easy to see who has more fluency in the classroom, usually, everyone has the same level, since he teaches them vocabulary and grammar and he notices that some students begin to make sentences using their creativity and being more spontaneous. They begin to show fluency, either because of language ability or because they have previously studied or been in contact with the language they are studying.

The fluency of this component helps to foster speaking more easily, reasonably quickly, and without having to stop and pause a lot. Acquiring fluency in the language can take many years, but the teacher shares tips with his students so that they communicate because it is the most important part, that they share their ideas in the most natural way possible. For this, students must take advantage of all class opportunities to speak in English. Talk to your classmates and the teacher in English. The more English they speak, the easier they will find it fluent and have the confidence to speak in English, Students have to be clear about the message they want to communicate, they should not worry about making mistakes, they must

communicate what they want to say and practice not only in the classroom but in their entire social environment.

It is worth noting that in the fourth question of the survey, aimed at identifying which part students find most challenging when speaking English, the results obtained from the students' responses indicate that the component they struggle with the most is pronunciation, which received the highest percentage compared to the others. On the other hand, in the observation guide, it was noted that the teacher practices pronunciation more, as this is where students face the most difficulty, as also reflected in the teacher's interview.

In conclusion, the findings from the survey and observations highlight that pronunciation is the most challenging component for students when speaking English. This insight emphasizes the need for targeted instructional strategies that prioritize pronunciation practice in the classroom. The teacher's focus on this area, as noted in both the observation and the interview, is crucial for addressing students' difficulties and enhancing their overall speaking skills. By concentrating on improving pronunciation, educators can foster greater confidence and competence in their students' oral communication abilities.

4.2.4 Factors Causing Students Challenges in Learning English Speaking Skill

Learning to speak in English can present various challenges for students. Factors such as lack of practice, speaking anxiety, limitations in vocabulary, and pronunciation can hinder their ability to communicate fluently and confidently.

4.2.4.1 Fear to Make Mistakes.

“One of the main factors: fear of mistakes is that students are afraid of looking foolish in front of other people and they are concerned about how others will see them” (Kurtus, 2001, p.5).

As a matter a fact, the author reveals that the fear of making mistakes when speaking English among students is closely related to their concern about the perception of others. We infer that the fear of appearing stupid not only focuses on the aspect of language learning, but also on how this aspect affects the student's personal image in front of their peers, teachers

or interlocutors. This concern for social perception can lead students to avoid situations in which they must use English, thus limiting their practice and progress. Furthermore, fear of judgment from others can create additional pressure, which negatively affects students' confidence in their language skills. Therefore, the fear of making mistakes not only hinders language learning, but can also contribute to a cycle of insecurity and lack of participation in opportunities to practice English.

For this reason, it is essential to consider that this fear of appearing stupid could be only one of the many underlying causes of the fear of error. Likewise, these additional factors, such as academic pressure, the level of competition among peers, teachers' expectations, or even previous negative experiences, can also play a crucial role in language anxiety. To avoid the fear of making mistakes, especially in the context of learning a new language like English, various strategies and approaches can be implemented both at the individual and institutional levels.

4.2.4.2 Mother Tongue Interference.

“Another challenge that learners face in speaking the English language is mother tongue interference. Students who have shown an interest in studying English have been identified” (Mohtar et al. 2015, p.5)

In other words, when speaking English, students face interference in their native language, which often manifests itself in pronunciation, grammar, and vocabulary use. For example, students may unconsciously apply the phonetic rules of their native language, leading to mispronunciations that can make clear communication difficult. Additionally, grammatical structures unique to their native language can influence the way they construct English sentences, leading to errors that can disrupt fluency.

This interference may be particularly pronounced among students who have a strong foundation in their native language, as they may have difficulties breaking familiar patterns. Consequently, addressing native language interference is crucial for language educators, who must implement specific strategies that help students recognize and overcome these challenges, thereby improving their overall English proficiency.

Finally, lexical interference manifests itself in the incorrect use of words due to so-called false friends, which are words that are similar in both languages, but have different meanings. A typical example is the use of “actual” in English, which means “actual,” while in Spanish it means “at this moment.” Although these interferences can be seen as obstacles, some studies suggest that, in certain cases, the similarities between the native language and English can facilitate learning. Teachers should be aware of these potential problems and use appropriate pedagogical strategies, such as focusing on teaching phonics and using grammatical comparisons to overcome interference.

