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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**TRABAJO DE TITULACIÓN, EN LA
MODALIDAD PROYECTO DE INVESTIGACIÓN.**

TEMA:

**LUDIC ACTIVITIES TO IMPROVE THE ORAL PRODUCTION IN SENIOR
STUDENTS AT IBARRA HIGH SCHOOL IN THE ACADEMIC YEAR 2021-2022**

**Trabajo de titulación previo a la obtención del título de licenciada en Pedagogía de los
Idiomas Nacionales y Extranjeros.**

Gestión, calidad de la educación, procesos pedagógicos e idiomas.

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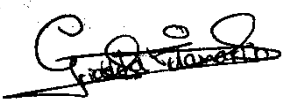
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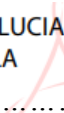
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DEDICATORIA

“Lo que con mucho trabajo se adquiere, más se ama” Aristóteles

Al culminar con esta etapa grandiosa de mi vida académica y profesional, quiero dedicar este proyecto de investigación a:

Dios; por haberme iluminado y llenado de sabiduría en cada momento crítico de mi realización académica.

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RESUMEN

El tema de este proyecto de investigación es el uso de actividades lúdicas como parte de la Gamificación para mejorar la producción oral en el idioma inglés. El objetivo primordial es determinar cuán efectivas son las actividades lúdicas en el mejoramiento de la producción oral de los estudiantes de la Unidad Educativa Ibarra durante el año académico 2021-2022. Para ello se utilizará el tipo de metodología mixta. Es decir, puesto que se va a incluir información concerniente a experiencias actuales y reales de los estudiantes, se hará uso del método cualitativo, así como también del cuantitativo. Además, se ha podido determinar que la mayoría de los estudiantes consideran que el desarrollo de su habilidad oral es importante, sin embargo, también manifiestan que las actividades que frecuentemente realizan en clases son tradicionales. Además, han mostrado un gran interés en ciertos grupos de actividades lúdicas que son más dinámicas y recreativas. Dicha información lleva a concluir que el material didáctico a proponer debe encontrarse enfocado en el desarrollo de tres categorías principales de actividades lúdicas (Imitación- adivinanza, grupales y en línea) que prioricen el desarrollo del habla. Para concluir, el desarrollo de una guía docente la cual incluye actividades innovadoras y divertidas es necesario tanto para docentes como para estudiantes puesto que, actualmente y como puede ser evidenciado en la recolección de datos, el compromiso y motivación de los estudiantes para hablar en inglés está en decadencia debido a actividades rutinarias y monótonas.

Palabras clave: Actividades lúdicas, producción oral, aprendizaje, recreación.

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ABSTRACT

The topic of this project is the development of ludic activities as part of Gamification to enhance the students' oral skills in English. The main aim is to determine how effective are ludic activities in the improvement of oral production in senior students at Ibarra high school in the academic year 2021-2022. For that, mixed methodology will be applied. It means that since it will include information concerning the students' real and current experiences, it will imply quantitative as well as qualitative methods. Besides that, it has been determined that the majority of the students find that their oral production is important, however, they consider that the activities they usually do in classes are routine. Moreover, they have shown a great interest in some groups of ludic activities that are more dynamic and recreational. This information contributes to conclude that the didactic material must be focused on the development of three categories of activities (imitation-guessing, group, and online) that prioritize speaking development. To conclude, the development of a teacher guide that includes innovative and fun activities is necessary for both teachers and students because these days, as can be evidenced in the data collection, learners' engagement, and motivation to speak in English are decreasing due to routine and monotonous activities.

Key words: Ludic activities, oral production, learning, recreation.

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INTRODUCTION

Motivation for the study

Nowadays, developing students' oral production in English is one of the most challenging tasks for teachers. This is because it is directly related with the speaking skill which implies the students' communication in the target language. Since learners do not feel confident, it is very common to perceive some negative feelings such as fear, nervousness and anxiety that limit their production when they need to talk in English.

The desire to find a way to overcome the challenge mentioned before is what motivates this research. Hence, the main purpose of the project which is to provide teaching dynamic activities to improve student's oral production. That is going to be possible through the provision of a resource with ludic activities which will help teachers to encourage students to speak and participate orally in an enjoyable way.

Problem description

Kathryn Cronquist y Ariel Fiszbein (2017), in a study conducted in some Latin American countries, such as Ecuador, Brazil, Costa Rica, Colombia, Argentina, Chile, Uruguay, Mexico, Peru, and Panama, establish that the English dominance' level is mighty low in the region. According to them, students are not generating the necessary language level, principally due to the deficiency of institutions to provide classes of high quality. They affirm that although some progress has been observed in Ecuador talking about objectives, goals, and mastery standards, it is still not enough to reach a high English level.

The problematic presented below, has been recognized in the senior students at the Ibarra high school, during the observations arising during the pre-professional practicum in the "Ibarra" High School. There, it was possible to realize some of the usual methods used to harvest the students' oral production, identifying that the traditional one is the most common. In this part, it is pertinent to mention that although it is true, it is not a negative methodology because it works in some situations. However, its prolonged or repetitive use ends up being a little monotonous or boring and therefore tends to generate the students' disinterest, especially during activities to develop oral production.

It has been observed that the development of the oral production part was presented just when the teacher asked questions about the raised topic. Students had the opportunity to give long or short answers. Nevertheless, they rarely respond to it, and when they did, their responses were short. It was evident that learners did not perceive any emotional or interesting stimulus which motivates them to share their ideas. Based on the information above, the questions stated to do this investigation are: Which are the most common activities used by teachers to develop the speaking skill of the senior students' level in Unidad Educativa Ibarra? Do dynamic activities favor the development of learners' oral production? and Which ludic activities are the most useful to improve their speaking ability?

