Universidad Nacional de Loja

Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Ludic activities and improving English speaking skills among bachillerato students at a public institution in Loja city. School year 2022-2023.

Actividades lúdicas y mejora de la habilidad oral en inglés en los estudiantes de bachillerato de una institución pública de la ciudad de Loja. Año escolar 2022-2023.

AUTORA:

Nayely Estefanía Saavedra Ortiz

DIRECTORA:

Lic. Adriana Elizabeth Cango Patiño. Mg. Sc.

Loja - Ecuador

2023

Educamos para **Transformar**

Certification

Loja, 20 de marzo del 2023

Lic. Adriana Elizabeth Cango Patiño. Mg. Sc.
DIRECTORA DEL TRABAJO DE INTEGRACIÓN CURRICULAR

CERTIFICO:

Que he revisado y orientado todo proceso de la elaboración del Trabajo de Integración Curricular, denominado: **Ludic activities and improving English speaking skills among bachillerato students at a public institution in Loja city. School year 2022-2023,** previo a la obtención del título de **Licenciada en Pedagogía del Idioma Inglés**, de autoría de la estudiante **Nayely Estefanía Saavedra Ortiz,** con **cédula de identidad Nro. 1150334462,** una vez que el trabajo cumple con todos los requisitos exigidos por la Universidad Nacional de Loja para el efecto, autorizo la presentación para la respectiva sustentación y defensa.

Lic. Adriana Elizabeth Cango Patiño. Mg. Sc.
DIRECTORA DEL TRABAJO DE INTEGRACIÓN CURRICULAR

Autoría

Yo, **Nayely Estefanía Saavedra Ortiz,** declaro ser autora del presente Trabajo de Integración Curricular y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos y acciones legales, por el contenido del mismo. Adicionalmente acepto y autorizo a la Universidad Nacional de Loja la publicación del Trabajo de Integración Curricular en el Repositorio Digital Institucional – Biblioteca Virtual.

Firma:

Cédula de Identidad: 1150334462

Fecha: 12 de abril del 2023

Correo Electrónico: nayely.saavedra@unl.edu.ec / nayelisavedra2001@gmail.com

Teléfono: 0997977771

Carta de autorización por parte de la autora, para la consulta, reducción parcial o total, y/o publicación electrónica de texto completo, del Trabajo de Integración Curricular.

Yo **Nayely Estefanía Saavedra Ortiz,** declaro ser autora del Trabajo de Integración Curricular denominado: **Ludic activities and improving English speaking skills among bachillerato students at a public institution in Loja city. School year 2022-2023.,** como requisito para optar el título de **Licenciada en Pedagogía del Idioma Inglés,** autorizo al sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos muestre la producción intelectual de la Universidad, a través de la visibilidad de su contenido en el Repositorio Institucional.

Los usuarios pueden consultar el contenido de este trabajo en el Repositorio Institucional, en las redes de información del país y del exterior con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia del Trabajo de Integración Curricular que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja, a los doce días del mes de abril del dos mil veintitrés.

Firma:

Autora: Nayely Estefanía Saavedra Ortiz
Cédula: 1150334462
Dirección: Loja
Correo electrónico: nayely.saavedra@unl.edu.ec
Teléfono: 0997977771

DATOS COPLEMENTARIOS:
Director del Trabajo de Integración Curricular: Lic. Adriana Elizabeth Cango Patiño. Mg. Sc.

Dedication

I want to dedicate this educational project to my family, especially to my parents Patricia Ortiz and Agusto Saavedra, who have always supported me and given me words of encouragement. Likewise, I want to thank all my friends, especially Michelle and Sebastian, for always offering me advice and help when I needed it. They helped me wholeheartedly and believed in my potential to pursue my passion for teaching and succeed professionally. To God mainly for giving me health, patience, strength, and wisdom to carry out this educational project allowing me to impart the knowledge I have acquired during these four years of my career.

Nayely Estefanía Saavedra Ortiz

Acknowledgments

Nayely Estefanía Saavedra Ortiz

Index of contents

Index of Tables:

Index of Annexes:

1. Tittle

Ludic activities and improving English speaking skills among bachillerato students at a public institution in Loja city. School year 2022-2023.

2. Resumen

La presente investigación tiene como objetivo mejorar las habilidades de expresión oral en inglés mediante el uso de actividades lúdicas en estudiantes de bachillerato de una institución pública de la ciudad de Loja durante el año lectivo 2022-2023. La habilidad de hablar es una de las habilidades más vitales a adquirir ya que es un proceso interactivo que permite a los participantes comunicar información. El habla es conocido como una habilidad productiva lo cual significa que los estudiantes tienen que producir el idioma. Diversos investigadores han manifestado la importancia de aplicar diversas estrategias para mejorar la habilidad oral. Sin embargo, todavía existe una deficiencia en la expresión oral de los estudiantes, por lo que se llevó a cabo esta investigación para encontrar una solución a este problema. Además, esta investigación utilizó un diseño de investigación-acción con un enfoque de método mixto para recopilar datos cuantitativos (puntuaciones) mediante el uso de un pretest y un posttest, y datos cualitativos (percepciones) mediante el uso de un cuestionario. Los datos demostraron que los estudiantes mejoraron notablemente en cada uno de los componentes del habla: fluidez, coherencia, precisión, pronunciación y vocabulario en los que se les midió. Este resultado fue corroborado por las puntuaciones del posttest, que indicaron que los estudiantes habían obtenido un 8,12/10, que está por encima de la puntuación general. De ello se concluye que la aplicación de actividades lúdicas específicas ha tenido un gran impacto en la capacidad de expresión oral de los alumnos. Más concretamente, los alumnos obtienen una puntuación más alta en vocabulario, lo que indica que las actividades lúdicas repercuten positivamente en la ampliación de su glosario. Además, estas actividades lúdicas ayudaron al profesor en formación a tener una gran visión de las ventajas de aplicar nuevas estrategias innovadoras como las actividades lúdicas para mejorar el rendimiento de los alumnos.

Palabras claves: actividades lúdicas; habilidad del habla de los estudiantes; idioma inglés.

2.1. Abstract

This research is aimed to enhance the English speaking skills by using ludic activities among bachillerato students at a public institution in Loja city during the school year 2022-2023. Speaking skill is one of the most vital abilities to acquire since it is an interactive process that allows participants to communicate information. Speaking is known as a "productive skill" which means that students have to produce the language. There have been a variety of researchers that displayed the importance of applying several strategies to improve oral ability. However, there is still a gap in students' speech for that reason this research was conducted to find a solution to this issue. Furthermore, this research used an action research design with a mixed method approach to gathering quantitative (scores) data through the use of a pretest and posttest, and qualitative (perceptions) data through the use of a questionnaire. The data demonstrated that students had a noticeable improvement in each speaking component fluency, coherence, accuracy, pronunciation, and vocabulary in which they were measured. This result was corroborated by the scores of the posttest which indicated students had an achievement of 8.12/10 which is above the general score. From this, it could be concluded that the applications of specific ludic activities had a huge impact on students' speaking skills. More specifically, students attain a higher score in vocabulary which indicates that ludic activities positively impact expanding their glossary. Additionally, these ludic activities helped the pre-service teacher to have a great view of the advantages of applying new innovative strategies as ludic activities to improve learners' performance.

Keywords: English language, ludic activities, speaking skills.

3. Introduction

Speaking skills are the capacity to communicate with others and to express opinions, ideas, intentions, hopes, and viewpoints (El et al., 2006). It is considered an important part of the language teaching and learning process. Related to this statement, the Ministry of Education aims to effectively develop Ecuadorian students' speaking skills. Based on the Common European Framework of Reference (CEFR), students in Bachillerato General Unificado must attain a B1.1 level in speaking skills at the end of the second year. In other words, Bachillerato students are expected to "communicate using the language in everyday situations, as well as solve problems and communicate basic needs in travels, school, and work" (Ministerio de Educación del Ecuador, 2019, p. 198).

Unfortunately, it is known that speaking skills are one of the most difficult skills for non-native speakers to develop. The main reason is that students do not have the confidence to interact, nor do they have sufficient lexis and pronunciation to be able to communicate their thoughts using the English language (Srinivas Rao, 2019; Leong & Masoumeh, 2017). With this in mind, an effective strategy to solve the problem regarding speaking was implementing ludic activities.

For the aforementioned problem, this research aims to enhance English speaking skills by using ludic activities among Bachillerato students. Hence, to conduct this research the following central question was proposed: How can learners enhance English speaking skills by using ludic activities among bachillerato students at a public Institution in Loja city during the school year 2022-2023? Additionally, the following sub-questions have been proposed: (1) How can learners effectively improve English speaking skills by using ludic activities? and (2) what are the students' perceptions about ludic activities for the development of speaking skills?

A number of authors have reported analyses of the importance of applying ludic activities to enhance English speaking skills. In view of this, some of these researchers (Chenche & Ochoa, 2017; Yagual & Figueroa, 2017) have mentioned that applying specific ludic activities help students become more engaged, courageous, and confident in the learning process, which helps them improve their speaking skills. Students' attention was captured and they become more active participants in the learning-teaching process when specific ludic strategies are applied to teach speaking. More essentially, a productive skill such as speaking requires students to expose their target language as much as possible (Vanegas, 2020).

Although many studies established the effectiveness of implementing ludic activities to engage students' participation and interaction for the improvement of their speaking skills, it should be noted that such researches give the hint to conduct further studies. In this take, Ni Putu (2020) suggested that specific ludic activities should be implemented in other schools with different grades to support the effectiveness of using these ludic activities to enhance students' speaking skills. Based on this need the researcher filled this gap by conducting this study which was able to help second-year bachillerato students improve their speaking skills through ludic activities.

The present study contributed to the teaching-learning process by providing information on ludic activities to foster students' oral ability. Furthermore, it helped with new essential findings in the educational field and in the professional and research community. In the same way, teachers obtained more information and resources on how ludic activities work in the teaching-learning English process. In addition, through the implementation of ludic activities, there was an outstanding improvement in all speaking aspects: fluency, vocabulary, pronunciation, accuracy, and coherence, being seventeen students who benefited the most from this research work during the school year 2022-2023. In light of this, the intervention process was developed over forty hours where ludic activities were addressed to promote student interaction, participation, motivation, and cooperation.

Nevertheless, some limitations were found during the intervention process, in particular, the time since with a long period of time the results could be more feasible for students. It is worth mentioning that there was a lack of resources such as scientific papers and previous studies regarding ludic activities. Besides, for further research, it is recommended to have a control group during the research process to gather better results of the research. Moreover, to continue searching for new innovative strategies to improve students' performance.

Finally, to achieve the desired results, this study aimed to enhance students' speaking skills by using ludic activities among Bachillerato students at a public institution in Loja city. Additionally, the following specific objectives were proposed: to find out the effectiveness of using ludic activities on the improvement of English speaking skills and to identify the students´ perceptions about ludic activities for the development of English speaking skills among Bachillerato students at a public institution in Loja city.

<center>**4. Theoretical Framework**</center>

The present theoretical framework contains different studies and research on the independent variable (ludic activities) on the dependent variable (speaking skills). Concerning this, this section covers relevant information about the variables under study that were supported by different studies of some researchers. In relation to this, these studies show the effectiveness of using ludic activities as a strategy to improve not only speaking skills but all four English language skills.

4.1. Ludic Activities

Ludic activities are based on interaction through games and fun activities. It promotes the development of skills, relationships, and a sense of humor in people and predisposes the student's attention to motivation for learning. In this sense, the ludic activities brought to the classroom become a strategic tool for introducing the students to meaningful learning in pleasant environments, developing skills attractively and naturally. In addition, the games used as a strategy help students increase their knowledge and build their physical-motor activity.

By the way, Fiallos (2019) points out that:

Through the use of ludic activities, students will be able to become familiar with the world around them, especially if they are young learners since the basis of all activities of this type is communication which also helps to develop speaking skills. (p. 18)

Applying this type of activity in teaching the English language has good benefits, especially in speaking skills, since students interact through games that encourage them to develop their speech. For that reason, by implementing these activities, students can develop their speaking skills in a fun and spontaneous way.

In this regard, Da Silveira (2017) proposes some advantages of using ludic activities in class:

- Students participate comfortably, as classmate support is evident;
- The teacher should focus on the students and the completion of the activities;
- Students' interest increases;
- They encourage cooperative work (groups or pairs).

According to the resources found by the researcher, some important characteristics and aspects of the use of ludic activities are:

- They motivate us to develop activities spontaneously.

- Develop motor and sensory abilities.

- Students acquire the language naturally.

- It is based on interaction.

- Increase the abilities of students.

- Promote the acquisition of language skills.

4.1.1. Importance of Ludic Activities in the Teaching-Learning Process

According to some research, games are a fundamental part of students' learning process throughout their lives, regardless of their age. It is a fun way to learn as it allows the student to assimilate the different contents faster depending on the objective to be achieved. For this reason, the use of games as a learning strategy is increasing.

Chila and Macías (2017), say that "a good technique you can develop in any of the four skills of the language are ludic activities" (p. 16). These activities are important in the teaching-learning process of students since they can be used for various purposes. In addition, they significantly promote learning as it increases students' confidence and participation. It is important to implement these activities in the classes, they also promote both physical and mental development through interactive games, as well as their self-esteem and knowledge.

In other words, ludic activities play an important role in learning as they promote psychosocial development, language acquisition, personality, and increase knowledge. Moreover, the game is an activity that contributes to the development of the action, decision, interpretation, and socialization of the students, and, used correctly, constitutes a valuable strategy for the educational process, in addition to being a simple diversion.

4.1.2. Ludic Activities and Motivation

Regarding this, Dörnyei (2005) approaches motivation as the explanation of why (a reason) people are willing to do something, how much effort they apply and the time they will spend on the activity to achieve it. He stresses that the responsibility for motivating students, rests with teachers and that they must consider their students' long-term development.

Ludic activities motivate students to learn the English language in a fun way. In this way, Muñoz-Restrepo et al. (2020) argue that "motivation is one of the most important factors in the enjoyment and success of learning any subject, especially a foreign language". Students increase their learning through motivation, that is why applying it in an English classroom is beneficial because students acquire the language easily and at the same time develop linguistic skills.

Likewise, ludic activities play an important role in motivating the acquisition of a new language, in this case, English. According to Cheng and Dornyei (2007) "motivation serves as the initial engine to generate learning and then functions as a continuous force that helps sustain the long and usually laborious journey of acquiring a foreign language" (p. 153). Enever (2015) also notes that young learners often have a high level of motivation when they engage in new and different experiences that they enjoy. This factor stands out as one of the main advantages of learning languages at a young age.

According to Syamsuddin (2021), motivation in the classroom is a mixture of five essential components: student, teacher, content, method/process, and environment (p. 1). Each of these components contains aspects that benefit motivation; however, there is the possibility that it is a bit difficult. That is why there must be a balance between all these five components so that motivation has better results in learning. More essentially, each component has its function, they must work correctly for the teaching-learning process to be successful and the acquisition of a language to be effective.

Motivation means encouraging students to learn and be part of the learning process in a fun way. In addition, capturing students' attention is essential since the results will be more effective because they will be fully involved in the learning process. Additionally, through motivational activities, the teacher increases students' participation, making learning more interactive. In this way, when teaching a language, the implementation of this type of activity is beneficial since students effectively develop linguistic skills.

Taking into account the innumerable aspects of motivation, Da Silveira (2017) mentions that teachers must consider that motivation is extremely important for their students and discover how they trigger this motivation to adopt teaching strategies that encourage them to work. It is also important that teachers create an environment that motivates students to learn, increasing their participation and interaction. Moreover, implementing teaching strategies help teachers to improve students' performance, be able to solve tasks without problems, and be more independent in their assignments.

Nevertheless, it is important to highlight that the lack of motivation leads to low students' performance, and also the acquisition of the language decreases due to their little interest and participation, so the implementation of ludic activities is crucial in the classroom. In this way, the motivation of the students, as well as their learning, will be increased. On many occasions, teachers focus their classes on traditional ones, which results in a boring class without catching students' attention. Furthermore, the students do not benefit in any way and do not get involved in learning.

4.1.3. Principles of Ludic Activities

In this regard, Espinoza (2018) mentions that ludic activities have four principles, such as participation, dynamism, entertainment, and competition.