4.2.4.3 Lack of Motivation.

Nunan (as cited in Ork et al., 2024) “The importance of motivation in learning is vital to take note of because it can influence students' reluctance to communicate in English. In this regard, motivation is an important factor in determining how ready students are for communication”.

In this way, the author highlights the critical role of motivation in language learning, particularly its impact on students' willingness to communicate in English. Motivation influences the extent to which learners are prepared to engage in communication, shaping their overall readiness and confidence. Without sufficient motivation, students may be hesitant or even reluctant to participate in conversations, which can hinder their language development.

The emphasis on motivation underscores its importance as a driving force behind active learning and engagement. Essentially, motivated learners are more likely to overcome the challenges associated with speaking a second language, making it a key determinant of their success in communication.

For that reasons motivation plays a crucial role in language learning, especially in students' willingness to communicate in English. For example, a student who is highly motivated to improve their English for a future job opportunity may actively participate in class discussions, engage with native speakers, and seek out chances to practice.

This motivation boosts their confidence and makes them more willing to take risks, such as speaking in front of others or trying new vocabulary. On the other hand, a student

with low motivation may avoid speaking altogether, feeling too nervous or unprepared to engage. As a result, their language skills develop more slowly. Motivation not only drives practice but also helps learners overcome the fear of making mistakes, which is essential for becoming fluent.

From the fifth question of the survey, aimed at identifying which factors affect students when speaking English, the results obtained from the students' responses indicate that the main factor impacting their speaking is the fear of making mistakes, which received the highest percentage compared to the other factors. On the other hand, in the observation guide, it was noted that the teacher encouraged students to participate in speaking activities, as they displayed fear and shyness when communicating orally, which is also supported by the teacher's interview. Then, the teacher's efforts to encourage participation in speaking activities are crucial in addressing this issue, helping students overcome their shyness and fear, and fostering a more supportive learning environment.

In conclusion, the factors that affect the development of speaking skill in English as a Second Language are fear to make mistakes because students are afraid of looking foolish in front of other, mother tongue interference as they have difficulties breaking familiar patterns, and lack of motivation to participate in communicative activities.

4.3. Ludic Strategies to Foster Speaking Skill

Ludic strategies are effective tools for enhancing speaking skills in language learning by creating a relaxed, engaging environment. Through games, role-playing, and interactive activities, students feel more at ease, which encourages them to practice speaking without fear of mistakes. These playful strategies not only make learning enjoyable but also boost students' confidence, fluency, and ability to communicate spontaneously in the target language.

4.3.1 Games.

A “game” is considered a framed and organized play, that is usually initiated for amusement and often serving as an educational tool. There are times when they are played simply for fun, for achievement or reward, and for education purposes as well.

Games can be played often in groups or teams, but they can also be played alone. (Bendo & Erbas, 2019, p.44)

In others words, it can be inferred that games serve a dual purpose, as they are not only focused on entertainment but also have an educational function. Furthermore, their organized structure suggests that, beyond enjoyment, games promote specific skills such as teamwork or personal achievement. Since they are flexible in format—allowing both individual and group participation—games cater to various social and educational needs, adapting to different contexts, whether to reinforce learning, achieve goals, or simply provide personal satisfaction.

Nowadays, the use of games in teaching is an important and useful tool for teacher who use them to motivate and engage students in each lesson. For example, in primary school it is observed that many children found interesting the English class when the teacher applied some funny games integrating ludic material where they can put into practice the communicative skills.

4.3.2. Retelling

Searfoss and Readence (1994) state that:

Story retelling is an appropriate assessment tool for use with ESL students. General inquiries provide more opportunities for children to express everything that they remember, which may be more than they are able to do when specific questions are asked. Here, students are required to do most of the talking, consider what they have read, and formulated their thoughts to express a true understanding of what they have read. (p.4)

In other words, retelling in English refers to the ability to tell or summarize a story, event or information in one's own words. This practice helps students improve comprehension, vocabulary, and fluency. Retelling can be done in various contexts, such as retelling the plot of a book or movie, describing a personal experience, or summarizing a lecture. On the other hand, it encourages active participation with the material and improves confidence when speaking.

Currently, it is important to keep in mind that retelling is an important activity in English and putting it into practice can greatly improve your command of the language. Here are some practical ways to incorporate counting into your learning routine: Retell a story: Read a short story or watch a video and then summarize it in your own words. Focus on the main plot points, characters, and themes. News Articles: After reading a news article, practice telling it to someone else, highlighting key events and their implications. Personal Experiences: Share a memorable personal experience with a friend or in a speaking group. Structure your story to include setting, events, and feelings. In short, by practicing these types of activities, you can improve your speaking skills, improve your confidence, and deepen your understanding of the English language.