Justification

Through the pass of time, acquiring a second language has become increasingly necessary. English is an important key that will help people to open the way to new opportunities in society. Reading, writing, listening, and speaking are the four skills that English dominance evolved. Despite all of them are important, speaking skill is considered one of the most useful during the learning process as well as the dreaded one for many people. Oral production as a sub-skill is fundamental because it is related to the ability that lets people express ideas, thoughts, feelings, and consistently allows efficient communication with others.

Hence the importance of this research. Due to the low students' oral production, who are conditioned by learning through old and limited methods, it is necessary to implement ludic activities that encourage students to get their full potential, sharing their knowledge, ideas, and thoughts, through communicative language during each lesson. In that way, they could play and enjoy the language at the time that they increase their confidence in speaking and lose the fear of making mistakes while they talk or participate orally in class.

Ludic activities using gamification will make it possible that students develop their oral skills naturally and funnily. It won't be just a momentary profit but it will be an advantage for their whole life. In this way, it will be a tool that will serve them in different areas such as academic, professional, occupational, and even social ones.

Impacts

The main effect that this research is going to have, is related with the academic area. It is because the main objectives planted before will be developed within a high school,

specifically with senior students. It means it is directly connected with the teaching and learning process. Both teachers and students are going to be the principal beneficiaries from this investigation. Creating a resource with alternative activities to improve students' oral production is going to be meaningful for teachers; to improve their teaching strategies and techniques, and for students; to increase their speaking level.

Social impact is another important aspect this project is going to reach. Even though this research will be applied in an academic extent, it will also contribute to the social growth. The reason why that is mentioned is because the more prepared and agile the students are, in this case in terms of oral communication, the greater contribution they can make to society.

Objectives

General Objective:

Determine how effective are ludic activities in the improvement of oral production in senior students at Ibarra high school in the academic year 2021-2022.

Specific Objectives:

Diagnose the most common activities used by teachers to develop the students' oral production.

Stablish theoretical bases to describe and support alternative activities in the enhancement of students' oral production.

Propose a guide with ludic activities which are useful in the improvement of the students' speaking skill.

Structure of the research report

The project involves a clear and sequential structure. It includes chapters in which punctual points and specific aspects are considered. This research report contains five chapters that follows the order explained below. In this part, the structure mentioned before is going to be presented with punctual details.

Within the first chapter, the theoretical framework is going to be shown. It includes all the academic basis or foundation founded regarding the main variables that will help to easily understand the purpose of this research. The second chapter will involve all information about the methodology used for the data collection. Methods, techniques, and instruments

will be described within this section. Besides, the population and sample considered for the project is also part of it, Then, the results and discussion based on the information gathered before will be explained in the third chapter. After that, a teacher's guide with ludic activities to improve the speaking skill it is going to be proposed. Finally, conclusions and recommendations will be settled down in the fifth chapter.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Teaching and learning theories

Teaching and learning are elements which form part of one of the core processes during individuals' life. Throughout the course of human beings' life, learning is inescapable and inevitable. As a result, day after day, the acquisition of knowledge and the development of skills is more and more essential. That is the reason why since many time ago, plenty of studies have been developed in order to understand the features of this learning process. Consequently, some general theory has been established until these days. Kaya & Akdemir (2016) define the theory as “a path that is taken as a basis to move and that is followed accordingly” (p. 2) It means, theories allow individuals to recognize, principally, how the learning process functions and occurs.

A huge variety of learning theories function like foundation to identify different ways in which people learn. Although this great diversity, it is pertinent to mention that as Kolomitro (2013) concludes, the context in which learning take place, they type of tasks assigned and the learners' mental process cannot be explained effectively using just a single theory. She also considers four main learning theories that are going to be explained below: Behaviorism, Cognitivism, Constructivism and Humanism. The most relevant for this project are described below.

1.1.1 Constructivism

After the cognitivist theory, Piaget proposed another one that was called constructivism. Bada & Olusegun (2015) explain the constructivism as a theory that functions under the premise that learning is the consequence of mental construction. Besides, this learning is directly connected with what students believe, their attitudes as well as the context where the information is taught. Moreover, it is possible to say that the main statement withing this theory has to do with the idea that learning is a construction of new knowledge in conjunction with previous ones.

1.1.2 Humanism

Then, humanism arose with a new view of the learning process. Combs (1986) & Rogers (1951) insure that “humanistic theorists hold a phenomenological view of humans in that they

believe each person's view of the world is reality for that person and that learning is motivated by personal need based on one's internal frame of reference" (Cited in Purswell, 2019, p. 359) To complement the information provided above it is relevant to say that this theory emphasize the learners' growth not just referred to their technical or scientific knowledge but also their personal development in terms of emotions, abilities, and personality.

1.2 Communicative competence

Ahmed & Pawar (2018), define the communicative competence such as "both the knowledge of the linguistic and non-linguistic rules of communication and the skill to use such knowledge effectively and appropriately in real life situations for the purpose of fulfilling communicative goals" (p. 304) This indicates that to advance in terms of competence within the communication process infers the inherent knowledge as well as the quality to make use of it properly.

Language acquisition implies the development of learners' competence through the practice of the main communicative skills. It involves listening, speaking, reading and writing. Although the acquisition of knowledge is one of the main purposes of learning a language, it is highly necessary that the students learn to use it appropriately in different contexts. If learners can do that, then, it will be possible to say that they are achieving an efficient communicative competence.

Contrary to Chomsky, who considered communicative competence as a process linked to grammatical linguistic production, Namely, Hymes (1972) suggests that such competence is the ability to use grammar and non-grammar skills in a variety of communicative situations, involving thus, a sociolinguistic perspective of language instead of a linguistic one. (Cited in Bagarić & Mihaljević, 2007) It means, the ability to communicate in a second language implies more than only grammatical rules or comprehension but also the capacity to use it according to the contexts.