4.1.3.1. Participation. It plays an important role in students learning since through participation they acquire knowledge. "Students' participation is the specific special context that is implanted with the game application" (Chila & Macías, 2017, p. 9). Students must get involved in the activity that takes place in class because this participation allows them to learn and develop their skills. Students must be active in learning; otherwise, results will not be achieved.

4.1.3.2. Dynamism. According to Chenche and Ochoa (2017), dynamism is related to the time factor and the way the activities are structured in sequential order. "The game is movement, development, active interaction in the dynamics of the educational process" (Chila & Macías, 2017, p. 9). Additionally, dynamism is based on the energy a person has to perform an activity and is also related to movement and interaction. It includes all kinds of physical activity quickly or lightly. In other words, students have to be active, on the move, and have a good attitude toward everything.

4.1.3.3. Entertainment. The activities prepared by the teacher must be entertaining, they must attract students' attention from the beginning of the activity to the end. Teachers need to be innovative with the material they present to students, otherwise, they will get bored. That is why entertainment and innovation must be present in all fields, essentially in the language teaching-learning process. In addition, Chila and Macías (2017) suggest that this principle reflects the fun and interesting demonstrations with ludic activities, which have a strong emotional effect on the student and can be one of the main reasons that encourage their active participation in the game. The educational value of this principle is that entertainment greatly strengthens students' academic interest and cognitive activity, so the game does not encourage boredom, repetition, and common impressions.

4.1.3.4. Competition. "Without competition, there is no game because it encourages independent activity, dynamics, and mobilizes all the physical and intellectual potential of students" (Chila & Macías, 2017, p. 10). In this principle, the teacher can assess students' knowledge through activities that demonstrate the level of knowledge and learning they have acquired.

4.1.4. Types of Ludic Activities

Ludic activities are a powerful ally in promoting meaningful learning, which contains various types of activities that encourage students to participate. These types of activities

offer numerous advantages in the teaching and learning process, in which factors get involved that increase student's concentration on the content or subject, facilitating the acquisition of knowledge and the development of skills. Considering this, Alvarez and Alvarado (2018) mention that there are some types of ludic activities that can be used to improve the levels of comprehension and appropriation of knowledge in the teaching of the English language that will contribute to achieving significant progress and boost the daily oral communicative life of students. In this way, Yagual and Figueroa (2017) describe the following ludic activities:

4.1.4.1. Guessing games. Many teachers choose Guessing games as an appropriate and applicable assessment. According to Yustina and Zaim (2018), this game is a standard evaluation activity for students of a lower level since it offers them the possibility of learning to associate abstract ideas and to listen carefully. This type of game also allows students to expand their vocabulary and encourages reflection, intelligence, memory, and concentration. The guessing game is reasonable as students need an assessment that can help them speak communicatively and interactively. In other words, the use of guessing games allows students to develop the ability to speak given its methodology and the interaction it involves.

4.1.4.2. Pair/group work. Pair work and group work are the fundamental supports in which teachers allow students to practice and share what they have learned with each other. In this sense, Espinoza (2018) claims that this type of activity consists of promoting cooperation and interaction among students so that they can learn by interacting with their classmates. Learning occurs through the exchange and sharing of ideas, experiences, and different points of view in a dynamic negotiation.

4.1.4.3. Board games. Tiing and Yunnus, (2021) state that board games are used as one of the most useful tools to improve students' oral skills. Likewise, these authors point out that board games in speaking classes influence students in their cognitive and affective domains. Through board games, students show improvements in all five aspects of speaking skills: grammar, fluency, pronunciation, vocabulary, and content.

4.1.4.4. Card games. Yagual and Figueroa (2017) state that "card games can be used to foster speaking skills in a fun and entertaining way" (p. 17). The most important function of card games is to practice communication, so these games are a useful technique both to create a communicative interaction and to combine the practice of a language pleasantly.

4.1.4.5. Individual games. These types of ludic activities are widely used techniques in the classroom because foreign language students develop their communication skills individually (Yagual & Figueroa, 2017). Teachers must monitor the process of students in

addition to facilitating the instructions and be aware of the development of the activity as well as the outcomes obtained.

4.1.4.6. Spelling games. This type of ludic activity is not only a well-known technique to improve the speaking skills of foreign language learners, but it is also possible to practice pronunciation and have fun at the same time (Yagual & Figueroa, 2017). In this case, putting spelling games into practice significantly helps students to learn the language and how it is, which means that they will be able to consecutively identify and correct their mistakes.

Considering these types of activities, Deesri (2002) argues that the use of games in English as a Second Language (ESL) and English as a Foreign Language EFL classes helps students to acquire knowledge while having fun. Games have pedagogical importance because they motivate, reduce students' stress, and allow them to communicate effectively. Likewise, Broussard (2011) states that a ludic strategy or practice implies a natural problem-solving characteristic that can potentially reveal the natural creative capacity of students, which is often hampered by more traditional teaching and learning strategies, such as memorization.

In the same way, using games or ludic activities is vastly convenient for obtaining better results in language learning. Yolageldidi and Arikan (2011) mentioned that games "encourage students to communicate effectively and creatively with the learning language", so the person who is part of the game uses the target language to be able to participate. A game comprises rules, competition, relaxation, and learning. This author maintains that in a game a person is stimulated and encouraged to compete against others and try to win the game.

4.1.5. Ludic Activities in Improving Speaking Skills

In this regard, Chenche and Ochoa (2017) propose some activities that help a lot to improve speaking skills, such as role-plays, realia, storytelling, songs, tongue twisters, and simulations. All these activities stimulate the student's learning process and are connected to teaching the four language skills. Moreover, each of these activities has different characteristics to motivate students to learn in a fun and spontaneous way, which favors learning. In this case, the researchers give a brief explanation of each of them below:

4.1.5.1. Role-plays. This activity encourages students to interact and have a conversation. They are dialogues in which students actively participate, and they stimulate confidence to facilitate the production of language. As declared by Balak et al., (2022) role-playing is one of the best techniques for encouraging students to speak. Learners most

benefited from role-playing in the communicative approach since it comes up with a variety of contexts to practice communication skills. One facility of this activity is that students can write the script for the role-play and practice their lines of dialogue giving them time to prepare before it is performed. Based on Krebt's (2017) study there are three types of role-play: fully scripted role-play, semi-scripted role-play, and non-scripted role-play.

First, in fully scripted role-play each word is provided, and each student should know or memorize his or her function. Ultimately, the goal of the conversation is to make each piece of language memorable and meaningful. Students at lower levels who are unfamiliar with the situation or context may benefit from this kind of role-play.

Second, semi-scripted role-play includes a sample conversation with some words missing; students should be able to fill in the gaps with appropriate words from these contexts. However, students should also specify that the materials depend on a frame that provides the situations to establish a real-life context. Students with upper-beginner to intermediate levels of proficiency can use this type; they should be familiar with basic procedures and want to advance to more difficult tasks.

Third, in non-scripted role-play, students may be given keywords and information, or contexts in which they create complete conversations. This type of role-play offers a great opportunity to apply knowledge of techniques in specific circumstances. For that students can develop their ideas and opinions and speak at their level while acting out certain scenarios based on their comprehension. Middle to advanced-level students may find non-scripted role-play useful because it allows for free and structured play, which occasionally demands the use of specialized skills like problem-solving.

4.1.5.2. Realia. It allows students to associate objects to improve speaking skills through activities related to its promotion as well as its components (vocabulary, pronunciation, grammar, etc). As defined by Feliz et al., (2008) realia is the introduction of objects from the teacher's daily working environment into the educational setting to support the construction of knowledge in their presence. Consequently, things like pamphlets, posters, the press, food, and items used in daily life, even though they were not made specifically for learning, can be sources of knowledge that can be used for learning.

4.1.5.3. Storytelling. It involves speaking and listening skills. Students use their imagination and creativity to produce stories without using complex vocabulary. Fosters the innate capacity of students for fantasy and imaginative play. Telling stories has long been a form of human communication. The narrative is probably the most common way of organizing experiences. Storytelling is an ideal introduction to foreign languages because

stories provide a familiar context for students. In addition, if teachers want to draw the attention of students, they must propose different motivating activities such as storytelling (Espinoza, 2018). In this way, the teacher can foster an environment where students can learn English while having fun by using storytelling.

4.2.5.4. Songs. Songs allow students to have dynamic and fun learning. The use of songs avoids stress for students and helps them practice the language, learn new vocabulary, and improve their pronunciation. Songs also offer a variety of opportunities for constant repetition and revision, which are crucial for language-learning strategies. The words in songs have meaning for the young learner, which positively influences acquisition (Fransischa & Fauzia, 2016). In speaking, instead of causing the same level of boredom, songs can help young learners practice a new sound. In addition, songs have a natural rhythm with a steady beat that resembles the stress patterns of spoken English (Millington, 2011).

4.2.5.5. Tongue-twisters. Students can practice pronunciation by repeating sentences quickly. It helps students improve their pronunciation due to the benefits of clarified sounds and words. These should be entertaining and according to the level of the students. Implementing tongue twisters in class is advantageous for students since they enhance their motivation and became more self-confident while actively participating in the learning process. Furthermore, students are involved in an exciting and relaxed environment that facilitates learning (Sitoresmi, 2015).

4.2.5.6. Simulations. Students use their imagination to create situations depending on the context that the teacher indicates. Different aspects of speaking can be implemented in this activity, and doing so gives students confidence, which prevents their nervousness about making mistakes. "Simulation is the recreation of real-world circumstances that have been created to be similar to the actual event or process. Students can experience various roles and events through simulation, which is a condensed, functional model of a real-life scenario" (Syafitri, 2017) mentioned. With simulations, students are satisfied when new concepts and ideas are developed, they feel a sense of new insight. Compared to other forms of education, students are given a more realistic environment to learn in.

4.1.6. Factors for Selecting Ludic Activities

In this regard, Ortiz and Ortiz-Márquez (2018) state the following four factors must be considered when selecting an activity, as well as the aspects that each one contains to favor the acquisition of knowledge and its learning process.

4.1.6.1. Purpose. The teacher must know the purpose of each activity for the class to be successful. These purposes must be designed by making an activity plan and analyzing what students need to achieve.

4.1.6.2. Group size. Cooperative activities and group work should be proposed to encourage mutual work among students. Through these types of activities, students share and exchange their knowledge. In addition, the teacher must know the number of members that must make up an activity based on its difficulty.

4.1.6.3. Physical environment. The physical environment must be taken into account when planning the activities to be carried out in the classes given the role it plays in the application of learning. Classrooms must be adequate for students to work better.

4.1.6.4. Personalization of activities. This factor helps teachers to obtain motivation, commitment, and active participation of students in English language classes. The personalization of the activities according to the preferences of the students is beneficial for their acquisition and learning since they will not be forced to carry out any activity, on the contrary, they will be motivated and dedicated.

4.2. Speaking Skills

Maulidar et al., (2019), state that speaking skills is a complex oral ability to speak in a foreign language that needs to be practiced for a long time to develop this communicative competence. Besides, the same authors point out that the ability to speak is a fundamental skill in human communication whose main objective is to transmit messages, feelings, and thoughts to other people. Consequently, speaking is considered the most important skill due to the role it plays in language acquisition.

Speaking skills allow speakers to have the ability to communicate effectively. These skills let them convey a message thoughtfully, clearly, and convincingly. Leong and Masoumeh (2017) declare that speaking English is not an easy task because speakers must know many important components such as pronunciation, grammar, vocabulary, fluency, and comprehension (p. 35). Therefore, these components are an essential part of language production because the speaker must consider them to obtain better results in communication.

Furthermore, it is essential to emphasize that speaking is considered an active or productive skill just like writing, which means that students are fully immersed in the learning process. In this sense, Srinivas Rao (2019) mentions that students have to produce sentences by themselves and need a lot of practice and learn many things related to grammar, vocabulary, structure, and use of sentences. For that reason, students are active in the language and are prepared to put their knowledge into practice.

In keeping with Srinivas Rao (2019), "the classroom is the ideal platform to acquire good communication skills, especially, speaking skills" (p.6). Therefore, teachers must understand the problems of learning the English language and implement different teaching strategies to develop speaking skills in classrooms. They should not only focus on one strategy but also change their techniques and materials in teaching speaking skills. In addition, using different activities in the classrooms, either in pairs or in groups, has a great impact on the improvement of this skill because the students carry out their oral expression.

By the way, the basic problem for speaking deficiency is the lack of practice. For that reason, practice is vital for developing speaking skills but also helps with the other three skills. In that sense, Srinivas Rao (2019) states that among the four basic skills of the English language, speaking seems to be the most difficult because speakers have to produce sentences in the heat of the moment. In that case, producing sentences is a difficult process for learners if they do not learn grammatical structures and know enough vocabulary.

As for finding a solution to this problem, Sharma (2018) states that students' speaking problems can be solved by giving them a lot of chances for practicing English either in the

classroom or out of the classroom. The practice of speaking English in the classroom should be concerned with the appropriate techniques so that students can improve their oral skills and the learning process is enjoyable. Thus, it is necessary to implement and develop activities in the classroom that apply oral skills, in order to engage students in discussions or dialogues to improve their speaking. Even so, using the appropriate techniques or strategies is the best way to encourage students to speak in class and produce the language.

Regarding activities to improve speaking skills, Tiing and Yunnus (2021) propose that one of the ways to immerse students in a speaking lesson is through games. The use of games in teaching and learning changes the traditional method of transmitting knowledge. Games are a great way to improve any language skill, but when it comes to improving one of them, they need to be targeted specifically at that skill. The implementation of games in learning makes students autonomous, which improves their skills in different fields of knowledge.

Concerning the effectiveness of the games or activities applied in the classroom, Tiing and Yannus (2021) argue that success of speaking English is measured in terms of the student's ability to carry out a conversation in English with correct pronunciation, grammar, good use of vocabulary and fluency (p.2). This suggests that students' level increases as the activities are completed. In fact, with each game or activity focused on speaking, the students will have significant improvement given the efficiency of the results.

However, some obstacles are present when students speak, such as fear, anxiety, and lack of vocabulary. Each of these aspects influences the failure of students to develop their speaking skills correctly, so the teacher must take into account that all students are different as well as their learning styles. So, teachers must know both the strengths and weaknesses of their students for better performance in the teaching-learning process and obtain the expected results in class. Likewise, teachers must select appropriate learning strategies that meet the needs and learning preferences of students so that they feel encouraged to speak without fear of making mistakes (Tiing & Yannus, 2021).

4.2.1. Importance of Speaking Skills in the Classrooms

Speaking is the most important capacity because it is the skill needed to carry on a conversation. Many components of language, such as grammar, vocabulary, and fluency, combine to maintain a dialogue, therefore speakers must master these components in order to communicate effectively and efficiently (Leong & Masoumeh, 2017).

Basically, speaking is the way to communicate ideas and messages orally (Leong & Masoumeh, 2017). In this sense, the same authors affirm that "students can express their emotions, and ideas, tell stories, requests, speak, discuss and show the various functions of

language" (p. 35). So, students must have sufficient English speaking ability to easily communicate with other people. For this reason, students should be encouraged to communicate in English, use the language in real communication, and repeat the process as much as possible.

In addition, speaking is vital both inside and outside the classroom. In today's modern world, everything is related to speaking skills. In other words, having good communication skills means getting great opportunities for both personal and professional life. Furthermore, Srinivas Rao (2019) emphasizes that:

> Speaking skills are the most essential skills for all learners who wish to learn English to enhance their careers, improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, give presentations, and so on (pp. 9-10).

Considering the above, once students practice these speaking skills, they gain mastery of these skills and perform well in any activity inside and outside the classroom. To further engage students in learning speaking skills in their English classrooms, teachers implement several helpful strategies in their classes. As a result, students can perform well in classroom discussions and debates and gradually develop their speaking ability. Also, they will be in a position to give presentations by themselves leaving all the fears that they had in their minds. In this way, with regular practice of these skills, learners can provide short speeches in classrooms as well (Srinivas Rao, 2019). In general, students have to use the language; therefore, their speech will prove that they have acquired it.

4.2.2. Characteristics of Speaking Skills

Regarding the characteristics of oral competence, Arcos and Guisamano (2016) state that for a good oral expression exercise to occur, many other sub-skills are linked. Starting from a well-determined attitude and poise, oral competence only depends on the ability of the student or the speaker to announce, compare, relate, discuss, analyze, and all these exercises carried out in just a few seconds or a particle of time, time where the process simply occurs in speaking and thinking.