4.3.3 Role Playing Funny Situations.

Blank (1985) defines that:

Role-play is a study in which students act specific roles through saying and doing. Role playing as an activity which “requires physical involvement on the part of students. Two or more people “act out” the part of individuals in a hypothetical situation. The physical involvements of students in role playing in the classroom motivate them to learn the foreign language effectively. RPA is mostly conducted in the classroom; therefore, it provides a stress-free environment for learners. (p.55)

As a matter a fact, the author reveals that Role-playing in the classroom not only enhances language acquisition but also fosters deeper social interactions among students. By immersing themselves in specific roles, learners engage in a dynamic exchange that promotes critical thinking and empathy, as they must consider perspectives different from their own. This hands-on approach encourages collaboration, making language learning a shared experience that reduces anxiety and boosts confidence. Furthermore, the hypothetical scenarios allow students to practice real-world communication skills, preparing them for genuine conversations outside the classroom.

While role-playing in the classroom offers numerous benefits, it is essential to consider its limitations and potential drawbacks. One concern is that not all students may feel comfortable participating in role-play activities, leading to anxiety or disengagement. This

can create an uneven learning environment where some students thrive while others feel excluded or intimidated.

Additionally, if not carefully structured, role-playing scenarios can become unrealistic or overly simplistic, failing to prepare students for the complexities of real-life interactions. Furthermore, the emphasis on performance can overshadow the actual learning objectives, with students focusing more on acting than on language acquisition. Thus, while role-playing can be a valuable tool, it is crucial for educators to implement it thoughtfully, ensuring that it complements other teaching methods and addresses the diverse needs of all learners.

4.3.4 Interactive Songs and Chants.

According to Mejzini (2016):

Children learn better through interesting activities and for this reason songs, rhymes and chants are very useful tools for teaching them a foreign language. Actually these are the tools that help children learn in an enjoyable environment without making them feel the pressure of learning a foreign language. (p 105)

Children are more engaged and effective learners when they participate in enjoyable activities. Using songs, rhymes, and chants creates a fun and relaxed atmosphere, which helps alleviate the stress often associated with learning a new language. These musical tools not only capture children's attention but also enhance their memory retention. The rhythm and repetition in songs make vocabulary and grammar structures more accessible. Furthermore, this approach encourages creativity and self-expression. By integrating music into language lessons, educators can foster a love for learning. The overall experience becomes less about pressure and more about enjoyment. This reinforces the idea that learning can be both effective and fun.

Students often thrive in learning environments that engage their curiosity and creativity, making songs, rhymes, and chants effective tools for teaching foreign languages. For instance, many preschool programs incorporate catchy songs like "Head, Shoulders, Knees, and Toes" to teach body parts in English or Spanish, allowing children to learn through movement and repetition. Additionally, educational apps often use playful chants to reinforce vocabulary; for example, a popular app might feature a catchy rhyme to help kids

remember numbers in English. These enjoyable activities create a relaxed atmosphere, encouraging children to absorb new language concepts naturally, without the pressure often associated with traditional learning methods.

4.3.5 Speed Dating Conversations.

Jane Maidment and Beth R. Crisp (2007) affirms:

Adaptations of 'speed dating' for educational purposes have emerged across a diverse range of disciplines within both secondary and tertiary settings. In the context of a large class, 'speed dating' requires all students to participate in discussions, and can be particularly effective in classes when trying to get students to articulate their own opinions on an issue or share their reflections. (p.15)

Adaptation of 'speed dating' for educational use represents a dynamic shift in classroom engagement strategies across various academic levels. By fostering a rapid exchange of ideas in a structured yet informal setting, this approach compels all students to actively participate, breaking down the barriers of traditional classroom dynamics. In large classes, where individual voices can often be drowned out, 'speed dating' encourages students to articulate their thoughts and reflections on pertinent issues, promoting a deeper understanding of diverse perspectives. This method not only enhances communication skills but also cultivates a collaborative learning environment, making it an innovative tool for both secondary and tertiary education.

Nowadays, 'speed dating' for educational purposes have gained traction in various disciplines, enhancing student engagement and interaction. For instance, in a high school history class, students might rotate between stations to discuss pivotal events, such as the American Revolution, allowing them to articulate their perspectives on causes and effects. This approach not only fosters communication skills but also encourages students to express their opinions on complex topics, making learning more dynamic and inclusive. By ensuring that all students participate, these adaptations create an environment where diverse viewpoints can thrive, enriching the educational experience.