1.2.1 Oral communicative competence

Oral communication is one of the major competences included within a second language learning. This is because this aspect lets speakers interact with each other in a meaningful way. Based on studies carried out by Nikeva and Curtain, Mayo & Barrioluengo (2017)

summarize oral communicative competence as the use of the second language as a vital communication tool, which includes the process of representing, interpreting, and understanding the reality. Besides, it can be understood as the construction and communication of knowledge that allows self-regulation of behavior, thinking and even emotions.

Moreover, Dell Hymes (1967) explains that the oral communicative competence is the ability to transmit and process information or messages with the purpose of negotiate the interpretation as well as meanings within specific contexts. This author also suggests that even though knowledge about structural elements of a second language such as grammatical rules, are necessary for an effective communication, the sociolinguistic development is also needed. That means, to achieve a good oral competence it is necessary to acquire particular knowledge of the language, as well as knowing how to identify its purpose and use it depends on the situation in which it is required. (Cited in van der Wilt, et al. 2019)

1.3 Speaking skill

Although all four skills are significant and work complementary, speaking is considered the most used to communicate with others. It is because in English as well as in most languages around the world, people are often talking to others to exchange ideas or express whatever they want. That is exactly what Boonkit (2010) affirms, he considers that to develop an effective communication, no matter the language, speaking is completely necessary, especially in those cases in which speakers are not allowed to use their native language.

Within this skill, there are some features that should be considered and analyzed. In that way, it is pertinent to mention that Pawlak & Waniek (2011) classified it into five categories. Those are: comprehension, fluency, vocabulary, grammar, and pronunciation. (Cited in Rodríguez & Sanchez, 2020)

1.3.1 Comprehension

Dell (2014) points out that the comprehension within the speaking skill has to do with the learners' capacity to codify the information they perceived through the auditive sense. This previous information is transformed into an abstract mental illustration. Consequently, the oral comprehension is developed due to the linguistic process. (Cited in Rodríguez &

Sánchez, 2020) Speaking comprehension involved the perception and reception of information.

1.3.2 Fluency

Speaking implies more than the action of produce sounds, words, sentences, and expressions, but it represents the ability to express a substantial message to others. Richards (2026), cited in Shahini & Shahamiriam (2017), explains that a speaker whose language is fluent, can produce the language naturally, engaging and maintaining a significant communication. As a result, the conversations will be coherent, clear and sequential, without any type of limitation.

1.3.3 Vocabulary

Vocabulary develops an important role in the speaking development. Some current studies have shown that there is a solid connection between the vocabulary knowledge and the speaking proficiency. (Khan & Radzuan, 2018) The more variety of words the speakers know, the more fluid the educational process will be. However, it is important to consider that it is not enough to know a wide vocabulary but that it is essential to use said vocabulary appropriately.

1.3.4 Pronunciation

It is important to comprehend that the way in which speakers pronounce words can influence significantly on the listener understanding. As is in any language, in English each word has its own sound. That is why it could be a bit tedious to deal with that. However, such as Ur (1996) mentions “the aim of pronunciation is not to achieve a perfect imitation of native accent, but to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speakers.” (Cited in Edo-Marzá, 2014. p. 263) It means, pronunciation is not about to reach a native sound but sound as clear and understandable as possible.

1.4 Oral production

1.4.1 Concept

The oral production or speaking skill is one of the principal abilities within English learning. Communication is essential to understand others as well as make others understand ourselves. All the time people are giving and receiving information which is necessary for the daily life development, and it is precisely the oral skill which makes it possible. Students practice different language patterns every time they speak. However, the oral production goes beyond of it. It is possible to say that this process encourages a bidirectional procedure, which implies speaking as well as listening. (Peña & Onatra, 2009) It means that just the speaking skill does not work alone, it is necessary to develop other abilities to complement the learning.

1.4.2 Importance of oral production

Through speaking, students not only exchange information but also explore and come to understand ideas and concepts; identify problems and being able to solve them. Besides they can enrich their experience and knowledge as well as express and clarify their feelings, opinions and thoughts. Listening and speaking skills are essential for interaction at home, at school, and in the community, or everywhere. Developing an efficient oral communication is essential within all contexts. Besides, the development of oral skills will not only benefit social and academic relationships but will also have a positive impact on the development of personal and professional people's growth.

1.4.3 Elements in oral production

1.4.3.1 Fluency

Richards (2016 cited in Shahini & Shahamirian, 2017) refers to fluency as the capability to use a language naturally. It implies the communication's engaging and maintaining in order to communicate a message or information. Speaking in a foreign language is not just about to have knowledge, because to have a lot of information it is not a guarantee of a productive communication. Beyond having knowledge, one of the keys of learning is to know how to communicate it. Besides, learner should be comfortable with the language practicum, and

show it talking with a good rhythm and more than it, being confidence on what they are expressing.

1.4.3.2 Vocabulary

To develop a powerful oral production, it is important to have enough vocabulary to use. It means, it is not a requirement to have a lot of vocabulary, or to know all the words in the language, since it is certainly something complicated. The key is to have a considerable vocabulary and know how to use it depending on the situations, objectives, among others.