Among the sub-skills that have to do with the characteristics of the ability to speak, some important ones must be considered for a better performance of the exercise.

1. The development of new vocabulary is an activity that encompasses all language skills and will be an ongoing challenge for all students. In addition to collaborative activities, students will benefit from practice in the effective use of dictionaries to acquire new words (Feyzullah, 2020).

Applying new vocabulary is an excellent alternative since by knowing new words students improve their speaking as well as their writing in a foreign language, this will help students to develop more, focusing on applying new words. Through brainstorming, students will obtain greater learning and this is a didactic and practical process through which mental creativity is generated on a subject.

2. Developing structural accuracy in speaking is a process that needs to be accompanied by classroom activities that ensure students are engaged in contributing to the activity from the earliest stage, even though the majority of what they contribute may be inaccurate. Success in communication will motivate students even when it involves gestures of finding more subversive ways to convey ideas. However, "accuracy must be frequently emphasized without deterring students from communicating" (Feyzullah, 2020).

3. Phonological accuracy is critical for accurate spelling. If a student develops poor pronunciation patterns, spelling likewise suffers because there is no correct correspondence between sound and symbol. Pronunciation and intonation can be developed through a variety of classroom activities. In addition to learning through activities, students will also focus on the teacher as a role model, so it is important that teachers are constantly aware of the clarity of their pronunciation and to correct or clarify inaccurate pronunciation (Feyzullah, 2020).

In other words, when there is good spelling, pronunciation is not affected because sound-symbol correspondence, pronunciation, and intonation can be developed through a series of classroom activities. This means that with the use of ludic activities in a classroom, students will obtain better learning and the teacher will be satisfied and that will be the model to follow.

4.2.3. Components of Speaking Skills

There are several components of speaking that are part of this skill. Likewise, it is vital to highlight that the same component can be scored to evaluate speaking ability. Each element will be detailed below:

4.2.3.1. Pronunciation. Basically, pronunciation is how the speaker makes or produces the different sounds of words in speech. When the speaker produces the sound he/she must consider the following aspects: word stress, sentence stress, linking, and intonation. Taking into account the aforementioned, Harmer (2007) mentions that "pronunciation is the way the sentence is spoken will also determine what it means" (p. 61), which is why the correct use of these aspects is crucial. Moreover, the mispronunciation of

words impedes the proper understanding of a message, it means that when the speaker mispronounces a letter, the meaning of the word changes. In this sense, during the speech, the teacher must consider the sounds of words.

4.2.3.2. Vocabulary. It is one of the most crucial elements of speech because through the use of several words, people will understand the message that they are trying to transmit. On the other side, the lack of vocabulary is the obstacle that stops students from learning speaking, and understanding the English language. Yagual and Figueroa (2017) state that vocabulary is an important element in learning a foreign language and offers a basis for developing any skills since, without enough vocabulary and strategies or techniques for acquiring new vocabulary, students often achieve less than their potential and are discouraged from making use of language learning.

4.2.3.3. Fluency. This component is not easy to acquire. However, it can be said that it is one of the main goals when learning a new language. The majority of the time, people struggle with the pronunciation of certain words, which becomes an obstacle to reaching the suitable level of fluency that is expected. However, once learners used the structure of words or certain conjugation they will be able to speak faster and without hesitation. (Fiallos, 2019, p. 12)

4.2.4.4. Accuracy. It plays an important role in speaking and oral proficiency. "The reason is that oral proficiency is based and evaluated on the proper structure and grammatical orientated speech that is produced by the speakers" (Cercado, 2019, p. 14). It refers to how words are arranged to form proper sentences. Grammar is the system of language rules used to structure sentences. It has huge importance in writing as well as in speaking to convey a message coherently. Fiallos (2019) declares that the use of proper grammar allows the transmission of a message correctly structured and suitable for oral or written communication. For students of a second language, grammar should be a priority. Once students have an average domain of it they will be able to express their thoughts orally without any problem.

4.2.4.5. Coherence. It refers to how meaningful the speech makes sense, and how logical and consistent it is. In this component, all elements fit together in a natural and reasonable way. Likewise, Cercado (2019) defines coherence as the ability to speak at length, implement ideas logically, and signposting that indicates the direction of speech. Besides, it emphasizes the ability to express and justify opinions and to debate about issues without long pauses and avoiding repetitions of words.

4.2.5. Teaching Speaking Approaches

There are several approaches to teaching speaking:

1. The traditional Present, Practice, and Produce (PPP) approach.
2. The Test, Teach, Test (TTT) approach focused on task-based instruction.
3. The discovery approach, is based on increasing awareness, appropriation, and automaticity.

This research work focused on the traditional Present, Practice, and Produce (PPP) approach to language teaching.

4.2.5.1. PPP Approach. The PPP approach in language teaching is a traditional way to introduce students to new knowledge. This method can be especially useful in speaking because it allows learners to use the target language. "The PPP method in English teaching is a three-step lesson plan and teaching approach that helps the student learn, understand and practice new vocabulary" (My English Language, 2020).

Present: In the first stage, the new topic is presented, utilizing a short text or a conversation. The teacher explains the new theme and checks students' understanding of it. "The teacher highly controls the teaching-learning process. The materials in this phase contain all the targeted linguistic items and structures" (Criado, 2013, p. 99). The same author states the following two cases for this first stage:

> In the former, the teacher/textbook models the target structure or lexical items and explains the construction of such structures or the meaning of the words. In the latter, also called "discovery learning", learners themselves are provided by the teacher/materials with sample structures and/or vocabulary contextualized in aural or written texts. (p. 99).

Practice: "Practice relates to the mechanism of practice carried out in an ongoing exercise, such as dialogue, role-playing, and activities that can improve communication skills" (Apriliadi, 2020, pp. 211-212). Learners practice using the new structure in a controlled environment, through drills or substitution exercises (Ndraha, 2020).

> These activities are aimed at achieving the accuracy of forms so that fluency can be later achieved in production activities. The activities are aimed at achieving the linguistic targets presented in the initial phase (P1), following the models to which the learners must adjust. (Criado, 2013, p. 99)

Produce: This stage aims to increase fluency in linguistic use, more specifically through autonomous and creative activities. "The kind of activities in the production stage may imply discussions, debates, role-plays, problem-solving activities, opinion and information gaps,

etc" (Criado, 2013, p. 100). It is the form of students' ability to use new knowledge in different contexts and apply it in direct communication activities. What is more, Apriliadi (2020) highlights that the use of the PPP approach allows students to acquire languages and use them correctly without putting aside the thinking process. This approach tries to develop student language, in addition to guiding learners to obtain information (new vocabulary) from the phase of presentation and previous practice. The main goal is that learners can use the new language in different contexts and situations or in communication activities.

By the way, "Presentation, Practice, and Production (PPP) is a method that is widely used in teaching simple language to improve students' ability to speak" (Ndraha, 2020, p. 924). The author outlines that the use of PPP is a good method because it invites students to master vocabulary through their responses. Besides, it is used as an alternative to teaching speaking skills because it builds positive mental and confidence in students to practice the language through various methods such as dialogue. As a result, students not only improve their ability in learning to speak but also become successful and effective in teaching-learning activities.

4.3. Previous Studies on the Development of Speaking Skills in English Language Learning

The present section describes some studies which show relevant information about the research topic ludic activities in the improvement of speaking skills. A total of 6 studies were collected and analyzed obtaining the following categories: author, year, country, population, method, and level of education.

Table 1
Previous studies on the development of speaking skills in English Language Learning

Author /year	Country	Population	Method	Level of education
Putri, Usman & Chairima (2016)	Indonesia	25 students	Quantitative	Secondary
Dewi, Kultsum & Armadi (2017)	Indonesia	36 students	Classroom action research	Primary
Vanegas (2020)	Colombia	37 students	Qualitative	Secondary
Balak, Muntuuntu & Rorimpandey (2022)	Indonesia	10 students	Quantitative	Primary
Marzuki & Kuliahana (2021)	Indonesia	24 students	Classroom action research	Tertiary
Ni Putu, Putu & Nengah (2020)	Indonesia	36 students	Mixed research	Secondary

As can be seen from the table above, a total of six studies closely related to the topic under study in the context of EFL learning were considered to analyze and categorize the necessary information. From these studies, 5 out of 6 were carried out in Indonesia and 1 in

Colombia. Similarly, 2 out of 6 studies followed classroom action research; 2 of them followed a quantitative method; 1 of them followed a qualitative method; and finally, 1 out of 6 followed mixed research. All these studies embodied different numbers of participants as well as primary, secondary, and tertiary education levels. To conclude, these studies seek to determine the improvement of the dependent variable (speaking skills) through the use of the independent variable (ludic activities).

Several studies have revealed the importance of using several activities to improve students' speaking skills. To support this statement, Putri et al., (2016) conducted a quantitative study with 25 Indonesian secondary students to improve their speaking skills in the target language and their accuracy through the application of board games. During this research, speaking tests were used as the instrument to collect essential information, and it was divided into pre-test and post-test. At the end of the study, the researcher used a t-test to find out the difference between pre and post-test. The results showed a significant improvement in student's speaking skills and their components. Due to this fact, the researchers found that this technique improved students' speaking skills and at the same time these activities can work effectively on the components of oral production.

Consequently, Dewi et al., (2016) executed classroom action research which involved 36 Indonesian secondary students. The objectives of this research were to know whether communicative games influence teaching speaking skills, and to describe how these communicative games influence the speaking skills of secondary school students. The procedures used by the researchers were planning, acting, observing, and reflecting, and it was done in two cycles. To carry out this research, the researchers used the following instruments, interview, observation, questionnaire, and test to collect all the relevant data. The most relevant result shows that there was a significant improvement in students` speaking skills; however, it is important to highlight that these games need a well-preparation.

Another researcher that upholds that statement was Vanegas (2020) who analyzed 37 Colombian secondary students. This study was qualitative action research that aimed at acknowledging and identifying how argumentation skills were developed in a classroom when working with ludic activities while developing speaking skills. The researcher used the following instruments, interviews, field notes, surveys, artifacts, and recordings, to ensure the reliability and validity of data triangulation. The main findings of this research showed that ludic and group work activities were vital for building a positive environment for learning in which students felt engaged and interested when interacting in EFL. Ludic activities allowed

learners to speak and argue during the classes. At the end of the study, students could express their ideas with arguments and even defend them. Consequently, data revealed that cultural awareness was fostered when using ludic activities in the EFL classroom because students thought about cultural aspects that were really close to them. All these important aspects were essential to conclude that the use of ludic activities are a great ally to enhancing speaking skills in EFL classroom.

Similarly, Balak et al., (2022) examined 10 Indonesian primary students. The researchers conducted a quantitative research which aimed at finding out if the use of role-play could enhance students' speaking ability or not. More specifically, the goal was to see whether students' speaking improved after using role play. The results showed that after implementing the role play technique there was a significant improvement in students' speaking skills. It could be concluded that the use of role play was effective to increase students' speaking skills.

Relatedly, Marzuki & Kuliahana (2021) carried out a classroom action research that embodied 24 Indonesian students from University. The objective of this study was to enhance EFL students' speaking skills by using language games. The research was conducted in two cycles each one in six meetings that consisted of plan, implementation, observation, and reflection. The researchers utilized an observation checklist, field notes, questionnaire, and test to collect all relevant data. The first speaking test showed that 15 out of 24 students got scores of 70 (62.5 %) or higher. In cycle 2, 21 out of 24 students got scores of 70 (87.5 %) or higher. To conclude, the result of this study indicated that by using language games students can develop their speaking skills.

Last but not least, Ni Putu, et al., (2020) conducted a mixed research with 36 Indonesian secondary students. The study aimed at figuring out whether or not speaking skills can be improved through the implementation of Guessing Games. The researchers used a pre-test and post-test to measure the level of students, and a questionnaire to know the effectiveness of guessing games over speaking skills. The study was carried out through the implementation of guessing games in two cycles and the obtained data were analyzed quantitatively from the pre-posttest 1 and post-test 2; then qualitatively from the questionnaire. The main finding showed that students had a significant improvement from the pre-test 49.72 to 64.86 in post-test 1, and 75.69 in post-test 2. At the end of the cycles, the researchers found that the implementation of guessing games results beneficial to enhance students speaking skills.

On the whole, the purpose of this research was to enhance students speaking skills through the implementation of ludic activities in EFL classrooms. In the same line of thought, the present study conveys the importance of applying ludic activities as a strategy to develop learners' oral production. Regarding speaking skills, all aspects of this essential skill were of utmost importance to create a well-structured conversation and interaction. Concerning ludic activities, they are a great ally that the teacher can apply during EFL classes given the fact that they involve the necessary skills for students to acquire the English language, more specifically speaking skills. This is due to the interaction that takes place in class through the application of these activities. It is vital to mention that such activities require a well-preparation and structuring to be successful in learning. Likewise, it is important to take into account all the principles and factors that influence ludic activities to accomplish the desired results. However, it should be emphasized that during the research there was a lack of scientific studies that reinforce the importance of applying ludic activities in classes to boost speaking skills. Therefore, further research is needed to support the efficacy of using ludic activities to improve any of the four English language skills.

5. Methodology

5.1. Setting and Participants

The present study was developed at a public educational institution in the city of Loja located at latitude -3.99313 and longitude -79.20422. Loja, a city in Ecuador, is renowned as the country's musical and cultural capital because of its long history in the arts. The region is rich in culture and tradition and is also referred to as the Cradle of National Music. Its nooks and crannies are filled with opportunities for learning, entertainment, and adventure.

The researcher used the convenience sampling technique because it allowed the collection of information from easily accessible participants, as well as geographic proximity or willingness to participate (Etikan et al., 2016). The sampling was conformed of second-year students who belonged to the population of Bachillerato General Unificado of a public educational institution in the city of Loja during the school year 2022-2023. The participants were seventeen students whose age average was between fifteen and sixteen years old, being eight males and nine females. The target group had a B1 proficiency in English level according to the National Curriculum. Last but not least, the participants were given a code to safeguard their privacy.

5.2. Procedure

5.2.1. Method

To develop this research, the researcher used a mixed method which embraces both qualitative and quantitative methods (Chih-Pei & Chang, 2017). In this sense, Gerring (2017) explained that in the qualitative method, the researcher presents the data in natural language, employs small samples, and often concentrates on particular individuals, situations, and contexts. Moreover, according to Creswell (2012), there are some characteristics to consider in this method for instance: exploring and developing a problem, having a literature review contemplated to justify the problem, raising the purpose and research questions, gathering data based on words of participants, analyzing the data for descriptions and themes, and writing the report using flexible, emerging structures and evaluative criteria.

One important point is that the researcher used a questionnaire to collect the required information. It is significant to mention that the researcher operated both as a participant and nonparticipant observer. In this line of thought Creswell (2012), defined a participant observer as the role that the researcher takes inside the classroom being part of the activities and recording information. In addition, the participant observer observes and collects information on the activities, participants, behaviors, and physical aspects of the setting (Gay

et al., 2012). Whereas a non-participant observer is when the person is in the classroom but is not involved in the activities.

On the other side, the quantitative method is based on numbers and statistical models, in addition to employing systematic sampling and focusing on features rather than on the researcher's opinion (Gerring, 2017). Some of the most outstanding features of this method are: defining a research problem, proposing research questions, formulating purpose statements and hypotheses that are specific, focused, measurable, and observable, gathering numerical data from a large number of participants using instruments, analyzing trends, comparing groups, or relating variables using statistical analysis, interpreting results, and writing the research report using standardized, predetermined structures and evaluation criteria are all examples of how to conduct a research study (Creswell, 2012). Regarding this method, the researcher utilized a pretest and a posttest to collect the quantitative data needed to evidence the effect of ludic activities on speaking skills.

5.2.2. Research Design

This research work was based on action research which involves learning about the ways in which specific schools operate, teachers teach, and students learn. The goal is to give teacher researchers a way to address common issues in schools, enhancing both student learning and teacher effectiveness (Gay et al., 2012). As a researcher and future teacher of the English language subject, this model has been appropriate because this study followed the order of the stages proposed by Susman (1983), which had been adapted by the research:

5.2.2.1. Diagnosing: The study started by identifying a problem in speaking skills of the target researched group. The researcher was able to find out more data about the problem which was the low level of proficiency, as a result, it was possible to develop a more detailed diagnosis. Through this analysis, it was achievable to state and define a research general problem that was addressed to ask how can students enhance English speaking skills by using ludic activities among Bachillerato students at a public institution in Loja city? In order to guide the research process, the general problem was divided into two sub-questions which are aligned to find out the effectiveness and the students' perception of ludic activities over English speaking skills.