V. CONCLUSIONS

Having analyzed the use of ludic strategies to foster English speaking skill in fifth-grade Elementary Education students, Lirio de Los Valles School, Sèbaco, Matagalpa, during the second semester 2024, the following conclusions have been made:

1. The use of ludic strategies is essential to foster English speaking skill, as they create a participatory and relaxed environment where students can practice the language naturally and spontaneously. Through games, interactive dynamics, and creative activities and interest are promoted, which are key elements for the effective development of communicative competence. Thus, it is demonstrated that ludic strategies not only facilitate learning but also make it a meaningful and motivating experience.
2. The importance of using ludic strategies in the English learning process is that they promote self-confidence, autonomy, and the development of the personality of the students, serving as primary recreational and educational activities. They also allow students to develop physical and sensory abilities, facilitating the learning process and motivating students during the class.
3. In order to foster English speaking skill in Elementary Education students of English as a Foreign Language, the following ludic strategies are recommended: games, retelling, role playing funny situations, interactive Songs and Chants, and speed dating conversations.

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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 Factors for selecting ludic activities | Purpose |
| | | Group size |
| | 4.1.4 Types of ludic strategies | Storytelling |
| | | Questions and answers sessions |
| | | Spelling games |
| English speaking group card games | | |
| 4.2 Speaking skill | 4.2.1 Definition | |
| | 4.2.2 Importance | |
| | 4.2.3 Components | Grammar |
| | | Vocabulary |
| | | Pronunciation fluency |
| | 4.2.4 Factors | Fear to make mistakes |
| | | Mother tongue interference |
| Lack of motivation | | |
| 4.3 Ludic strategies to improve speaking skill in EFL | 4.3.1. Games 4.3.2. Retelling 4.3.3. Role playing funny situations 4.3.4. Interactive Songs and Chants 4.3.5. Speed Dating Conversations. | |

Appendix 2. Variables Operationalization

| variable | concept | Dimension | Indicators | Questions | Scale | instruments | To whom | |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------|----------------------|-------------------|
| 4.1 Ludic strategies. | According to Solano (2023) ``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. Therefore, didactic activities can be conceived as support material that promotes | 4.1.1. Definition | | What do you think about ludic strategies? | Open | Interview | Teacher | |
| | | 4.1.2. Importance | | Why do you consider important to develop ludic strategies in the learning process? | Open | Interview | Teacher | |
| | | | | Do you think it is important to use ludic strategies in English class? | Closed Yes No | Survey | Students | |
| | | 4.1.3. Factors for selecting ludic activities | | 4.1.3.1 Purpose | What factors do/does you/the teacher take into account to select the ludic strategies you use? | Closed Purpose Group size | Interview | teacher |
| | | | | 4.1.3.2. Group of size. | | Closed Yes No | Survey | students |
| | | | | | The teacher chooses ludic strategies according to | Closed Yes | Observation Guide | Class |
| | | | | | | | Closed Yes | Observation Guide |

| | | | | | | | |
|--|------------------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| | the learning process`. | 4.1.4 Types of ludic strategies | <p>4.1.4.1 Storytelling.</p> <p>4.1.4.2 Question and answer session.</p> <p>4.1.4.3 Spelling game.</p> <p>4.1.4.4 English speaking group.</p> | <p>achievement indicator purpose.</p> <p>The teacher chooses ludic strategies according to the group size.</p> <p>What kind of ludic strategies does the teacher apply to develop the speaking skill?</p> <p>What kind of ludic strategies do you apply to develop the speaking skill in the students?</p> <p>The teacher uses storytelling.</p> <p>The teacher uses questions and answers.</p> <p>The teacher uses speaking group.</p> <p>The teacher uses card games.</p> | <p>No</p> <p>Closed</p> <p>a. Storytelling.</p> <p>b. Questions and answers session.</p> <p>c. English speaking group.</p> <p>d. Card games.</p> <p>e. Spelling games.</p> <p>Closed</p> <p>Yes</p> <p>No</p> <p>Closed</p> <p>Yes</p> <p>No</p> <p>Closed</p> <p>Yes</p> <p>No</p> <p>Closed</p> <p>Yes</p> <p>No</p> | <p>Interview</p> <p>Survey</p> <p>Observation Guide</p> <p>Observation Guide</p> <p>Observation Guide</p> <p>Observation Guide</p> | <p>Teacher</p> <p>Students</p> <p>Class</p> <p>Class</p> <p>Class</p> <p>Class</p> <p>Class</p> |
|--|------------------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|