1.5 Teaching methods and approaches

Table 1 *Teaching methods and approaches*

Methods and approaches			
	Author	Principles	Characteristics
Direct method	Maximilian Berlitz (1852-1921)	Learners should be taught in the target language; no translation should be allowed; grammar should be taught inductively; oral and listening skills are the main focus of instruction.	Only everyday vocabulary and sentences were taught. Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges
Community language learning	Charles A. Curran (1970s)	Language is for communication, first and foremost. Students are invited to talk about how they feel. The teacher can translate in chunks to help students.	Students and teachers work together in a team effort creating a supportive classroom community. Teachers support students in a threatening manner and must understand

			and be sensitive to students fears.
Total Physical Response	Dr. James Asher (1960s)	Develop understanding of the new language before speaking. Students can remain silent. Moving the body helps language retention.	Grasping the spoken language must come prior to speaking, comprehension is developed through body movement. be ready to speak.
Natural Approach	Stephen Krashen and Tracy Terrell (1970s)	Focus of instruction is on communication rather than its form. Speech production comes slowly and is never forced.	Focused on input, comprehension, and meaningful communication and puts less emphasis on grammar, teacher monologues, direct repetition and accuracy.
Suggestopedia	Georgi Lozanov. (1970s)	Enhancing the students' feelings of relax and confidence. Students' errors are corrected gently, with the teacher using soft voice.	Suggestopedia uses four main stages as follows: presentation, active concert, passive concert, and practice.

Note: researcher elaboration

1.5.1 Gamification

1.5.1.1 Concept

Posada (2014), defines the game like an action that produces emotional and social closeness, motivating and alluring its participants. And on the other hand, talking about the physical level, game produce positive effects thought doubt and laughs, creating, in this way, good

memories. She also states that games can be used as didactic strategies because of its property to generate an innate learning environment, where communicate, conceptualize, and share knowledge is a tactic that will help to maximize the people's cognitive, social and emotional development.

The game in pedagogy is a kind of practical preparation, it is an activity that has the purpose of increase knowledge, improve abilities, and the most important thing, make of learning an enjoyable process. Games are considered as voluntary ludic activities, students should feel freedom to be part of this issues which will allow them to advance in terms of their social abilities, share information and live new experiences both individually and collectively. Something very remarkable is that one of the great advantages of the game is that it allows increasing vocabulary and facilitates the capacity to start conversations or dialogues. (Ponce, 2009)

It is not an easy task for teachers to keep the students's attention during all classes, especially when routinize activities are being done. It is here where the use of games plays a significant role, proposing a creative learning, with which it will be possible to get and maintain the students' attention, while they intrinsically practice their communication skill, replacing feelings of nervousness, fear or retraction, for a few of joy, comfort and efficiency. According to Al-Issa (2009), one of the most productive ways to increase the students' motivation level of learn, is through the use of games during lessons. It is important to remember that a dynamic class keeps students' interest awake.

1.5.1.2 Importance of games in a foreign language learning

Within pedagogy, the game is sometimes considered as a distracting activity; so on many occasions they are not used as teaching methods, however, it is important to know that the effectiveness of these activities depend on their previous organization and control.

Games offer many advantages not just for learners but also for teachers. When playful methods are used to teach, the target language learning goes unnoticed, learners are concentrated in the game, its rules and fun that they do not realize that they are acquiring the target language naturally. Furthermore, the possibility to generate a pleasant environment, where learners enjoy the language, can improve the teachers' satisfaction and motivation. (Gozcu & Caganaga, 2016)

Crookal, (1990 cited in Yolageldili & Arikan, 2011), affirms that the importance of games' application in the teaching-learning process, is associated with the decreasing of the students' anxiety. The stress is one the most common feelings that learners use to experiment while they learn a new language because of the fear to be judge by teachers, to make mistakes or just to do not be able to understand everything they perceive.

Games reduce negative perceptions or feelings that learners have when they are learning a foreign language. The interaction and entertaining are the principal factors that made of learning an enjoyable process. It is important to understand that games are pre-organized activities, which have rules, steps, and goals.

1.5.1.3 Characteristics of games

Games are not as simple as to apply a dynamic activity to enjoy. Ibrahim (2017), states that games, especially the ones which involve language, requires some central factors such as relaxation, rules, learning and competition. In order to facilitate the game's development rules must be well organized and explained as clear as possible. Also, to propitiate a productive learning for all participants, games and rules should be designed depending on the distinct topics as well as levels.

1.5.1.4 Games classification

A lot of games can be used to carry out the teaching-learning process. English teaching has also a great variety. Hadfield (1999), classify language games in two groups. These are the communicative games and the linguistic games. The communicative ones are focused on the efficiency to share ideas or information with others. An example of this can be the perspectives that someone can have about book. On the other side, the linguistic games center its attention on accuracy; it means the precision which learners use words to express what they want. (Cited in Ayu, 2012) Both communicative and linguistic games are very useful within a second language learning. The important fact has to do with the selection of each of them according to different aspects such as: language level, age, context, need, topics, among others.

1.5.2 Ludic activities

1.5.2.1 Concept

Ludic activities promote interactions within spaces and period of times which are full of recreation and fun. Besides, the playful strategies imply the learning of the coexistence with others, sharing individual and collective values, at the same time that it makes it possible to create a critical, solidary and empathic scholar community. (Mota, 1998 cited in Barrantes Montes, 2017) The ludic strategies for learning and teaching are related to the implementation of games, dynamics and activities that involve fun and recreation, always having a goal of knowledge to achieve, improving the students' skills, abilities and knowledge as well.

To understand why it is relevant to implement ludic strategies as a favorable factor for the learning process, Mota explains two important points about how the human brain works. Firstly, the left hemisphere is the one which functions to develop the cognitive and intellectual learning through the analysis and logic information processing, while the right hemisphere oversees processing emotions, imagination, interaction and affection, as an essential part of the humans' learning. That is why the development of a recreational and expressive environment becomes into a valuable tool, since it allows the creation of learning spaces not only academically but also emotionally productive, which will guarantee a meaningful and effective educational process.