On the other side, in order to obtain the necessary permission to conduct the study, the researcher made the appropriate approach to the educational institution. The documentation needed to officially launch the research was also presented. Once this procedure was done, the researcher used a pre-test to measure the students' speaking proficiency.

5.2.2.2. Action Planning: Once the researcher identified the main problem regarding speaking skills, a wide range of information and alternative possible solutions have been found through the literature review to respond to the problem effectively. From all these postulations one action plan had been constructed which included ludic activities as crucial techniques and strategies for enhancing speaking skills with the target group. The plan was aligned with the research question stated in the study and the research instruments had been designed according to both the characteristics of the participants and the design of the research study.

Considering the aforementioned information, it is worth mentioning that the lessons plan (See Annexe 7) was structured according to Gagne's nine events of instruction which are: gaining attention, informing learners of the objective, stimulating recall of prior learning, presenting the stimulus, providing learning guidance, eliciting performance, providing feedback, assessing performance, and enhancing retention and transfer (Mancia, 2018). Furthermore, the plans were developed in five sections which are warm-up and objective discussion, instruction and model, guided practice and less guided practice, independent practice, and assessment. Each event was of great significance since the researcher developed different specific ludic activities in which students were always involved to attain the desired outcomes. Moreover, ludic activities were possible to apply in any of these events which results beneficial to enhance speaking skills since all ludic activities involve interaction and students producing the language.

5.2.2.3. Acting: In this stage, the researcher had a well-designed intervention plan that sprung up through a deep search of theoretical references. It had been implemented by applying specific ludic activities such as guessing games, spelling games, card games, pair/group work, role-play, and storytelling which helped to solve the problem in speaking skills such as pronunciation, fluency, vocabulary, accuracy, and coherence. The intervention plan was implemented as a strategy that was continually monitored, evaluated, and revised to determine its effectiveness during the research process. The plan was flexible as it allowed the researcher to make specific adjustments during the action stage by monitoring the different strategies applied as an effective response to the questions that guided the research work.

On the flip side, it is important to highlight that the teaching methodology was developed through on-site classes in the educational institution. The intervention was carried out over forty hours of intervention. The target group worked in the morning with the schedule of Monday to Friday from 07:10 a.m. to 13:00 p.m. The classes were carried out by

using several ludic activities which helped to get the expected outcomes that addressed improving speaking skills in the English language teaching-learning process.

5.2.2.4. Evaluating & Reflecting: This phase analyzed the outcomes obtained from the intervention plan by interpreting the quantitative and qualitative data collected during the application. The general findings were reported by establishing conclusions and recommendations that helped to answer the research specific-questions stated in this study and develop further research about the topic.

In this final stage, the researcher applied a post-test to find out the effectiveness of ludic activities under speaking skills and a questionnaire to collect students' perceptions. These instruments were utilized to relate the data and communicate the outcomes obtained from the research, in the same way, to collect the relevant information to demonstrate the efficaciousness of ludic activities in enhancing English speaking skills. One important thing was to report the findings in such a way that they would help a wide range of educators who are constantly looking for information and ways to improve their practice in teaching English as a foreign language.

5.2.3 Data Collection Sources and Techniques

This section depicts the instruments as well as the methods used by the research to collect the information.

First, the testing technique with the instruments of a pretest and posttest (See Annexe 1) gathered quantitative data was employed by the researcher to measure the effectiveness of using ludic activities regarding speaking skills. In order to identify the use of these instruments Creswell (2012) explained that a pretest is utilized before participants receive treatment meanwhile a posttest is applied after the intervention plan. It is worth mentioning that the pre and posttest were adapted from the standardized Cambridge test which consisted of 4 parts, the first part assessed accuracy, the second part assessed vocabulary, the third part assessed pronunciation, and the fourth part assessed fluency and coherence (Cambridge, 2023), giving a total of 8 questions that students answered spontaneously. In the same vein, the researcher used a rubric (See Annexe 2) to evaluate students' speaking skills.

In addition, the researcher used a criterion-referenced test that evaluates a student's performance on a test against pre-established standards (Gay et al., 2012). In this instance, the standards by which students were evaluated (See Annexe 3) are based on quantitative and qualitative data on a scale of 1 to 10 in which a score of 9 to 10 means that students master the required learning; 7 to 8.99 that they achieve the required learning; 4.01 to 6.99 that they

are close to achieving the required learning; and 4 or less that they do not achieve the required learning (Ministerio de Educación, 2016).

Second, the survey technique with the instrument of a mixed typequestionnaire (See Annexe 4) gathered quantitative and qualitative data and this instrument was used to collect students' perceptions. While a variety of definitions of the term questionnaire have been suggested, this study is based on the definition suggested by Gay et al., (2012) who claimed that this instrument is structured by a list of written self-report questions to be answered by a particular group of research participants. It is vital that the researcher took into account some guidelines to develop a questionnaire, in particular, to avoid a lengthy and sloppy questionnaire, not ask unnecessary questions, use a variety of possible responses as well as allow for an "other comments" section (Gay et al., 2012).

5.3. Data analysis

Considering the design of this study the researcher used the descriptive statistics to process and analyze the quantitative data. Defined by Mishra et al., (2019), as the way to present the largest amount of information as simply as possible to describe the basic features of the data in a study such as the mean. The data was represented in tables to take the measures of central tendency which was beneficial to interpret the results obtained from the pre and posttest. Additionally, statistical formulas supported the analysis of the students' questionnaires.

On the other side, thematic analysis was used for qualitative data. In this sense, Kiger and Varpio (2020) defined this type of analysis as a method that involves looking through a set of data to find, examine, and report recurring patterns.

6. Results

This section depicts the results obtained from the pre and post-test. These instruments were used to measure students' proficiency levels regarding speaking skills (fluency, coherence, accuracy, vocabulary, and pronunciation). Moreover, a questionnaire was used to gather students' perceptions of the use of ludic activities to enhance speaking skills.

6.1. Pretest and Posttest Results

The pretest and posttest were used to measure students speaking skills. Furthermore, these instruments were useful to find out the effectiveness of using ludic activities on the improvement of English speaking skills among bachillerato students at a public institution in Loja city during the 2022 – 2023 school year.

Table 2

Pretest Scores on the performance of second-year students' speaking skills

Grading Scale (2.50/2,50)	Accuracy		Vocabulary		Pronunciation		Fluency and Coherence	
	F	(%)	F	(%)	F	(%)	F	(%)
Grades (1)	14	82%	14	82%	15	88%	15	88%
Grade (2)	3	18%	3	18%	2	12%	2	12%
Grade (2.50)	0	0%	0	0%	0	0%	0	0%
Total of students	17	100%	17	100%	17	100%	17	100%
Mean	1.17/2.50		1.17/2.50		1.11/2.50		1.11/2.50	
Total means	4.56 /10							

The presented table shows the results gathered from the pretest administered to second-year students before the intervention process. It illustrates that students had a low level of speaking skills almost in all the indicators on which they were measured. Moreover, the mean score that students obtained was 4.56 which revealed that they were below the average score of 7 out of 10. (See Annexe 5)

Regarding "accuracy", most of the students required prompting and support. With the exception of phrases and words from memory, the speech was sluggish and tense when the question was being answered. However, when they formed sentences, they showed adequate command of simple grammatical structures. Even so, many students struggled to comprehend the interviewer's questions. Because of this, every student felt uneasy and was afraid to answer the questions correctly.

Respecting "vocabulary", most of the students struggled with language control and frequently repeated words and phrases. Only 4 or 5 out of 8 of the objects on the card their teacher displayed to them were familiar to them. Additionally, a few

students misidentified some of the items on the card by using different words in place of the proper ones.

Concerning "pronunciation", it was difficult for the teacher to decipher what students were reading because almost all of them had issues with word sounds. Furthermore, students had problems regarding intonation and stress since they were not aware of what they read. This was because the positions of articulation were not taken into consideration by students in reading.

As for "fluency and coherence", it was challenging to understand the majority of students' messages because their speech lacked logic. The student's inability to speak continuously, with cadence, rhythm, and effort was evident, as was their incapacity to correctly connect words and ideas to form a coherent response. Further, there had been instances where students have repeated the information and given answers in brief sentences with lots of pauses.

On the whole, according to the student's responses could be stated that fluency and coherence and pronunciation had the lowest score mean with 1.11. Due to the fact that most students struggled with pronouncing some unfamiliar words for them and making long answers on their own. On the contrary, the highest performance was seen in accuracy and vocabulary with 1.17 which stands for language control. Therefore, the researcher's decision to implement the intervention plan in this population was influenced by the low level of mastery of these indicators.

Table 3
Posttest Scores on the performance of second-year students' speaking skills

Grading Scale	Accuracy		Vocabulary		Pronunciation		Fluency and Coherence	
(2.50/2,50)	F	(%)	F	(%)	F	(%)	F	(%)
Grades (1)	0	0%	0	0%	0	0%	7	41%
Grade (2)	15	88%	10	58%	11	64%	7	41%
Grade (2.50)	2	12%	7	42%	6	36%	3	18%
Total of students	17	100%	17	100%	17	100%	17	100%
Mean	2.06/2.50		2.20/2.50		2.18/2.50		1.68/2.50	
Total means	8.12 /10							

Table 3 depicts the results gathered from the posttest after the intervention process of 40 hours of instruction during 10 weeks. According to the results, the lowest score mean was seen in fluency and coherence obtaining 1.68/2.50, and the highest score mean was seen in vocabulary gathering 2.20/2.50. Given that their cumulative average was 8.12 points, it is clear that students' speaking skills improved. Overall, students achieved the general average

of 7, thus, in accordance with the Ministry of Education, they reach the required knowledge. (See Annexe 6)

In regard to "accuracy" (2.06/2.50), due to their ability to carry on a conversation with appropriate responses, almost all of the students achieved higher scores than on the pretest. Additionally, they kept the interaction going with very little assistance, and although they paused occasionally, the message was understood.

Respecting "vocabulary" (2.20/2.50), students correctly identified every item in the card provided by the teacher, demonstrating that they had significantly expanded their vocabulary. Moreover, the words were pronounced correctly, which benefits students by making it a little bit simpler for them to understand the spoken language. There was not a much-reported error; therefore, the student's response was sufficiently clear.

With respect to "pronunciation" (2.18/2.50), the words' sounds were significantly improved by the students. Since they could more clearly understand the intonation of each word as they read, this could be distinguished. As a consequence, pronunciation was taken into account in the practice conversations, which enhanced it.

With reference to "fluency and coherence" (1.68/2.50), some students produced answers that went beyond simple sentences, despite their reservations. Likewise, it was noticeable that students' responses were more fluent and with rhythm; moreover, they used some new words and connect them coherently making their answers easier to understand. On the other side, table 2 reveals that 7 out of 17 students made no progress, which may have been due to their fear of making mistakes and sentence structure. However, they tried to respond despite these facts but their responses were not enough clear.

Table 4
Pretest and Posttest comparisons on the performance of second-year students' speaking skills

Indicators	Pretest	Posttest
Accuracy (2.5)	1.17	2.06
Vocabulary (2.5)	1.17	2.20
Pronunciation (2.5)	1.11	2.18
Fluency and Coherence (2.5)	1.11	1.68
Total means	4.56	8.12

The given table provides a significant appreciation for second-year students' performance before and after the intervention process by using ludic activities to improve speaking skills. It illustrates that "vocabulary" displayed the highest score mean (2.20/2.50), while, "fluency and coherence" presented the lowest score mean (1.68/2.50). Despite this, it was noticeable that students improved how they communicate messages since their speech

was clear after they received treatment. More specifically, students attained an improvement in "accuracy" from 1.17/2.50 (46%) in the pretest to 2.06/2.50 (82%); in "vocabulary from 1.17/2.50 (46%) to 2.20/2.50 (88%); in "pronunciation" from 1.11/2.50 (44%) to 2.18/2.50 (87%); and in fluency and coherence from 1.11/2.50 (44%) to 1.68/2.50 (67%). Even though the difference in the total mean scores between the pretest and posttest constituted an improvement in students' speaking skills. The results from the questionnaire and checklist supported the claim that the change in students' English proficiency was caused by the application of ludic activities.

6.2. Questionnaire Results

The research used a questionnaire to identify the students´ perceptions about ludic activities for the development of English speaking skills among bachillerato students at a public institution in Loja city during the school year 2022-2023.

Table 5
Students' perceptions about the use of ludic activities.

N°	Questions	Yes	Frequency	NO	Frequency	Total of Participant	Frequency
1	Did you like the ludic activities done in class?	16	94 %	1	6 %	17	100 %
2	Do you think these ludic activities help you to participate actively in class?	15	88 %	2	12 %	17	100 %
3	Do you think that ludic activities helped you to increase your motivation and concentration in class?	17	100 %	0	0 %	17	100 %
4	Were the ludic activities applied in classes in relation to your English level?	13	76 %	4	24 %	17	100 %
5	Did you feel confident and entertained during the development of the ludic activities?	15	88 %	2	12 %	17	100 %
6	Do you think teachers should implement ludic activities as a technique to improve language skills?	14	82 %	3	18 %	17	100 %
7	Did the ludic activities develop in class help you increase your fluency?	13	76 %	4	24 %	17	100 %
8	Did the ludic activities help you to increase your vocabulary and improve your pronunciation?	16	94 %	1	6 %	17	100 %

N°	Questions	Yes	Frequency	NO	Frequency	Total of Participant	Frequency
9	Do you think the pre-service teacher applied the proper activities to develop speaking skills?	14	82 %	3	18 %	17	100 %
10	Do you think that your speaking skill has improved by using ludic activities?	14	82 %	3	18 %	17	100 %

As it is shown in table 5, the highest percentage of students (100%) thought their motivation and concentration increased by using ludic activities. All students certified that they felt motivated and entertained during the development of these activities. Likewise, they mentioned that they were concentrated resulting in a better understanding which was helpful for them. Meanwhile, most of the students (94%) liked the ludic activities conducted in class, as they affirmed that those activities were entertaining and funny to develop language skills. Equally, they stated that participating in the activities made them feel excited and that they were able to learn more and interact with one another. The remaining students (6%) thought that teachers should employ different methods of teaching English while taking into account their preferred learning style.

In a similar vein, the majority of them (88%) claimed that they actively participated in class thanks to the use of ludic activities. In the same line of thought, they felt confident in themselves and entertained by all the activities proposed by the teacher. Additionally, they discovered that they enjoyed participating individual and group activities, which helped them learn and comprehend the language as well as engage in English-language interaction. Nevertheless, a small percentage of students (12%) did not comprehend the instructions, making them terrified of underachieving academically. Last but not least, some of them (76%) asserted that ludic activities were appropriate to their English level because they comprehended both activities and teacher's instructions. They affirmed that by engaging in these activities, they were able to practice their English, learn more about it, and raise it to a higher level. Despite this fact, some of them (24%) stated that it was challenging for them to fully comprehend the information because they did not recognize some of the instructions.

On the other side, the majority of students (94%) asserted that the implementation of ludic activities helped them to increase their vocabulary as well as their pronunciation. As they frequently practiced helping each other and correcting simple mistakes, for instance, they learned to pronounce words more clearly through dialogue. In the same way, some texts

helped them increase their vocabulary, which enhanced their English proficiency. What is more, vocabulary and pronunciation received the highest scores on the posttest, which supports this statement. Despite this, some students (6%) found it a little more challenging to learn some words and their pronunciation because some of them were unfamiliar and hard to pronounce.

Furthermore, most of the students (82%) indicated their agreement to implement ludic activities to enhance language skills, particularly speaking ability, but they also noted that teachers must apply the proper ones in order to see progress. In addition, they claimed that ludic activities were an effective and necessary technique because they allowed students to practice speaking in conversation while improving their pronunciation and fluency. Moreover, they considered that the ludic activities applied in class were proper for improving speaking skills because the teacher did not assign any exercises to enhance any other skills. In a similar vein, students gained more vocabulary through these activities, which was vital for them because it allowed them to express their ideas more effectively using the new words, however, it is worth mentioning that students learned more effectively when the teacher connected the activity to the lesson's theme. Nevertheless, some of them (18%) agreed with the fact that their speech did not make any progress as they believe they lacked little more learning to speak in English.