| | | | | | | | |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <p>4.2 Speaking skill</p> | <p>Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It</p> | <p>4.2.1. Definition. 4.2.2. Importance. 4.2.3. Components of speaking skill.</p> | <p>4.2.3.1. Grammar 4.2.3.2. Vocabulary. 4.2.3.3. Pronunciation. 4.2.3.4. Fluency</p> | <p>The teacher uses spelling games. The teacher uses speaking ludic activities. What is the importance of developing speaking skill in the students? What components of the speaking skill are more difficult to develop in the students? What is the most difficult part when you speak English? Grammar is the most evident difficulty students have. Vocabulary is the most evident difficulty students have.</p> | <p>Close Yes No Open closed I. Lack of vocabulary. II. Grammar structures. III. Pronunciation IV. To speak with fluently. Closed Yes No Closed Yes No Closed Yes No Closed</p> | <p>Observation Guide Observation Guide Interview Interview Survey Observation Guide Observation Guide</p> | <p>Class Teacher Teacher Students Class Class Class</p> |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|

| | | | | | | | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| | <p>is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable (Castillo, Benedith & Álvarez, 2014, p.20).</p> | <p>4.2.4. Factors</p> | <p>4.2.4.1 Fear to make mistakes</p> <p>4.2.4.2 Mother tongue interference</p> <p>4.2.4.3 Lack of motivation</p> | <p>Pronunciation is the most evident difficulty students have.</p> <p>Fluency is the most evident difficulty students have.</p> <p>What factors interfere in students' speaking skill development?</p> <p>What factors interfere in your speaking skill development?</p> <p>Fear to making mistakes is a factor that affects negatively to students when speaking.</p> <p>Mother tongue interference is a factor that affects negatively to</p> | <p>Yes</p> <p>No</p> <p>Closed</p> <p>a. Fear to mistakes.</p> <p>b. Mother tongue interference</p> <p>c. Lack of motivation</p> <p>Closed</p> <p>Yes</p> <p>No</p> <p>Closed</p> <p>Yes</p> <p>No</p> <p>Closed</p> <p>Yes</p> <p>No</p> | <p>Observation Guide</p> <p>Observation Guide</p> <p>Interview</p> <p>Survey</p> <p>Observation Guide</p> <p>Observation Guide</p> | <p>Class</p> <p>Teacher</p> <p>Student</p> <p>Class</p> <p>Class</p> <p>Class</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|

| | | | | | | | |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------|--------------------------------|
| | | | | <p>students when speaking.</p> <p>Lack of motivation is a factor that affects negatively to students when speaking.</p> | | Observation Guide | |
| 4.3. Ludic strategies to foster speaking skill. | <p>According to Vanegas (2020). Ludic activities it encourages the growth of interpersonal relationships, skills, and a sense of humor in people and primes the student's mind for learning motivation.</p> | <p>4.3.1. Games</p> <p>4.3.2. Retelling</p> <p>4.3.3. Role playing funny situations</p> <p>4.3.4. Interactive Songs and Chants</p> <p>4.3.5. Speed Dating Conversations.</p> | | <p>Do you consider that using ludic strategies can help improve students' speaking skill level? Explain.</p> <p>Do you think that ludic strategies such as games can help you improve your speaking skill? Explain.</p> | <p>Open</p> <p>Open</p> | <p>Interview</p> <p>Survey</p> | <p>Teacher</p> <p>Students</p> |

Appendix 3. Observation Guide



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I. General Data:

Date: _____ Time: _____

School: _____ Área: _____

Interviewer: _____

Interviewed: _____

Age: _____ Gender: _____

II. Objective:

To observe and evaluate speaking strategies applied by the teacher to develop speaking skill in students.