The ludic activities go beyond that only apply games for the teaching and learning process, it is about the purposeful and organized implementation of games as a connector that will favor the interrelationships between three relevant parts of learning: the subject, the materials or objects, and the content. Shortly, this methodology guides the formative and educative actions to the connection of the physical, contextual, and social aspects that appear like conditioning factors of the teaching-learning process. (Domínguez, 2015)

Additionally, Domínguez mentions that the playful methods optimize the development of people's competences and skills, helping them to overcome the limitations in their mind. It involves the promotion of a creative atmosphere where the interaction and communication are the most efficient tools in the learning process. It means, to generate an educational free space that gives students the opportunity to learn with naturalness and free from any pressure.

Guzmán (2018), affirms that ludic methodology can be effective in the learning of most people, regardless of their age. The key of the process is to use the strategies appropriately, so that the teacher can motivate students and build parameters of a quality education. In this part, it is mentioned the importance of teachers' role regarding the challenge they have when they need to analyze and choose the most appropriate activities for their learners.

1.5.2.2 Educative actors' roles

According to Astudillo (2012), the teaching-learning process into the ludic methodology is the procedure in which teachers transmit activities to their students in order to facilitate their natural learning, allowing the achievement of teaching goals, at the same time that students can be capable to construct their knowledge, comprehension and reasoning, using the resources at their fingertips.

Thus, it is possible to say that the student has a dynamic and progressive role, because their learning is possible when they interact with others as well as with the environment. On the other hand, the teacher's role is to be a guide, organizer, and monitor of dynamic activities, trying to implement the most feasible activities for the dynamic students' learning.

1.5.2.3 Characteristics of ludic activities

Ludic activities allow seeing the teaching and learning process in a different way. It is valid to mention that Díaz (2008) consider not all games are necessary classified as a ludic activity, and not all ludic activities are games. There is another way to apply these recreational actions in the teaching process, through the art for example. (Cited in Vera, 2018) It means, it is not pertinent to reduce the ludic to games, because it limits the understanding from different dimensions.

Despite all this, a common feature shared by these types of activities independently if it is based on games or not, is that to be considered ludic, they must have certain characteristics. Ludic activities are spontaneous and associated with feelings of joy, which gives students the opportunity to learn in a comfortable and relaxed way. Another characteristic is that it promotes the learners' creativity development as well as the creative use of limited language resources. Also, it is emotionally and mentally stimulating. All of the aspects mentioned above is what is going to help learners to acquire knowledge naturally.

1.5.2.4 Ludic activities and motivation

Plenty of activities can be options to engage students learning, however, without doubts, ludic activities are the most potent tool. Its principal benefits relate to their pedagogical values which allow teachers to motivate learners in the acquisition of communicative abilities. (Miletic, 2017)

Active participation, fun and relaxation are factors that permit learners to feel interested during lessons. It is evident that when an individual feels comfortable in a space or being part of a process, learning is not perceived as an obligation or stressful activity but as an opportunity to receive information while getting fun. It stimulates the students' motivation and prompts them to want to acquire more knowledge.

Likewise, Choez (2017), states ludic activities function like an external and internal stimulus, which regenerates feelings of tension, pressure, and stress. That is possible due to the facility that these activities must change learners' attitudes. Frequently, the uses of ludic make students forget about problems or complicated issues that limit their learning. Through activities such as games, learners relax and enjoy the lessons, getting a state of tranquility, and consequently achieving personal well-being.

1.5.2.5 Game as the principal resource to develop ludic activities.

Ludic activities have some strategies to use in favor of a good teaching and learning process. Nevertheless, the game's resources are the most striking and relevant. In that sense, Maturana (2003) suggest game is not a common game, but it is viewed as a resource which allows people to recognize them as human beings and accept the others legitimacy, achieving a balanced and therefore a productive coexistence. (Cited in Shubert, 2018)

CHAPTER II: METHODOLOGY

2.1 Type of research

This is mixed research because as Tashakkori and Creswel (2007) affirm, this type of research involves qualitative and quantitative methods which allows to the researcher to collect data as well as analyze it then. It is pertinent to mention that the use of mixed method compensates the deficiencies that emerges when using a single method, it means, it allows to analyze the information from two perspectives, numerical and qualitative, providing greater validity and confidence in the study findings. First, it is qualitative because it will allow to know how senior students' level and teachers in Ibarra high school perceive the activities they do to work on the oral production. It will also describe ludic activities, how those function and which are the main benefits perceived for the teaching process as well as for the learning one. Besides, it is quantitative due to the data collection that will be obtained through predetermined tools and its consequent analysis. Due to the need to collect real and current information, surveys and interviews will be used for this research.

For this research, the descriptive and analytic method are going to be used. Boru (2018), affirms that in studies in which there is a lot of descriptive information, it is necessary to add explanation and exploration as complementary research designs. First, it is descriptive because the main stage of the research is to describe common activities used for the students' speaking development as well as ludic activities and their implications which can improve it. On the other hand, it is analytic because after the first stage, the purpose is to understand how it will be perceived by learners and teachers, and establish the relationship between these types of activities and the oral production enhancement. Besides, the investigation will involve an explanatory method. It is because one of the objectives is to analyze and discover ludic activities that are meaningful for the student's oral production improvement. Another objective is to know which of the activities can be put into practice for the students' wellness during the learning of a foreign language.

Additionally, this research will be developed with a sequential approach, inductive and deductive. Guthery (2007), states that the inductive method starts from the particular details to the discovery of a binding principle, while the deductive approach toward its details. In this last case, the purpose is to confirm or modify it to interpret the isolated details as a general concept. Induction is going to be used because observation, participants' view and answers will serve to carry out to

a general conclusion of the investigation. Instead, deduction will be applied due to the use of theoretical bases and literature which will help to argue the analysis of the data that will be obtained. Both approaches will allow the integration of all data, its subsequent analysis, and the relationship between the variables.