Additionally, some students (76%) claimed that their speaking skills had improved as a result of the creative practice they had received through engaging in ludic activities. They said that practicing helped them become more fluent. In order for students to experience that change, their conversations with one another were extremely helpful. On the other side, there was little improvement in those students' conversations because some of them (24%) admitted that they felt confused during conversation practice because it was hard for them to comprehend and repeat some words.

7. Discussion

This section contrasts the results obtained in this research with the literature review and theoretical framework used in this study. In this take, the main objective was to enhance English speaking skills by using ludic activities among bachillerato students at a public institution in Loja city during the school year 2022-2023. Consequently, two main sub-questions were established to guide this research.

The first specific question was "how can learners effectively improve English speaking skills by using ludic activities among bachillerato students at a public institution in Loja city?". The results of the pretest and posttest showed a noticeable improvement in students' speaking skills by using ludic activities since they gathered 4.56/10 in the pretest, and 8.12 in the posttest, which means a difference of 3.56.

This result concord with the Vanegas (2020) results which revealed that by using ludic activities students positively impacted their speaking skills. As well as, students could increase their confidence which helped them to be comfortable speaking English. Moreover, by implementing these activities, students can enhance speaking components such as vocabulary, fluency, coherence, accuracy, and pronunciation (Putri et al., 2016).

This result demonstrates the effectiveness of using ludic activities since they greatly enhance students' speaking skills because they require interaction. With this in mind, students could practice all the speaking components which were beneficial to them because it facilitates their communication effectively.

The second specific question was "what are the students' perceptions about ludic activities for the development of English speaking skills among bachillerato students at a public institution in Loja city?". The questionnaire was used to gather students' perceptions, in this sense, the majority of the students agreed with the use of ludic activities to enhance speaking skills. Since they declared that these activities helped them to rise their participation, motivation, cooperation, and interaction consequently they improved each speaking component by practicing English conversations. In addition, they felt entertained and excited during the development of these activities.

This result supports previous studies such as Nazareno and Espinoza (2020) that mention some students were in total agreement with the implementation of ludic activities as they are directly related to improving speaking skills. However, this result contradicts the findings found by Vásquez (2017) who showed that not all students felt sufficiently

motivated when participating in these activities. Besides, students expressed a lack of confidence during the development of the activities in English class.

Based on those statements, the application of ludic activities increased students' performance because these activities raised learners' motivation to participate and interaction between them in conversations. All these features are helpful since they became part of students' learning, which means that without these aspects students cannot learn effectively.

To conclude, some implications were found during the intervention plan. First, the time because with a longer application time of ludic activities, the results would be favorable for students' speaking skills. In addition, the researcher should have a control group to show the benefits from the intervention. On the other side, there was a lack of resources concerning ludic activities. Further research is recommended to apply ludic activities since they are easily adaptable to any aspect of the language or need that a teacher may present to enhance students' learning. The study should be expanded to include other language skills because of the positive effectiveness which may inspire teachers to investigate how to use various strategies for students to improve not only speaking skills but also reading, writing, and listening.

8. Conclusions

First of all, incorporating ludic activities in the classroom was beneficial because it promotes students to practice their English, which helps them to get better at all speaking components. More specifically, it was seen that ludic activities had a great impact on accuracy, vocabulary, and pronunciation because it was outstanding when students spoke because their messages were comprehensible. Contrarily, fluency and coherence did not significantly change because it was challenging for students to hold lengthy conversations by themselves. Nevertheless, to achieve the highest possible score in this component the intervention time with ludic activities should be extended.

Ludic activities were a great strategy to use in the classroom by the teacher since through these activities students had a noticeable change in their speaking performance. In light of this, student's attitudes demonstrated that they had greater learning motivation, more creative ideas, less classroom-related stress, and a more encouraging learning environment through the implementation of ludic activities.

9. Recommendations

It is advised that teachers use ludic activities properly, above all, it gives some benefits to students' speaking skills. In particular, students can learn to speak as fluently and naturally as possible. To attain this result, teachers should expand the time applying ludic activities to develop fluency and coherence since these components were more problematic than the others for students.

Ludic activities should be used as a strategy to improve students' speaking skills because they could be adapted to how students learn. In light of this, teachers must use activities such as guessing games, spelling games, card games, pair group/work, role-plays, and storytelling that cater to student's needs, interests, and learning styles. This requires the teacher to implement ludic activities that promote student achievement. In the same vein, teachers must consider the factors for choosing these activities to improve student performance.

10. Bibliography

Alvarez, G., & Alvarado, E. (2018). *Influence of ludic motivational activities in the development of the oral expression* [Proyecto Educativo, Universidad de Guayaquil]. http://repositorio.ug.edu.ec/handle/redug/38926

Andriyani, N. (2015). *Using the direct method in teaching to improve students´ speaking skills at Purukids language course.* [Thesis, Yogyakarta State University]. https://core.ac.uk/download/pdf/33533101.pdf

Apriliadi, F. (2020). Learning of Speaking Model Development with PPP (Presentation, Practice, and Product) Approach Implying Values of Character. *International journal for innovative research in multidisciplinary fields, 6*(4). https://bit.ly/3c5v54c

Arcos, E., & Guisamano, C. (2016). *Importance of ludic techniques in the development of the speaking skill* [Tesis de Licenciatura, Universidad de Guayaquil]. http://repositorio.ug.edu.ec/handle/redug/43674

Balak, G., Mununtuuntu, M., & Rorimpandey, R. (2022). Increasing students´ speaking ability through role play technique. *JoTELL: Journal of Teaching English, Linguistics, and Literature, 1*(8), 912–929. https://ejurnal.unima.ac.id/index.php/jotell/article/view/3947/2012

Broussard, J. (2011). *Playing class: A case study of ludic pedagogy* [Dissertation, University of Idaho].

Burns, A., & Goh, M. (2012). *Teaching Speaking: A Holistic Approach.* Cambridge University Press. https://es.b-ok.lat/book/3423687/832eba

Cambridge. (2023). *B1 Preliminary exam format.* https://www.cambridgeenglish.org/exams-and-tests/preliminary/exam-format/

Cercado, J. (2019). *Ludic activities to improve speaking skills in 10th basic year students at Jacinto Gonzalez Huacón high school during school year 2018-2019* [Proyecto de Investigación, Universidad Laica Vicente Rocafuerte de Guayaquil]. https://1library.co/document/y8gdx1rz-activities-improve-speaking-students-jacinto-gonzalez-huacon-school.html

Chen, H., & Dornyei, Z. (2007). The use of motivational strategies in language instruction: the case of EFL teaching in Taiwan. *Innovation in Language Learning and Teaching. 1 (1), 153-172.* https://doi.org/10.2167/illt048.0

Chenche, G., & Ochoa, M. (2017). *Influence of ludic techniques in the development of speaking skills* [Educational Project, Universidad de Guayaquil]. http://repositorio.ug.edu.ec/handle/redug/25870

Chih-Pei, H., & Chang, Y. (2017). John W. Creswell, research design: Qualitative, quantitative, and mixed methods approaches. *Journal of Social and Administrative Sciences*, *4*(2), 205-207.

Chila, D., & Macías, L. (2017). *Ludic resources and their influence on the development of listening and speaking skills in students of languages and linguistics major during the school term 2016* [Research Paper, Universidad Técnica de Manabí]. http://repositorio.utm.edu.ec:3000/server/api/core/bitstreams/5a1eb22a-4d77-4e9c-9a28-2b117dc875b8/content

Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Person.

Criado, R. (2013). A critical review of the Presentation-Practice-Production Model(PPP) in Foreign Language Teaching. *Homenaje a Francisco Gutiérrez Díez (pp. 97-115).* ISBN: 978-84-15463-55-9

Da Silveira, M. (2017). *The use of ludic activities as a motivational strategy for teenagers in the English classroom.* [Tesis de Licenciatura, Universidade Federal Do Ceará]. https://repositorio.ufc.br/bitstream/riufc/35105/1/2017_tcc_msilveira.pdf

Deesri, A. (2002). Games in the ESL and EFL class. *The Internet TESL Journal, 8(9).* http://iteslj.org/Techniques/Deesri-Games.html

Dewi, R., Kultsum, U., & Armadi, A. (2017). Using Communicative Games in Improving Students' Speaking Skills. *English Language Teaching*, *10*(1). https://doi.org/10.5539/elt.v10n1p63

Dörnyei, Z. (2005). Motivational strategies in the language classroom.

Dudovskiy, J. (2022). *The Ultimate Guide to Writing a Dissertation in Business Studies: A Step-by-Step Assistance* (6th edition). Person.

Enever, J. (2015). Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 Year Olds. *Bloomsbury.* DOI:10.5040/9781474257145.ch-002

Espinoza, C. (2918). *Influence of the application of ludic activities in the development of the oral production* [Proyecto Educativo, Universidad de Guayaquil]. http://repositorio.ug.edu.ec/bitstream/redug/38926/1/Espinoza%20Astudillo.pdf

Etikan, I., Musa, S., & Alkassim, R. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, *5*(1), 1-4.

Feliz, T., Barrios, S., & Fernández, G. (2008). Didáctica general para educadores sociales. *Mecd.gob.es*. https://doi.org/978-84-481-6807-0

Feyzullah, B. (2020). *The productive skills, Speaking, and Writing.* Integrate Ireland Language and Training.

Fiallos, E. (2019). *The importance of ludic activities to develop the speaking skill* [Educational Project, Universidad de Guayaquil]. http://repositorio.ug.edu.ec/handle/redug/43674

Fransischa, A., & Syafei, A. (2016). Using Songs to Teach English to Young Learners. *Journal of English Language Teaching*, *5*(1), 251-258.

Gay, L., Mills, G., & Airasian, P. (2012). *Educational Research Competencies for Analysis and Applications.* Person.

Gerring, J. (2017). Qualitative methods. *Annual review of political science*, *20*, 15-36. https://doi.org/10.1146/annurev-polisci-092415- 024158

Harmer, J. (2007). *How to teach English.* England: Pearson Education Limited.

https://digitalcommons.lsu.edu/cgi/viewcontent.cgi?article=1087&context=gradschool_dissertations

Instructivo: Aplicación de la evaluación estudiantil (July 2016). https://educacion.gob.ec/wp-content/uploads/downloads/2016/07/Instructivo-para-la-aplicacion-de-la-evaluacion-estudiantil.pdf

Kiger, M., & Varpio, L. (2020). Thematic Analysis of Qualitative data: AMEE Guide no. 131. *Medical Teacher*, *42*(8), 1–9. NCBI. https://doi.org/10.1080/0142159X.2020.1755030

Krebt, D. (2017). The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students. *Journal of Language Teaching and Research*, *8*(5), 863. https://doi.org/10.17507/jltr.0805.04

Leong, L., & Masoumeh A. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*. https://www.sid.ir/en/Journal/ViewPaper.aspx?ID=520992

Mancia, L., Saavedra, N., Miquelin, A., Ribeiro, S., de Geus, K., & de Souza, B. (2018). Applying Gagne´s nine events of instruction in development of a serious game for training maintenance activity on power live-lines. *SBGames.org*. http://www.sbgames.org/sbgames2017/papers/CulturaShort/175495.pdf

Marzuki, A., & Kuliahana, A. (2021). Using Language Games to Enhance EFL Students' Speaking Skill in Indonesia. *Al-Ta lim Journal, 28(3)*. https://doi.org/10.15548/jt.v28i3.700

Maulidar, K., Gani, S., & Samad, I. (2019). Teacher's strategies in teaching speaking for Cadets. *English Education Journal*, *10*(1), 80-94. https://jurnal.usk.ac.id/EEJ/article/view/13258/0

Millington, N. (2011). Using songs effectively to teach English to young learners. *Language Education in Asia*, *2*(1), 134-141. http://dx.doi.org/10.5746/LEiA/11/V2/I1/A11/Millington

Ministerio de Educación (Julio 2016). *Instructivo: Aplicación de la evaluación estudiantil instructivo para la aplicación de la evaluación estudiantil* https://educacion.gob.ec/wp-content/uploads/downloads/2016/07/Instructivo-para-la-aplicacion-de-la-evaluacion-estudiantil.pdf

Ministerio de Educación del Ecuador. (2019). *Currículo de los niveles de educación obligatoria nivel bachillerato.* Ministerio de Educación del Ecuador.

Mishra, P., Pandey, C., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive Statistics and Normality Tests for Statistical Data. *Annals of Cardiac Anaesthesia*, *22*(1), 67-72. https://doi.org/10.4103/aca.ACA_157_18

Muñoz-Restrepo, A., Ramirez, M., & Gaviria, S. (2020). Strategies to Enhance or Maintain Motivation in Learning a Foreign Language. *Issues Based on Reflections and Innovations*. https://doi.org/10.15446/profile.v22n1.73733

My English Language. (2020, August 27). *PPP Technique in TEFL - Presentation, Practice, and Production | EFL Teaching*. https://www.myenglishlanguage.com/teacher-resources/ppp-technique/

Nazareno, M., & Espinoza, C. (2020). *Technology based ludic activities and its influence on oral production in 1st year students BGU at Centro Educativo Naciones Unidas, school year 2019-2020* (Bachelor's thesis, Guayaquil: ULVR, 2020).

Ndraha, L. (2020). Improving students speaking ability by using Presentation, Practice, Production (PPP) method at the seventh-grade students of SMP Negeri 2 telukdalam in 2019/2020. *Jurnal Education and development, 8*(3). http://journal.ipts.ac.id/index.php/ED/article/view/2074/1060

Ni Putu, K., Putu, P., & Nengah A. (2020). Using Guessing Games to Improve Students' Speaking Skill. *Journal on Studies in English Language Teaching (JOSELT)*, *1*(2). https://e-journal.unmas.ac.id/index.php/joselt/article/view/1059

O'Brien, R. (2001). Um exame da abordagem metodológica da pesquisa ação [An Overview of the Methodological Approach of Action Research]. In Roberto Richardson (Ed.), Teoria e Prática da Pesquisa Ação [Theory and Practice of Action Research]. João Pessoa, Brazil: Universidade Federal da Paraíba. (English version) http://www.web.ca/~robrien/papers/arfinal.html

Ortiz, M., & Ortiz-Márquez, M. (2018). Addiction risk factors and their relationship with sports and recreational activities. *RETOS-Nuevas Tendencias en Educación Física, Deporte y Recreación*, (34), 71-79. https://doi.org/10.47197/retos.v0i34.56501

Putri, C., Usman, B., & Nasir, C. (2016). Board Game in Speaking Skill. *Research in English and Education Journal*, *1*(2), 146–151. https://jim.unsyiah.ac.id/READ/article/view/2583

Rahman, H., Sakkir, G., & Khalik, S. (2020). Audio-lingual method to improve student's speaking skill at smp negeri 1 baranti. *La Ogi: English Language Journal*, *6*(1), 15-21. http://jurnal.umsrappang.ac.id/laogi/article/view/215

Research-Methodology. (2023). *Questionnaires*. Research-Methodology. https://research-methodology.net/research-methods/survey-method/questionnaires-2/

Richards, J., & Rodgers, T. (2014). *Approaches and methods in language teaching*. Cambridge university press.

Sharma, D. (2018). Action Research on Improving Students' Speaking Proficiency in Using Cooperative Storytelling Strategy. *Journal of NELTA Surkhet, 5*, 97-105. https://doi.org/10.3126/jns.v5i0.19495

Sitoresmi, U. (2016). Tongue twisters in pronunciation class. *In Proceeding of International Conference on Teacher Training and Education* 1(1). https://jurnal.fkip.uns.ac.id/index.php/ictte/article/view/7673/5514

Srinivas Rao, P. (2019). The importance of Speaking Skills in English classrooms. *Alford Council of International English & Literature Journal(ACIELJ), 2*(2), 6-18. https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/reference/referencespapers.aspx?referenceid=2938389

Susman, G (1983). *Action Research: A socio-technical systems perspective.* London. Sage Publications.