III. Development

| Aspects to evaluate: | Yes | no | Observations. |
|----------------------------------------------------------------------------------|-----|----|---------------|
| The teacher chooses ludic strategies according to achievement indicator purpose. | | | |
| The teacher chooses ludic strategies according to the group size. | | | |
| The teacher uses storytelling. | | | |
| The teacher uses questions and answers. | | | |
| The teacher uses speaking group. | | | |
| The teacher uses card games. | | | |

| | | | |
|-------------------------------------------------------------------------------------------|--|--|--|
| The teacher uses spelling games. | | | |
| The teacher uses speaking ludic activities. | | | |
| Grammar is the most evident difficulty students have. | | | |
| Vocabulary is the most evident difficulty students have. | | | |
| Pronunciation is the most evident difficulty students have. | | | |
| Fluency is the most evident difficulty students have. | | | |
| Fear to making mistakes is a factor that affects negatively to students when speaking. | | | |
| Mother tongue interference is a factor that affects negatively to students when speaking. | | | |
| Lack of motivation is a factor that affects negatively to students when speaking. | | | |

Appendix 4. Interview to the teacher



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CENTRO UNIVERSITARIO REGIONAL MATAGALPA CUR-MATAGALPA

I. Objective:

Compile information about ludic strategies used to foster speaking skill in fifth grade elementary education students, Lirio de los Valles School, Sébaco, Matagalpa, second semester of 2024.

II. General Data:

Interviewee's Name: _____

Interviewer's Name _____

Date: _____ Time: _____

III. Development:

1. what do you think about ludic strategies?

2. Why do you consider important to develop ludic strategies in the learning process?

3. What factors do you take into account to select the ludic strategies you use?
 - a. Purpose
 - b. Group size

4. What kind of ludic strategies does the teacher apply to develop the speaking skill?
 - a. Storytelling.
 - b. Questions and answers session.
 - c. English speaking group.
 - d. Card games.
 - e. Spelling games.

5. What is the importance of developing speaking skill in the students?

6. What components of the speaking skill are more difficult to develop in the students?
 - a. Lack of vocabulary.
 - b. Grammar structures.
 - c. Pronunciation
 - d. To speak with fluently.

7. What factors interfere in students' speaking skill development?
 - a) Fear to mistakes.
 - b) Mother tongue interference
 - c) Lack of motivation

8. Do you consider that using ludic strategies can help improve students' speaking skill level? Explain.

Thanks for your collaboration!

Appendix 5. Survey to students



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MANAGUA
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I. Introduction

Dear student, we are conducting a study about the use of ludic strategies to improve speaking skills in English. Your collaboration is truly important. Please answer the following questionnaire.

II. General Data:

Name of the Institution: _____

Location: _____ Date: _____

III. Objective

Compile information about ludic strategies used to foster speaking skill in fifth grade elementary education students, Lirio de los Valles School, Sébaco, Matagalpa, second semester of 2024.

IV. Development:

Answer the following questions:

1. Do you think it is important to use ludic strategies in English class?
 - b) Yes
 - c) No

2. What factors does the teacher take into account to select the ludic strategies you use?
 - a) Purpose
 - b) Group size

3. What kind of ludic strategies does the teacher apply to develop the speaking skill?
 - a) Storytelling.
 - b) Questions and answers session.
 - c) English speaking group.
 - d) Card games.
 - e) Spelling games.

4. What is the most difficult part when you speak English?
 - a. Lack of vocabulary.
 - b. Grammar structures.
 - c. Pronunciation
 - d. To speak with fluently.

5. Do you think that ludic strategies such as games can help you improve your speaking skill? Explain.
 - a) Fear to making mistakes.
 - b) Mother tongue interference
 - c) Lack of motivation

6. Do you think that ludic strategies such as games can help you improve your speaking skill? Explain.

Appendix 6. Activities Timetable

| Phase | Activity | Date | Responsible |
|-------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------|
| I | Select the theme | August 17 th 2024 | All the group |
| II | Select the general and specific objectives, justification and collect information. | August 24 th 2024 | All the group |
| III | Work on the Development | August 31 th 2024 | All the group |
| IV | Elaborate description matrix and variables operationalization. | August 31 th 2024 | All the group |
| V | Analyze the different techniques for gathering information | September 7 th 2024 | All the group |
| VI | Progress in the theoretical framework with the reading levels | September 21 th 2024 | All the group |
| VII | Develop instruments for collecting information. | September 28 th 2024 | All the group |
| VIII | Structure the work appropriately | October 5 th 2024 | All the group |
| IX | Collect and analyze information. | October 5 th 2024 | All the group |
| X | Review the results obtained and their relationship with the objectives proposed. | October 12 th 2024 | All the group |
| XI | Elaborate conclusions, recommendations, references and appendixes. | October 19 th 2024 | All the group |
| XII | Review the conclusions | October 26 th 2024 | All the group |
| XIII | Review of references and citations with APA standards. Review introduction, dedication, acknowledgments and summary. | November 9 th 2024 | All the group |
| XIII | Review the structure of the Seminar. | November 16 th 2024 | All the group |