2.2 Research techniques and instruments

Brief (2012) argue that interviews are certainly useful tools which afford to find value data based on individual experiences and perspectives about different themes, using the direct discussion. This technique will be part of the data collection to realize the perspective and the way in which teachers perceived the effectiveness of the activities that they use to develop the learners' oral production.

Survey is a technique employed in a great variety of studies with the purpose of gather information using questionnaires which can be managed in a web page or paper materials. (Goundar, 2012) It will permit to know about the students' perception regarding activities they do to develop their speaking skill.

A semi structured interview questionnaire with opened questions is going to be used in order to understand the teachers' viewpoint about the activities they apply to help students to improve their oral production. It means, which activities they usually do, how they do that and how effective are they. This instrument will be applied to two English teachers.

Questionnaires with closed questions as part of surveys are going to be applied to the students of the sample. The main purpose of it is to analyze the way in which students process and perceive the usual activities used by the teacher to promote the practice of their speaking skill, the way in which they feel in a range of the worst to the best when they have to do that.

2.3 Research questions

What is the students' perception about the activities their teachers use to develop their oral skill?

Which are the most relevant dynamic activities that can be developed to improve the students' oral production in senior students between 17 and 18 years old from Ibarra high school?

What type of games can be included into the teacher guide to enhance students' interest and attention?

2.4 Variational Operationalization Matrix or Diagnostic Matrix

Table 2 *Variational Operationalization Matrix*

Variables	Indicators	Techniques	Information sources
Oral production	Degree of importance of oral production.	Quantitative / Survey Qualitative/ Interview	Questionnaire
	Students' learning style to develop speaking skill.	Qualitative/ Survey Qualitative/ Interview	Questionnaire Semi-structured interview
	Degree about the use of activities which implies student-student interaction in the oral production development.	Quantitative / Survey	Questionnaire
Ludic activities	Perception regarding the most common activities used in class.	Quantitative / Survey	Questionnaire
	Discernment about the usefulness of games in the class.	Quantitative / Survey	Questionnaire
			Questionnaire

Students' preferences about ludic activities developed in class.	Quantitative/ Survey
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Note: Researcher elaboration

2.5 Population and sample

This research is focused on the improvement of oral production through ludic activities. It will take into account the senior students at Ibarra high school, located in Ibarra city in the Imbabura province.

For this research, a large sample is going to be present. It is because it will include thirteen courses with 40 students each one, with a total of 52% of male and 48% of female approximately. The average age of senior students is among 16-18 years old. On the other hand, teachers to be interviewed has a large path in the English teaching, having about 14 years in the field and fourth level degree.

Based on the number of students mentioned before, the total population will be 520. However, since this research will include more than 100 students, the sample selected using the probabilistic formula will be just of 148.

Sampling:

$$n = \frac{Z^2 \cdot p \cdot q \cdot N}{e^2 (N - 1) + Z^2 \cdot p \cdot q}$$

$$n = \frac{1.44^2 \cdot 0.5 \cdot 0.5 \cdot 520}{0.05^2 (520 - 1) + 1.44^2 \cdot 0.5 \cdot 0.5}$$

$$n = \frac{2074 \cdot 130}{1297 + 518.5}$$

$$n = \frac{269.620}{1815.5}$$

Z = Nivel de confianza (85%)

N= Known population (520)

p= 0.5

q= 0.5

e= 0.05

n= Size of the sample we want to know.

$n = 148$ students

2.6 Data analysis and procedure

First, it is pertinent to mention that the development of the collection instruments started with the respective selection of variables from the general topic followed by their definition and categorization. After that, the questions regarding each variable were made for both the students' survey and the teachers' interview. **It was important to design clear and understandable questions according to the participants' level. For that, some previous studies similar to the topic were previously reviewed. Before applying this instrument, previous revisions and corrections were made, as well as its consequent validation by two teachers of the English major.** Then, the surveys were applied to the students using Google forms. For that, it was necessary the previous coordination with the corresponding high school authorities. The same process was carried out with teacher but in that case the interviews were carried out by Microsoft teams. **All the instruments were applied in Spanish because teachers as well as students reported greater comfort and confidence using their first language.** After all this process, the results were represented in graphics and charts. It will be discussed then. With the results interpretation, the discussion was established. Finally, the most relevant aspects were considered to develop the teachers' guide with ludic activities.

CHAPTER III: RESULTS AND DISCUSSION

In this chapter it will be presented the information collected from the students' survey and teachers' interview. This data will be described as well as interpreted using graphics. Finally, and based on the results; interpretation and a discussion will be carried out in order to summarize and connect the whole information.