Syafitri, W. (2017). Improving students' speaking ability through simulation. *Journal Polingua: Scientific Journal of Linguistics, Literature and Language Education*, *6*(1), 24-30. Syamsuddin, R. (2021). Effective learning and teaching for ESP (pp.1-32). http://polingua.org/index.php/polingua/article/view/14

Tiing, C., & Yunnus, M. (2021). Board Games in Improving Pupils' Speaking Skills: A Systematic Review. *Sustainability, 13*(16). https://doi.org/10.3390/su13168772

Vanegas, K. (2020). *Boosting Argumentative Speaking Skills and Cultural Awareness Through Ludic Activities*. [Tesis de Licenciatura, Universidad Pedagógica Nacional]. http://hdl.handle.net/20.500.12209/12137

Vásquez, D. (2017). *The effects of ludic activities as a motivational strategy to increase and use english vocabulary in sixth level learners at "Asunción" elementary school* (Doctoral dissertation, Universidad de Cuenca). http://dspace.ucuenca.edu.ec/bitstream/123456789/28389/3/Tesis.pdf

Widya, S. (2017). Improving Students' Speaking Ability Through Simulation. *Journal Polingua: Scientific Journal of Linguistics, Literature and Language Education*, *6*(1), 24–30. http://polingua.org/index.php/polingua/article/view/14/pdf

Yagual, S., & Figueroa, A. (2017). *Ludic activities to improve Speaking skills in students* [Proyecto Educativo, Universidad de Guayaquil]. http://repositorio.ug.edu.ec/handle/redug/43917

Yolageldili, G., & Arikan, A. (2011). Effectiveness of Using Games in Teaching Grammar to Young Learners. *Elementary Education Online, 10(1), 219-229.* https://files.eric.ed.gov/fulltext/ED527862.pdf

Yustina, L., & Zaim, M. (2017). Utilizing Guessing Games to Enhance Students' Speaking Skill in Authentic Assessment at Grade Nine State Junior High School. *Advances in Social Science, Education, and Humanities Research (ASSEHR), 148*. https://doi.org/10.2991/icla-17.2018.17

Annexe 1. Pretest and Posttest for speaking skills.

Pedagogía de los Idiomas Nacionales Y Extranjeros

Data Collection Instruments: Pre-Post Test

Student code:_____

Date: _____

Dear student, the following test is to determine your level of speaking skills. Please, listen and answer the following questions. Your answer will be recorded and will be anonymous and confidential.

Part 1 (Accuracy)

1. What is your name? Can you spell it?

2. Where do you live?

3. Who do you live with?

4. How is your relationship with your sister/brother?

5. Tell me about a teacher you like.

Part 2 (Vocabulary)

6. Name the items you see in the following flashcard. Make sentences with the objects you see in the following picture.

Part 3 (Pronunciation)

7. **Read aloud the following text.**

> After weeks of frustration, Caroline emailed her manager about the issues she was facing with her colleagues. Her manager simply asked her if she felt her team was being productive.

Part 4 (Fluency & Coherence)

8. **Talk in pairs about your favorite movie and explain why do you like it.**

Annexe 2. Rubric to evaluate students speaking skills.

Pedagogía de los Idiomas Nacionales Y Extranjeros

Components of Speaking	Criteria			Score
	1	**2**	**2.5**	
Pronunciation Intonation Stress Individual sounds	Pronunciation is lacking and hard to understand. Frequent problems with the sounds of words. Limited control of phonological features.	Pronunciation is good, with some effort at intonation. Some control of phonological features.	Excellent pronunciation. Intonation is almost appropriate. Articulates language sounds properly.	/2.5
Vocabulary Control Appropriacy	Weak language control. Uses basic vocabulary and repeats phrases and words. Shows sufficient control of simple grammatical forms.	Shows good control of simple grammatical forms. With a few errors in diction. Uses appropriate vocabulary related to the topic.	Excellent control of language vocabulary and grammatical forms. Uses a wide range of well-chosen vocabulary and exchanges views of topics.	/2.5
Interactive Communication Accuracy Responding	Requires prompting and support. The speech is slow, hesitant, and strained except for short memorized phrases. Frequent pauses.	Keeps the interaction going with some little prompting and support. Some hesitation according to the level. Occasional pauses.	Initiates and response appropriately. Maintains and develops the interaction with very little support. Smooth and fluid speech, a slight search for words.	/2.5
Discourse Management Extent Coherence Fluency	Produce response characteristics by short phrases and frequent hesitation. The speech does not reflect sense and a clear understanding. Repeat information.	Produces responses that are extended beyond short phrases, despite hesitation. Contributions are most relevant. There may be some repetition.	Produces extended stretches of language despite some hesitation. The speech reflects a clear understanding and includes details. Contributions are relevant.	/2.5
				/10

Annexe 3. Grading Scale.

Escala cualitativa	Escala cuantitativa
Domina los aprendizajes requeridos.	9,00-10,00
Alcanza los aprendizajes requeridos.	7,00-8,99
Está próximo a alcanzar los aprendizajes requeridos.	4,01-6,99
No alcanza los aprendizajes requeridos.	≤ 4

Annexe 4. Questionnaire for students.

UNIVERSIDAD NACIONAL DE LOJA

Pedagogía de loa Idiomas Nacionales y Extranjeros

QUESTIONNAIRE

Student code: _____

Date: _____

Dear student, the following questionnaire aims to measure your perception of activities done in classes. Please, answer the next questions honestly.

1. **Did you like the ludic activities done in classes?**

Yes ( )   No ( )

Why:_____

2. **Do you think these ludic activities help you to be more participative in class?**

Yes ( )   No ( )

Why:_____

3. **Do you think that ludic activities helped you to increase your motivation and concentration in class?**

Yes ( )   No ( )

Why:_____

4. **Were the ludic activities applied in classes in relation to your English level?**

Yes ( )   No ( )

Why:_____

5. **Did you feel confident and entertained during the development of the ludic activities?**

Yes ( )   No ( )

Why:_____

6. **Do you think teachers should implement ludic activities as a technique to improve language skills?**

Yes ( )   No ( )

Why:_____

7. Did the ludic activities developed in class help you increase your fluency?

Yes ( )   No ( )

Why:_____

8. Did the ludic activities help you increase your vocabulary and improve your pronunciation?

Yes ( )   No ( )

Why:_____

9. Do you think the pre-service teacher applied the proper activities to develop speaking skills?

Yes ( )   No ( )

Why:_____

10. Do you think that your speaking skill has improved by the use of ludic activities?

Yes ( )   No ( )

Why:_____

Annexe 5. Data Tabulation of the Pretest Scores

Students' code	Accuracy 2.5	Vocabulary 2.5	Pronunciation 2.5	Fluency & Coherence 2.5	Total 10
2BGU001	2	2	1	1	6
2BGU002	1	1	1	1	4
2BGU003	1	1	1	1	4
2BGU004	1	1	1	1	4
2BGU005	1	1	1	1	4
2BGU006	1	1	1	1	4
2BGU007	1	1	2	1	5
2BGU008	1	1	1	1	4
2BGU009	1	1	1	1	4
2BGU010	1	1	1	1	4
2BGU011	2	2	1	2	7
2BGU012	2	2	2	2	8
2BGU013	1	1	1	1	4
2BGU014	1	1	1	1	4
2BGU015	1	1	1	1	4
2BGU016	1	1	1	1	4
2BGU017	1	1	1	1	4
Mean	1.17	1.17	1.11	1.11	4.56

(2BGU=Second-year of Bachillerato General Unificado; 001=students' code)

Annexe 6: Data Tabulation of the Posttest Scores

Students' code	Accuracy 2.5	Vocabulary 2.5	Pronunciation 2.5	Fluency & Coherence 2.5	Total 10
2BGU001	2	2.5	2	1	7.5
2BGU002	2	2	2	1	7
2BGU003	2	2	2	2	8
2BGU004	2	2	2	2	8
2BGU005	2	2	2	1	7
2BGU006	2	2	2	2.5	8.5
2BGU007	2	2.5	2	2	8.5
2BGU008	2	2.5	2.5	2	9
2BGU009	2	2	2	1	7
2BGU010	2	2	2	1	7
2BGU011	2.5	2.5	2.5	2.5	10
2BGU012	2.5	2.5	2.5	2.5	10
2BGU013	2	2.5	2	1	7.5
2BGU014	2	2	2,5	1	7.5
2BGU015	2	2	2.5	2	8.5
2BGU016	2	2	2	2	8
2BGU017	2	2.5	2.5	2	9
Mean	2.06	2.20	2.18	1.68	8.12

(2BGU=Second-year of Bachillerato General Unificado; 001=students' code)

Lesson plan 1	
Class: Second BGU	**School year:** 2022 -2023
Nª students: 17 **Age:** 15 – 16 years old	**Topic:** Relative pronouns
Language level: B1	**Type of institution:** Public
Date: Wednesday, October 26, 2022 **Schedule:** 10:20 – 11:40 **Nª of periods:** 1 hour	**Pre-service teacher:** Nayely Saavedra
Materials	**Lesson Objectives**
Textbook Title Box Students Book Worksheet	At the end of the lesson, students will be able to recognize how to use relative pronouns (who/which/where/that) in the context they want to talk. For example: • She was the girl **who** bought a bag.
Warm-up and Objective Discussion	

Ludic Activity: Guessing Games

Who I am?

Explain to students how is the game. The teacher gives a specific topic (famous people), and each student must write two names on different papers that will then be placed in a box. Then, the students will form teams of three participants, one representative from each team will come to the front of the class while the other two will be the ones to guess the character. The student will choose a piece of paper from the box and must give 3 or 4 clues, for example, I am tall, I have blue eyes, I am from Ecuador, or my hair is red; in this way, the teammates will have to guess which character it is. Also, the student can mime or act without saying the character or the team will lose.The teacher will take into account the participation, interaction, and concentration of students during the activity.

Show students different sentences using relative pronouns and give a context to use them. Tell them they will use these types of pronouns to make sentences independently. Explain that these pronouns are very useful because they are used to avoid repetition of a subject when talking about things, people, or places. Tell them that at the end of the week, they will use the relative pronouns in a proper way.

Instruct and Model

Instruct

First, the teacher will explain the topic (relative pronouns) and shows students how they must use the relative pronouns who/which/where/that depending on the context.

Grammar: Relative pronouns as subject and object of a clause

Model

Show examples in different contexts using close things or people. Then asks them to make a sentence using a specific context to avoid confusion. To this extent, highlight the importance of using relative pronouns to avoid the repetition of words. Prepare students to do the next guided practice activity.

Guided Practice
Students will complete activities in the book. Explain the activity and clarify any doubts they have. They will complete the book on page 9 exercise 4. **Less guided activities** **Pair/Group work.** Ask students to write sentences for each type of relative pronoun. They will have 3 minutes to think of sentences with each relative pronoun. For instance,   • I like people **who** are friendly.

Independent Practice
Students have to say sentences about things, places, and people using relative pronouns. For example: • I enjoy mates **who** are kind. In this activity, the teacher will evaluate the students' pronunciation, accuracy, coherence, and fluency as well as the vocabulary they use to make sentences.

Assessment
Students will work on completing sentences using relative pronouns. (who/which/where/that). **Link resource:** https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Relative_pronouns/Relative_pronouns_(where,_which,_who)_hz254375ni

	Lesson Plan 2

Class: Second BGU	School year: 2022 -2023
Nª students: 17 Age: 15 – 16 years old	Topic: Adverbial clauses with "when"
Language level: B1	Type of institution: Public
Date: November 01, November 04, 2022 Schedule: 12:20 – 13:00 & 07:10 – 08:30 Nª of periods: 3 hours	Pre-service teacher: Nayely Saavedra

Materials	Lesson Objectives
Textbook Title Students Book Worksheet Flashcard	After the explanation, students will be able to use adverbial clauses with "when" and to recognize the difference between a dependent and independent clause.

Warm-up and Objective Discussion

Ludic Activity: Spelling Games / Spelling train

Explain to students the game. They will form two groups of 9 participants. The teacher will tell them a sentence using the adverbial clause "when" and they will have to say it to the next partner in the ear. The group that wins will be the one who finishes with the correct sentence or partially correct. This activity will improve students' listening skills and also practice their speaking skills since they have to repeat the sentence. Moreover, it will increase students' participation, interaction,

Explain to students that in this lesson they will learn how to use the adverbial clause with "when". Tell them they will use this adverbial clause to make sentences independently in a proper way.

Instruct and Model

Instruct

The teacher will explain the topic (adverbial clauses with "when"), what it means, its usage, and some examples so learners can recognize how they will use it.

https://www.learnpick.in/prime/documents/ppts/details/521/adverb-clauses-of-time-when-whenever-as-soon-as-before-after

Additionally, explain the difference between a dependent and independent clause. Thus students can differentiate and make sentences using these clauses.

Model

Show examples about the topic and explain them. Then asks students to make a sentence with the adverbial clause "when". To this extent, highlight the importance of recognizing what is dependent and independent clauses. Prepare students to do the next guided practice activity.

Guided Practice
The teacher will explain the activity to students who will have to complete the book on page 11. Ask students to order sentences to form the correct adverbial clauses with "when". Example,   • My/favorite/mom/I/it/like/when/makes/my/food. • I like it **when** my mom makes my favorite food.   **Less guided activities**   Students will match the beginning of the sentences to form the correct adverbial clauses with "when".   Once the time is over, all the class will compare and analyze the sentences to correct them if they are wrong.

Independent Practice
Ludic Activity: Card games: Students will work in pairs. Each pair will have some cards for this activity. This activity consists of the following, on one card there will be a part of a sentence about adverbial clauses, while the other partner will have the other half of the sentence. In this activity, one student will read a card and the other will complete it with one of his/her cards. It is important that the sentence makes sense to be valid. With this ludic activity, students will practice the following components of speaking skills (fluency, pronunciation, and coherence).   **Examples of cards:**   A   B   A   B   When I get up in the morning…   I always feel energetic.   We were doing to school…   When we saw an accident.

Assessment
Students have to make sentences using the adverbial clause "when" reviewed in classes. They will make their own sentences and explain them.

Lesson plan 3	
Class: Second BGU	**School year:** 2022 -2023
Nª students: 17 **Age:** 15 – 16 years old	**Topic:** Family relationship
Language level: B1	**Type of institution:** Public
Date: November 08, November 11, 2022 **Schedule:** 12:20 – 13:00 & 07:10 – 08:30 **Nª of periods:** 3 hours	**Pre-service teacher:** Nayely Saavedra
Materials	**Lesson Objectives**
Textbook Title Students Book Cards	After analyzing the family tree, students will be able to talk about their families and how is their relationship at home.

Warm-up and Objective Discussion

Ludic Activity: Guessing Games/Taboo

The teacher will explain the game. First, students will form groups of 4 participants. Second, the teacher will give them cards with words related to the family that they will have to guess. One member of the team will be the guesser while the remaining 3 members of the group will give clues but must not say the words on the card or they will lose. The team with the most correct words will be the winner. With this activity, students can practice their vocabulary and pronunciation. Furthermore, students will participate and interact during this activity and cooperate in the group. Motivation and concentration will also be present during this activity.

Explain to students that this lesson will help them to talk about their family relationships. Tell them they will use WH-questions to ask for information about someone or something.

Instruct and Model

Instruct
First, the teacher will explain to students the family tree. Also, the teacher will show the family relations with members.
Resource:
https://stock.adobe.com/es/images/family-tree-human-avatars-relationship-scheme-illustration/268752038

Additionally, the teacher will explain how they will use WH questions to make a conversation and ask for important information. For example:
  • **What** do you do with your family on vacations?
https://www.aprenderinglesrapidoyfacil.com/2014/02/14/wh-questions-en-ingles-preguntas-wh-en-ingles/

Model

Explain to students how to make a conversation. For example:

  • **Tiara:** It looks like you have a big family.
  • **Intan:** Not really, there are six people in my family, my parents, my two brothers, my

sister, and me.
- **Tiara:** So you are the youngest child in your family?
- **Intan:** Yes, I am. What about you, Tiara? Do you have siblings?
- **Tiara:** I am the only child in my family.

https://www.contohtext.com/2018/10/english-conversation-example-about-family.html

Prepare students to do the next guided practice activity.

Guided Practice

Students will have to complete the book on page 14. They have to read a conversation and solve some exercises.