3.1 Students' survey

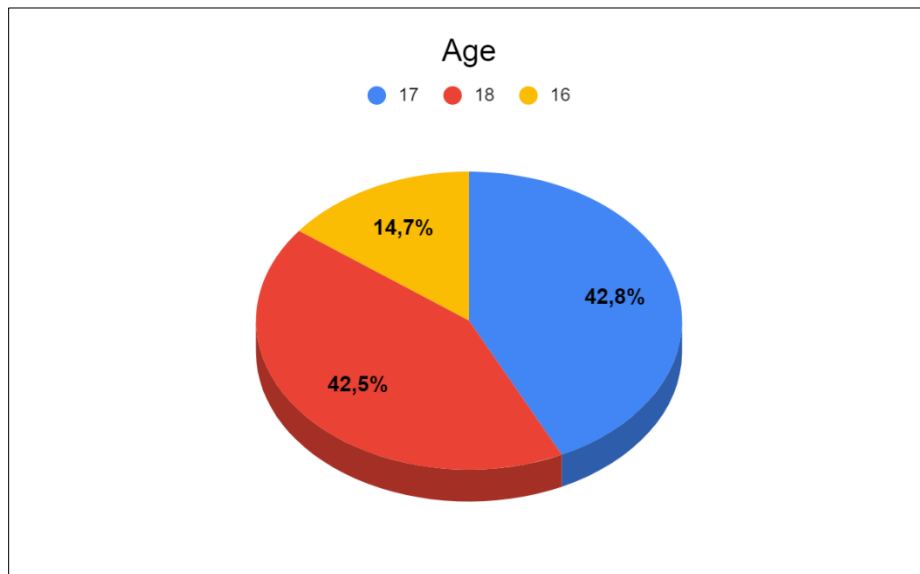


Figure 1. *Students' age*

Note: Researcher elaboration. Source: Students' survey 2022

Interpretation

In this part students were previously asked about their general information. The pie chart shows the students' age who are in the last Ibarra high school year. It demonstrates that most of the students are between 17 and 18, while a short part is 16.

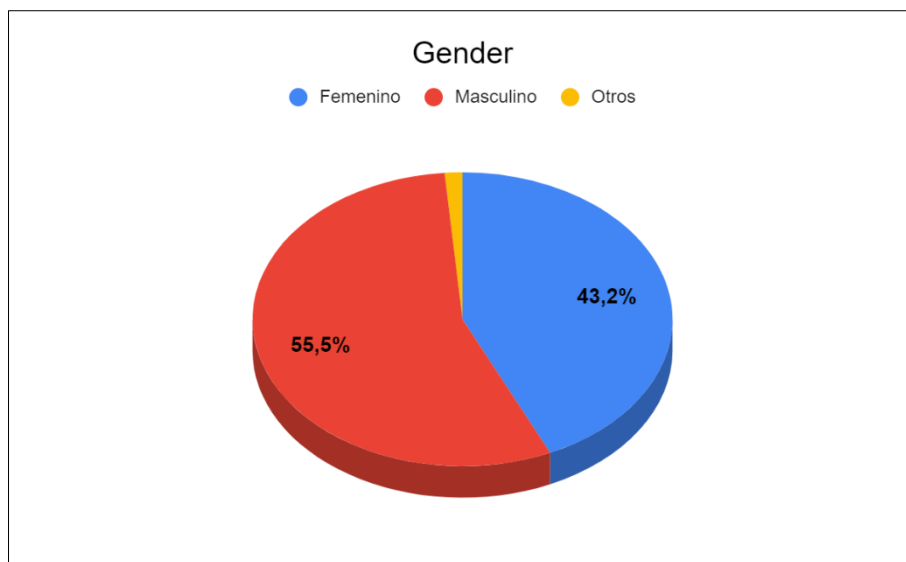


Figure 2. *Students' gender*

Note: Researcher elaboration. Source: Students' survey 2022

Interpretation

As another part of the general information students were asked about their gender. As can be seen in the pie chart, there is a just a small difference of the 12,3% between male and female. There are more male than female, however, there is not a significant variance.

Question 1: How important do you consider the development of oral skills in English?

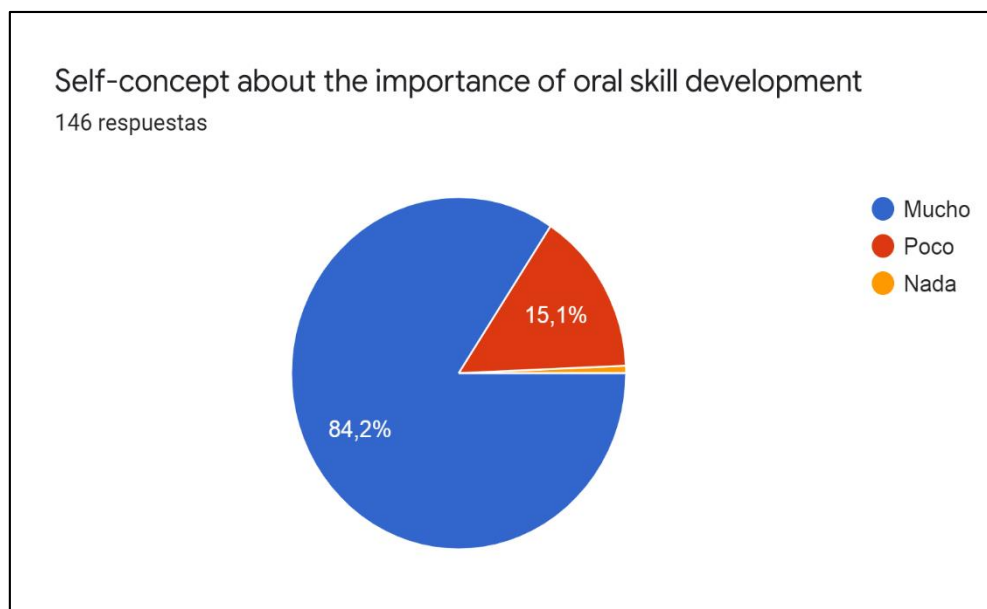


Figure 3. *Self-concept about the importance of oral skill development*
Note: Researcher elaboration. Source: Students' survey 2022

Interpretation

Regarding the first question about how important the oral production is for the students; the largest part of the participants have shown that the development of oral skills is a relevant part within English learning. For most of them, developing the ability in which they communicate through sounds and through which they can exchange ideas, thoughts and transmit messages, as well as receive them, it is quite essential in the second language learning. However, there is a small minority who mentioned that this skill is of little importance. In brief, it is appropriate to enhance students to practice oral communication due to most of the learners are aware of the useless of developing their speaking.

Question 2: In your opinion, what is the type of learning that you identify the most with?