The teacher will explain to students that they will make a conversation. Solve any doubts they have. They will recognize how to make a conversation.

Less guided activities
Ludic Activity: Pair/group work.
Ask students to make a conversation about their family tree and relationship.

Independent Practice

Students will practice their conversations about their families in front of the class.

The teacher will evaluate their fluency, pronunciation, accuracy, coherence, and vocabulary with this activity. They will be assessed by the speaking rubric.
https://drive.google.com/drive/u/1/folders/1TKaZNXpe4w1btK-Wo6Re7aMwL31I8XNu

Assessment

Students will have to write some questions and answers about family relationships using WH-questions.
Additionally, students will record their conversations at home. They will use a website named "Flipgrid" to record it.
https://flip.com/groups/14002818/topics

Lesson plan 4	
Class: Second BGU	**School year:** 2022 -2023
Nª students: 17 **Age:** 15 – 16 years old	**Topic:** Expressing opinions and feelings
Language level: B1	**Type of institution:** Public
Date: November 16, November 18, 2022 **Schedule:** 10:20 – 11:40 & 11:40 – 12:20 **Nª of periods:** 3 hours	**Pre-service teacher:** Nayely Saavedra

Materials	Lesson Objectives
Textbook Title Cards Slides	At the end of the lesson, students will be able to express their opinions and feelings by using some new phrases. **Example:** • To my way of thinking, the cost is too expensive. • I feel a little sad because I lost my toy.

Warm-up and Objective Discussion

Ludic Activity: Card Games/Rock, Scissors, and Paper.

The teacher will provide each pair of students with two sets of game cards and ask them to mix up the cards and then place them face down in one pile in the middle. Then, students play rock, scissors, and paper. The winner picks up the card, shows it to their partner, and then asks a question using the target language (For example, 'What's this?' / 'How do you feel today?' / 'What do you think about the game?', etc), and the loser must answer. The winner then keeps the card, and they play rock, scissors, and paper again. Once all the cards are gone, the student with the most cards is the winner. This ludic activity will help students practice their fluency, pronunciation, accuracy, vocabulary, and coherence since they have to answer some questions. Besides, all students will participate, collaborate, interact, and feel motivated by this activity.

The teacher will explain to students that this lesson is important because they will learn to use some phrases to express their opinions and feelings as well as to ask for them.

Instruct and Model

Instruct
The teacher will show some phrases to express opinions and feelings. As well as, the teacher will give them some questions to ask for opinions and feelings. Lastly, the teacher will give them some examples.

Resources:

https://en.islcollective.com/english-esl-worksheets/material-type/debating-argumentation/expressing-opinion/114480
https://englishstudyonline.org/expressing-feelings/
https://englishdotcom.net/asking-and-giving-opinion/

Model

The teacher will give examples using any of these new phrases thus students could know how to say them. For example:

- I feel a little happy because I went to the park. **(feelings)**
- You look sad. Are you OK? **(feelings)**
- What do you think about the class? **(opinion)**
- I think/believe the world has a huge problem. **(opinion)**

Prepare students to do the next guided practice activity.

Guided Practice
Explain to students that they will make a short dialogue using these new phrases given by the teacher. Solve any doubts they have. They will recognize how to use them in a conversation. **Less guided activities** Give students some cards with the new expressions thus they can use them. **Ludic Activity: Pair/group work.** Ask students to make a short conversation using the new phrases. They will ask for opinions and feelings and answer the questions.
Independent Practice
Students will say their conversation in front of the class. The teacher will evaluate their fluency, pronunciation, accuracy, coherence, and vocabulary with this activity. They will be assessed by the speaking rubric. https://drive.google.com/drive/u/1/folders/1TKaZNXpe4w1btK-Wo6Re7aMwL31I8XNu
Assessment
Students will solve a worksheet in which they have to write some expression feelings and opinions. https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Conversation/Expressing_opinions_my284920bx

<table>
<tr><td colspan="2" align="center">**Lesson plan 5**</td></tr>
<tr><td>**Class:** Second BGU</td><td>**School year:** 2022 -2023</td></tr>
<tr><td>**Nª students:** 17
Age: 15 – 16 years old</td><td>**Unit 2:** Career moves
Topic: Talking about jobs</td></tr>
<tr><td>**Language level:** B1</td><td>**Type of institution:** Public</td></tr>
<tr><td>**Date:** November 23,
November 25, 2022
Schedule: 10:20 – 11:40
& 11:40 – 12:20
Nª of periods: 3 hours</td><td>**Pre-service teacher:** Nayely Saavedra</td></tr>
<tr><td align="center">**Materials**</td><td align="center">**Lesson Objectives**</td></tr>
<tr><td>Textbook Title
Book
Cards</td><td>At the end of the lesson, students will be able to ask and answer for several jobs, for example:

TV reporter , psychiatrist , politician, zookeeper,
gossip columnist, computer technician,
guidance counselor, Factory supervisor</td></tr>
</table>

Warm-up and Objective Discussion

Ludic Activity: Guessing Games "Who Am I?"

Students must choose a number and must answer the job referred to in the sentence on each slide. The student will read what the slide says and complete it according to the job. All students will interact by participating in the game about jobs. PowerPoint Presentation.

The teacher will explain the importance of this topic and the activities they will realize during this lesson plan. The teacher will explain to them what people do in each job. Tell them they will learn new job vocabulary and how to use them.

Instruct and Model

Instruct
The teacher will explain to students some types of jobs. Also, the teacher will use a drilling technique with their students. They will listen and repeat what they hear from the teacher in this case, the jobs. Below, there is a list of jobs in which students will work. Example: https://englishstudyonline.org/list-of-jobs/

Furthermore, students will work with the vocabulary that is available in their book.

TV reporter , psychiatrist , politician, zookeeper,
gossip columnist, computer technician,
guidance counselor, Factory supervisor

Model

The teacher will give examples using the jobs thus students will know how to say them. For example:

- I work in a hospital because I am a **doctor**.
- I am an **actor**, I work in a film studio and theatres.

Then, students will participate by thinking and saying their own examples. Prepare students to do the next guided practice activity.

Guided Practice

First, students will work in the book using the vocabulary already learned.

Then, the teacher will explain to students that they will make a role-play using the jobs they learned. Show them what they have to do in a role-play and give them the cards they will use in the role-play. Solve any doubts they have.

Role-play card.

Student A

Take care of the Animals that are in captivity.

➢ Answer……

Asks student B what he/she thinks about the job.

➢ Answer………

Student B

Take care of the Animals that are in captivity.

Ask students A what his/her job is.

➢ Answer….

Asks student A if he/she likes the job.

Less guided activities

Ludic Activity: Pair/group work. *"Role-play"*

Each student will have a card for the role. One of them will be student A and the other partner will be B. They will have a period of time to prepare for the role-play. Students will work collaboratively and they must concentrate too do the activity.

Independent Practice

Students will put into practice the role-play in front of the class. Students will be assessed by the speaking rubric. With this activity, students will practice all the components of speaking (accuracy, fluency, coherence, vocabulary, and pronunciation).

https://drive.google.com/drive/u/1/folders/1TKaZNXpe4w1btK-Wo6Re7aMwL31I8XNu

Assessment

Students will solve the following worksheet about jobs to check their understanding of the topic.
https://www.englishwsheets.com/jobs-3.html

Lesson Plan 6	
Class: Second BGU	**School year:** 2022 -2023
Nª students: 17 **Age:** 15 – 16 years old	**Unit 2:** Career moves **Topic:** Talking about careers implementing gerunds as subjects or objects.
Language level: B1	**Type of institution:** Public
Date: December 08, 2022 **Schedule:** 10:20 – 11:40 **Nª of periods:** 2 hours	**Pre-service teacher:** Nayely Saavedra
Materials	**Lesson Objectives**
Textbook Title Book Website Cards	At the end of the lesson, students will be able to talk about careers utilizing gerunds as subjects and objects. Examples: • **Working** as a **bartender** is a great way to have money.
Warm-up and Objective Discussion	

"Wordwall"

The teacher will present wordwall to the students to activate the knowledge already acquired. This game is about the work the students have already seen in the last class. In this activity, students will order the letters to complete the correct job.

https://wordwall.net/es/resource/9291951/jobs-occupations

The teacher will explain why this lesson is important and explain to them what people do in each job. Tell them they will learn new job vocabulary and how to use them.

Instruct and Model

Instruct

First, the teacher will explain to students the grammar "Gerunds as subjects or objects". Also, the teacher will give definitions, structures, and examples of gerunds.

https://www.canva.com/design/DAFUBE6M-dc/JebMouZMo35hIhJ5UhKlPw/edit

During the presentation, students will solve some exercises in order to recognize both gerunds as a subject and as an object https://www.englisch-hilfen.de/en/exercises/structures/gerund_subject_object.htm https://www.indeed.com/career-advice/finding-a-job/most-common-jobs-in-america

Second, show students the most common careers. https://www.zippia.com/advice/the-most-common-jobs-in-america/

Ask students to name the careers. The teacher will use the drilling technique in which students will repeat what they hear from the teacher.

Ludic Activity: Guessing Games "Crossword"

Students will play crossword. The teacher will project the game on the board so that students will have greater visibility of the game. For both vertical and horizontal, the game will have a description of the jobs and careers that students will have to guess.

https://www.eslgamesplus.com/jobs-crossword/

Model

The teacher will give examples using the new vocabulary and also using gerunds as subjects and

objects. For example:

- **Helping** people is what I do as a **medical assistant**. (gerund as a subject)
- I suggest **improving** the vocabulary you use as a **teacher**. (gerund as an object)
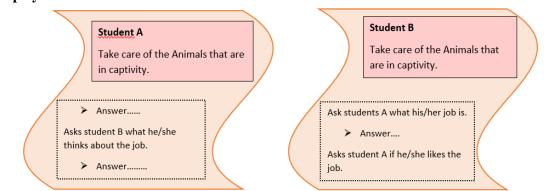
Then, students will think and say their own examples. Prepare students to do the next guided practice activity.

Guided Practice

First, students will work on the book on page 27 using the vocabulary shown in the **instruction** stage. Then, explain to students that they will make a role-play. Show them what they have to do in a role-play and give them the cards they will use in the role-play. Solve any doubts they have.

Role-play card example

Students A:
Ask a partner what he or she thinks about the careers seen today.

Students B:
Ask a partner what his or her ideal career would be.

Less guided activities
Ludic Activity: Pair/group work. *"Role-play"*
Each pair of student will have a card. They will have a period of time to prepare for the role-play. This activity will help students to increase their vocabulary and to be aware that their sentences make coherence and accuracy.

Independent Practice

Students will put into practice the role-play, thus, they can practice their pronunciation and fluency. Besides, they will participate, cooperate in teams, and interact with each other. The teacher will use the rubric to score them.
https://drive.google.com/drive/u/1/folders/1TKaZNXpe4w1btK-Wo6Re7aMwL31I8XNu

Assessment

Students will solve a worksheet about gerunds as subjects and objects.
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%2
9/Gerunds/Gerunds_as_subject,_object_and_complement_ii2260135bf
Additionally, they will take a screenshot of their sheets and they will send it to the teacher. They will use GOOGLE CLASSROOM to send the picture.
Link: https://classroom.google.com/u/0/c/MTM4MDI3MDg4NDcy   Code: r2o55du

<table>
<tr><td colspan="2" align="center">Lesson plan 7</td></tr>
<tr><td colspan="2">Class: Second BGU   School year: 2022 -2023</td></tr>
</table>

Class: Second BGU	**School year:** 2022 -2023
Nª students: 17 **Age:** 15 – 16 years old	**Unit 2:** Career moves **Topic:** Talking about careers implementing gerunds as subjects or objects.
Language level: B1	**Type of institution:** Public
Date: December 14, 2022 **Schedule:** 10:20 – 11:40 **Nª of periods:** 2 hours	**Pre-service teacher:** Nayely Saavedra

Materials	Lesson Objectives
Textbook Title Book Website Cards	At the end of the lesson, students will be able to talk about careers utilizing gerunds as subjects and objects. Examples: • **Working** as a **bartender** is a great way to have money.

Warm-up and Objective Discussion

"Wordwall"

The teacher will present wordwall to the students to activate the prior knowledge already acquired the last class. In this activity, students will choose if the gerund in the sentences is as a subjects or as an object.

https://wordwall.net/resource/3703572/gerunds-as-object-or-subject

The teacher will explain why this lesson is important and explain to them what people do in each job. Tell them they will learn new job vocabulary and how to use them.

Instruct and Model

Instruct

First, the teacher will explain to students the grammar "Gerunds as subjects or objects". Also, the teacher will give definitions, structures, and examples of gerunds.

https://www.canva.com/design/DAFUBE6M-dc/JebMouZMo35hIhJ5UhKlPw/edit

During the presentation, students will solve some exercises in order to recognize both gerunds as a subject and as an object.

https://www.englisch-hilfen.de/en/exercises/structures/gerund_subject_object.htm

https://www.indeed.com/career-advice/finding-a-job/most-common-jobs-in-america

Second, show students the most common careers.

https://www.zippia.com/advice/the-most-common-jobs-in-america/

Ask students to name the careers. The teacher will use the drilling technique in which students will repeat what they hear form the teacher.

Ludic Activity: Guessing Games "Crossword"

Students will play crossword. The teacher will project the game on the board so that students will have greater visibility of the game. For both vertical and horizontal, the game will have a description of the jobs and careers that students will have to guess.

https://www.eslgamesplus.com/jobs-crossword/

Model

The teacher will give examples using the new vocabulary and also using gerunds as subjects and

objects. For example:

- **Helping** people is what I do as a **medical assistant**. (gerund as a subject)
- I suggest **improving** the vocabulary you use as a **teacher**. (gerund as an object)

Then, students will think and say their own examples. Prepare students to do the next guided practice activity.

Guided Practice

First, students will work on the book on page 27 using the vocabulary shown in the **instruction** stage.

Then, explain to students that they will make a role-play. Show them what they have to do in a role-play and give them the cards they will use in the role-play. Solve any doubts they have.
Role-play card example

Students A:
Ask a partner what he or she thinks about the careers seen today.

Students B:
Ask a partner what his or her ideal career would be.

Less guided activities
Pair/group work. *"Role-play"*
Each pair of student will have a card. They will have a period of time to prepare for the role-play. This activity will help students to increase their vocabulary, to be aware if their sentences make coherence, and their accuracy.

Independent Practice

Students will put into practice the role-play, thus, they can practice their pronunciation and fluency. Besides, they will participate, cooperate in teams, and interact each other. The teacher will use the rubric to score them.
See **Annexe 2.**

Assessment

Students will solve a worksheet about gerunds as subjects and objects. See **Annexe 3.**

Additionally, they will take a screenshot of their sheets and they will send it to the teacher. They will use GOOGLE CLASSROOM to send the picture.
Link: https://classroom.google.com/u/0/c/MTM4MDI3MDg4NDcy
Code: r2o55du

<table>
<tr><td colspan="2" align="center">Lesson plan 8</td></tr>
<tr><td>Class: Second BGU</td><td>School year: 2022 -2023</td></tr>
<tr><td>Nª students: 17
Age: 15 – 16 years old</td><td>Unit 2: Career moves
Topic: Talking about comparisons using adjectives.</td></tr>
<tr><td>Language level: B1</td><td>Type of institution: Public</td></tr>
<tr><td>Date: December 21, 2022
Schedule: 10:20 – 11:40 & 11:40 – 12:20
Nª of periods: 2 hours</td><td>Pre-service teacher: Nayely Saavedra</td></tr>
<tr><td align="center">Materials</td><td align="center">Lesson Objectives</td></tr>
<tr><td>Textbook Title
Book
Websites
Worksheet</td><td>At the end of the lesson, students will be able to talk about comparisons using some adjectives, nouns, and verbs. Examples:
• Working as a doctor is harder than working as a police officer. (adjective)</td></tr>
<tr><td colspan="2" align="center">Warm-up and Objective Discussion</td></tr>
<tr><td colspan="2">Wordwall

Students will play Wordwall, they will have to order the words according to the category that corresponds to either adjectives, nouns, or verbs. This activity will help them to recognize which are the adjectives, nouns, and verbs which will help them to avoid confusion. Students will participate, interact, and cooperate to finish the activity successfully. In addition, students will learn some new vocabulary and pronunciation.

https://wordwall.net/es/resource/4793856/adjectives-verbs-and-nouns

The teacher will explain why this lesson is important and show how they will make sentences using the comparatives. Tell them that this lesson will help them to learn how to compare using adjectives.</td></tr>
<tr><td colspan="2" align="center">Instruct and Model</td></tr>
<tr><td colspan="2">Instruct

<i>First</i>, the teacher will explain to students the grammar "comparisons with adjectives" also, the teacher will give definitions, structures, usages, and examples of comparisons. More specifically, students will work with the following list of adjectives: abandoned, ancient, bright, clean, damaged, dark, empty, modern, refurbished, towering, and well-built. Before the class begins, the teacher will give students a code with which they have to enter the MENTI platform. They will have to write an adjective, a noun, and a verb. Once the activity is done, the teacher will continue with the class.

MENTI CODE: 4993 3421   Link: https://www.menti.com/alwbu3n9cyyx

PRESENTATION:
https://docs.google.com/presentation/d/1GIxV0OURLE18QCBEDiFwQ3p5Zamd1Xb4LrrSYaWpwWs/edit?usp=sharing

During the presentation, students will solve some exercises in order to recognize adjectives.
https://www.liveworksheets.com/yl1557265tt
The teacher will provide students with a list of words of adjectives (one, two, or three syllables). See</td></tr>
</table>

Annexe 1. The teacher will use a drilling technique with their students. They will listen and repeat what they hear from the teacher.

Ludic Activity: Guessing game "Taboo": Students will play taboo, they will say some clues and another classmate will have to guess the word that is referring to. This game contains words related to adjectives that students already learn. So, students will learn new vocabulary and its pronunciation. All students will participate, interact with each other, cooperate in teams, and entertain with this activity.

Model

The teacher will give examples using the comparatives using adjectives. For example:

- The blue boat is **smaller than** the black boat.
- My house is **bigger than** yours.

Then, students will think and say their own examples. They could look around the classroom to compare things. Prepare students to do the next guided practice activity.

Guided Practice
First, students will work on the book on page 28 using the explanation shown in the **instruction** stage. **Less guided activities** Students will make their own sentences comparing things using adjectives. Solve any doubts they have.

Independent Practice
Storytelling: Students will produce a short story comparing a building. Then, they will tell their stories in front of the class. They will be assessed by the speaking rubric. https://drive.google.com/drive/u/1/folders/1TKaZNXpe4w1btK-Wo6Re7aMwL31I8XNu With this activity, students will practice all the components of speaking (accuracy, fluency, coherence, vocabulary, and pronunciation).

Assessment
Students will solve a worksheet about comparisons using adjectives. https://www.english-4u.de/en/grammar-exercises/comparison-adjectives.htm

Annexe 1: List of adjectives

Adjectives

One-Syllable Adjective	Comparative Form
tall	taller
old	older
long	longer

One-Syllable Adjective with Final -e	Comparative Form
large	larger
wise	wiser

One-Syllable Adjective Ending with a Single Consonant with a Single Vowel before It	Comparative Form
big	bigger
thin	thinner
fat	fatter

Two-Syllable Adjective	Comparative Form
peaceful	more peaceful
pleasant	more pleasant
careful	more careful
thoughtful	more thoughtful

Two-Syllable Adjective Ending with -y	Comparative Form
happy	happier
angry	angrier
busy	busier

Adjective with Three or More Syllables	Comparative Form
generous	more generous
important	more important
intelligent	more intelligent

_____

Abandoned: No longer used or occupied.

Ancient: very old

Bright: full of light

Clean: free from dirt

Damaged: harmed or broken

Dark: not having enough light

Empty: has no tenants or occupants.

Modern: has an up-to-date design and structure.

Refurbished: renovated and repaired.

Towering: extremely tall, especially when compared to the surroundings.

Well-built: solidly constructed.

<table>
<tr><td colspan="2" align="center">**Lesson plan 9**</td></tr>
<tr><td>**Class:** Second BGU</td><td>**School year:** 2022 -2023</td></tr>
<tr><td>**Nª students:** 17
Age: 15 – 16 years old</td><td>**Unit 3:** Could you do me a favor?
Topic: Making indirect requests using modal verbs.</td></tr>
<tr><td>**Language level:** B1</td><td>**Type of institution:** Public</td></tr>
<tr><td>**Date:** December 28,
December 30
2022
Schedule: 10:20 – 11:40 &
11:40 – 12:20
Nª of periods: 3 hours</td><td>**Pre-service teacher:** Nayely Saavedra</td></tr>
<tr><td align="center">**Materials**</td><td align="center">**Lesson Objectives**</td></tr>
<tr><td>Textbook Title
Book
Websites
Worksheet
Google Slides</td><td>After watching the presentation, students will be able to produce a conversation using indirect requests.
Example:
✦ **Can you tell me** where my keys are? (Indirect)
✦ **Where** are my keys? (Direct)</td></tr>
<tr><td colspan="2" align="center">**Warm-up and Objective Discussion**</td></tr>
<tr><td colspan="2">**Wordwall- Indirect requests**

Students will play Wordwall about indirect requests. They have to choose the correct form of the request.

https://wordwall.net/es/resource/5134376/indirect-questions-quiz

The teacher will explain to students that this topic is important to learn because they will know how to make indirect requests. In addition, this will allow them to be polite when they ask something to someone.</td></tr>
<tr><td colspan="2" align="center">**Instruct and Model**</td></tr>
<tr><td colspan="2">**Instruct**

First, the teacher will explain to students the topic "making indirect requests using modal verbs" so, the teacher will give definitions, modal verbs, usages, and examples of indirect requests. More specifically, students will work with the following modal verbs: Can, Could, Will, and Would.

PRESENTATION:https://docs.google.com/presentation/d/1Qh0qpxdXYxdO64861wxC4LZJwp04y oJD5Cjdov99rZs/edit?usp=sharing

The teacher will use a drilling technique with their students. They will listen and repeat what they hear from the teacher. During the presentation, students will solve some exercises using modal verbs to make indirect requests. (**Ludic Activity: Pair work).** This activity will allow students to participate collaboratively and interact with each other.</td></tr>
</table>

Model

The teacher will give examples of phrases that they will use to make an indirect request. Also, the teacher will explain the difference between direct and indirect requests. For example:

- **Where** the nearest station is? (Direct)
- **Could you tell me** where the nearest station **is**? (Indirect)

Then, students will think and say their own examples. Prepare students to do the next guided practice activity.

Guided Practice

Students will work on the book on pages 37 and 38 using the explanation shown in the **instruction** stage.

Explain to students that they will make a short conversation. First, give students an example of how their conversation will be about. Example:

- **Student A: Can you tell me** where my book is?
- **Student B:** Of course, it is on the table.

Less guided activities

Students will make a short conversation making indirect requests using modal verbs seen in class. Solve any doubts they have. This activity will help students to practice and improve their accuracy and increase their vocabulary. Additionally, the teacher will see the coherence with which they say or write their ideas.

Independent Practice

Role-play: Students will put into practice their conversation in class, thus, they can practice their pronunciation and fluency. They will be assessed by the speaking rubric.
https://drive.google.com/drive/u/1/folders/1TKaZNXpe4w1btK-Wo6Re7aMwL31I8XNu

Assessment

Students will solve a worksheet. They will write the correct form to make indirect requests using modal verbs to check for their understanding.
https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Indirect_questions/indirect_request_hc33063tb

Lesson plan 10	
Class: Second BGU	**School year:** 2022 -2023
Nª students: 17 **Age:** 15 – 16 years old	**Unit 3:** Could you do me a favor? **Topic:** If clauses and gerunds (Requests)
Language level: B1	**Type of institution:** Public
Date: January 04, January 06, 2023 **Schedule:** 10:20 – 11:40 & 11:40 – 12:20 **Nª of periods:** 3 hours	**Pre-service teacher:** Nayely Saavedra
Materials	**Lesson Objectives**
Textbook Title Book Websites Worksheet Cards	After watching the presentation, students will be able to use if clauses and gerunds in a conversation to make requests. Example: • Could you mind **if** I use your pencil for a second? • Would you mind **checking** on the stove for a moment?
Warm-up and Objective Discussion	

Ludic Activity: Spelling games

The teacher will divide the classroom into two groups and they will make a queue. Then, the teacher will say a question or request using if clauses or gerunds to the first students in the line. The last student in each queue will say the questions or requests that he or she hears. The winners will be the group who says the questions correctly or partially correct. This activity will allow students to participate collaboratively and interact with each other. It will capture students' attention and will motivate them to be part of the learning. Examples of questions:

+ Would you mind *lending* me your book?
+ Do you mind if I **use** your pencil?

The teacher will explain to students that this topic is important to learn because they will learn to use if clauses and gerunds when they ask for requests. In addition, this will allow them to be polite when they ask something to someone.

Instruct and model

Instruct

First, the teacher will explain the topic "if clauses and gerunds" to students. Additionally, the teacher will give structure and some examples using if clauses and gerunds.

https://www.youtube.com/watch?v=OuQFrRcjMmw

Additionally, the teacher will explain that there are some verbs that are followed by a gerund. As an additional source, the teacher will give them a list of those verbs. Also, students will make some sentences using these verbs to check for their understanding.

Link resource: https://loveenglish.org/verbs-followed-by-gerunds/

Ludic Activity: Card games. The teacher will explain the activity to students and tell them that they will work in pairs. One student will read a part of the question or request and the remaining one will complete it by reading the other part to make logical questions or requests. This activity will allow students to participate collaboratively and interact with each other. They will concentrate to join the

questions correctly. Besides, they will improve their pronunciation as well as fluency which is beneficial for their English performance.

Student   A   B   A   B

| Would you mind | Sending the homework to the teacher? | Would you mind if | I borrowed your cellphone? |

Model

The teacher will give more examples using if clauses and gerunds. For example:

- Do you mind **if** I use your book for a moment?
- Would you mind **letting** me use your laptop?

Then, students will work with their own examples. Then, they will read them to check their pronunciation, accuracy, coherence, vocabulary, and fluency.

Prepare students to do the next guided practice activity.

Guided Practice

Students will work on the book on page 38 using the explanation shown in the **instruction** stage. Explain to students that they will make a short conversation. The teacher will show an example of the conversation so they can realize how their conversation will be about.

https://www.youtube.com/watch?v=OuQFrRcjMmw

Less guided activities

Students will make a short conversation using if clauses and gerunds to make polite requests. Solve any doubts they have. This activity will help students to practice and improve their accuracy and increase their vocabulary. Additionally, the teacher will see the coherence with which they say or write their ideas.

Independent Practice

Role-play: Students will put into practice their conversation in class, thus, they can practice their pronunciation and fluency. They will be assessed by the speaking rubric.

https://drive.google.com/drive/u/1/folders/1TKaZNXpe4w1btK-Wo6Re7aMwL31I8XNu

Assessment

Students will complete the following worksheet in which they will make requests using if clauses, modal verbs, and gerunds.

https://brainly.ph/question/8426480

<table>
<tr><td colspan="2" align="center">Lesson plan 11</td></tr>
<tr><td colspan="2">Class: Second BGU   School year: 2022 -2023</td></tr>
</table>

Class: Second BGU	**School year:** 2022 -2023
Nª students: 17 **Age:** 15 – 16 years old	**Unit 3:** Could you do me a favor? **Topic:** Accepting and declining requests.
Language level: B1	**Type of institution:** Public
Date: January 11, January 13, 2023 **Schedule:** 10:20 – 11:40 & 11:40 – 12:20 **Nª of periods:** 3 hours	**Pre-service teacher:** Nayely Saavedra
Materials	**Lesson Objectives**
Textbook Title Websites Worksheet	After listening to some new phrases, students will be able to accept and decline requests politely. **Examples:** **Accepting Requests:** ► Sure, I'd be glad to… ► I'd be happy to … ► Sure. Just a moment. ► No problem. ► Of course ► Certainly. ► All right. **Refusing Requests:** ► I'm sorry, I can't. ► I'm sorry, but … ► I'd loved to, but … ► Sorry to say that … ► It sounds great, but …

Warm-up and Objective Discussion

Ludic Activity: Spelling games

Spelling dictation

The teacher will explain the game. Students will work in pairs. One student will be in a corner of the classroom while the other classmate will be at the desk. The student who is in one corner will read a phrase (accepting or declining requests) that the teacher will give them and will read aloud. First, the student will dictate the whole sentence and then letter by letter. As a final point, ask students to divide up into accepting or declining phrases. This activity will help students to increase their vocabulary, fluency, and pronunciation since it requires that they speak. On the other side, it will allow students to participate actively and work collaboratively. This activity is appropriate to increase students' interest in learning English while they are fun and energetic.

The teacher will explain to students that this topic is important to learn because they will know how to accept and decline requests. In addition, this will allow them to be polite when they answer something to someone.
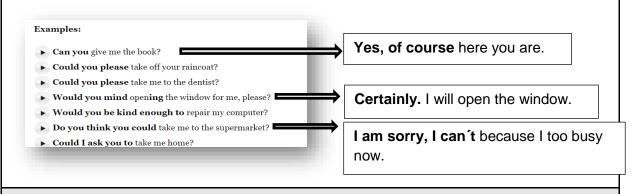
Instruct and model

Instruct
First, the teacher will explain the topic "accepting and declining requests" and give some phrases for

both accepting and declining requests in a polite way.

Resource: https://basicenglishspeaking.com/making-requests-english/

Model

The teacher will give examples using the phrases that they will use to answer a request. For example:

Guided Practice
Students individually will work making their own example. Writing requests and answering them both accepting and declining. Solve any doubts they have. **Less guided activities** **Ludic Activity: Pair work.** Explain to students that they will make a short conversation in which they will use the new phrases seen in class. In pairs, students will ask and answer questions or requests and they will use the phrases for accepting and declining a request. Solve any doubts they have. This activity will help students to practice and improve their accuracy and increase their vocabulary. Additionally, the teacher will see the coherence which they say or write their ideas.
Independent Practice
Ludic Activity: Pair work. Students will put into practice their conversation in class, thus, they can practice their pronunciation and fluency. They will be assessed by the speaking rubric. https://drive.google.com/drive/u/1/folders/1TKaZNXpe4w1btK-Wo6Re7aMwL31I8XNu
Assessment
Students will solve a worksheet. They will choose the correct option depending on whether the answer to the requests will accept or decline. https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Modal_verbs/Accepting_Refusing_Requests_vk1635715vv

<table>
<tr><td colspan="2" align="center">Lesson plan 12</td></tr>
<tr><td>Class: Second BGU</td><td>School year: 2022 -2023</td></tr>
<tr><td>Nª students: 17
Age: 15 – 16 years old</td><td>Topic: Review and Quimestral test</td></tr>
<tr><td>Language level: B1</td><td>Type of institution: Public</td></tr>
<tr><td>Date: January 18,
January 20,
2023
Schedule: 10:20 – 11:40 &
11:40 – 12:20
Nª of periods: 3 hours</td><td>Pre-service teacher: Nayely Saavedra</td></tr>
<tr><td align="center">Materials</td><td align="center">Lesson Objectives</td></tr>
<tr><td>Textbook Titles
Test</td><td>After reviewing the topics, students will be able to solve the comprehension exercises about the topics.</td></tr>
<tr><td colspan="2" align="center">Warm-up and Objective Discussion</td></tr>
<tr><td colspan="2">Do not apply.
The teacher will explain to students that in this lesson they will remind the contents seen in previous classes to be ready to take the test.</td></tr>
<tr><td colspan="2" align="center">Instruct and model</td></tr>
<tr><td colspan="2">Instruct
First, the teacher will show a short presentation with the contents of units 1,2, and 3. The teacher will explain briefly the topics for students to remind them.
https://docs.google.com/presentation/d/1Qh0qpxdXYxdO64861wxC4LZJwp04yoJD5Cjdov99rZs/edit#slide=id.g1d326349ca8_0_95
Then, students will take the quimestral test.
Model
Do not apply.</td></tr>
<tr><td colspan="2" align="center">Guided Practice</td></tr>
<tr><td colspan="2">Do not apply.</td></tr>
<tr><td colspan="2" align="center">Independent Practice</td></tr>
<tr><td colspan="2">Do not apply.</td></tr>
<tr><td colspan="2" align="center">Assessment</td></tr>
<tr><td colspan="2">Do not apply.</td></tr>
</table>