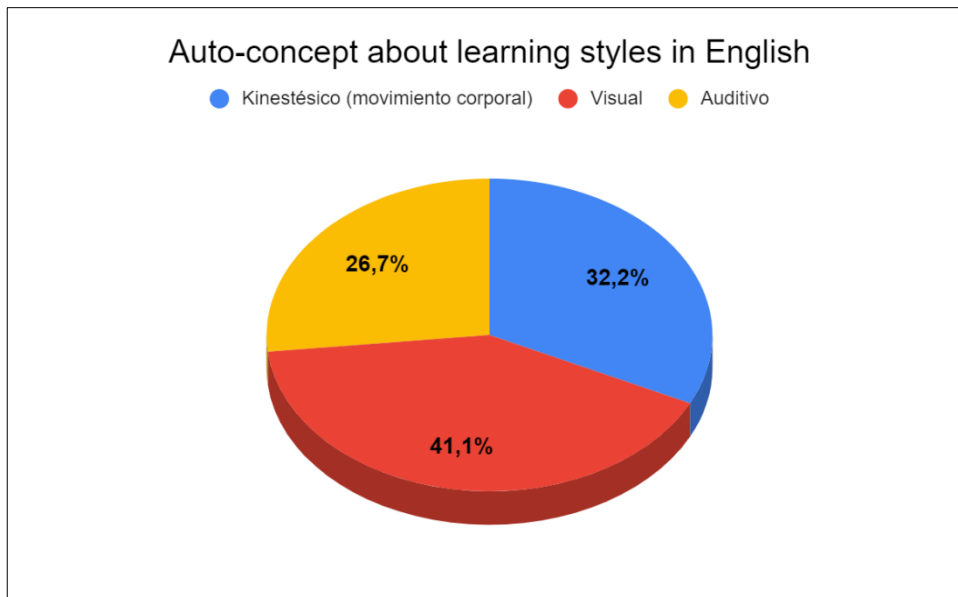


Figure 4. *Auto-concept about learning styles in English*

Note: Researcher elaboration. Source: Students' survey 2022

Interpretation

As shown in figure 4 about the auto-concept of students' learning styles in English, almost the half of them claim they learn through visual resources. It means their learning is better when they are in front of didactic materials that imply observation. On the other hand, the other half percent is divided into two groups. A significant number of those students share that auditive materials are the best way for them to learn the second language. It represents that they perceive and process knowledge easily in activities which involve listening and situations where they have the opportunity to listen to anything in order to produce the language then. Moreover, the other percent but not less significant part express that corporal movement is the way in which they can learn effectively. It means, activities which imply gestures and physical movement are more productive in their learning. In brief, all students have a particular way to acquire knowledge more productively, most of them are visual learners and the others are auditive and kinesthetic. The three ways of learning are present within those students' sample.

Question 3: Do you consider that the activities in which you interact with your classmates help you to speak English easily?



Figure 5. *Level of satisfaction about group activities*

Note: Researcher elaboration. Source: Students' survey 2022

Interpretation

The pie chart shows the main results to the question about how useful are group activities for students regarding their improvement of the oral production. A good number of respondents have answered that that it is easier for them to practice their speaking skill when they are asked to work with their classmates and interact each other. This kind of activities allow them to improve their oral skills as well as their abilities to interrelate with others. In contrast, a short portion express those collaborative tasks help them just a little to speak English easily. It means, that is not so significant for their learning. Besides, a very small minority establish this type of activities are not useful enough for their oral progress. To sum up, learners find that they develop their oral skills better when they carry out activities that involve an environment of interaction and communication with others in the class.

Question 4: Do you think that memorization is a good way to develop your fluency in English?

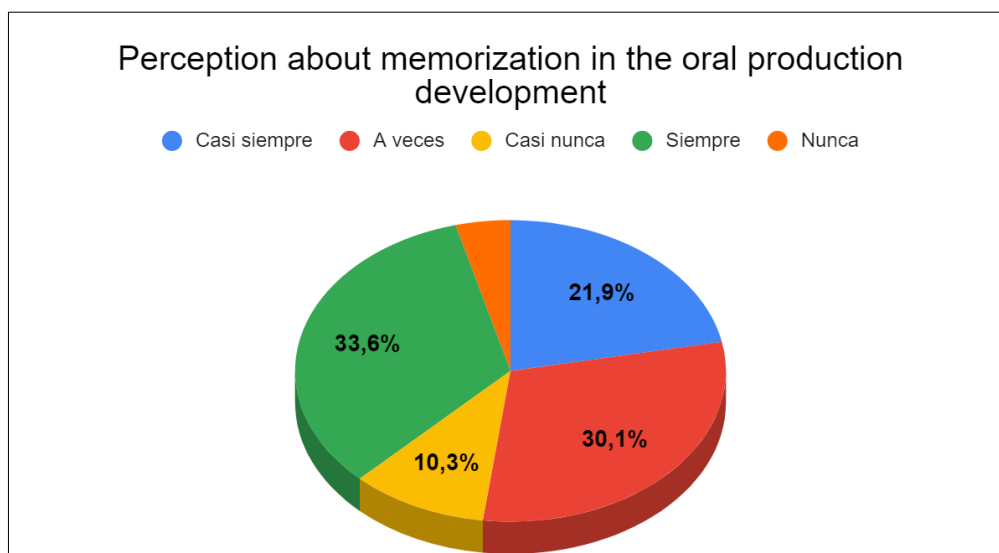


Figure 6. *Perception about memorization in the oral production development*

Note: Researcher elaboration. Source: Students' survey 2022

Interpretation

As illustrated in figure 6, it is presented the main results about memorization, frequency of its use and its effectiveness in terms of the development of oral production in English. More than a half think that memorization is usually quite effective to practice and improve their speaking skill. On the other hand, more than a quarter claim that memorization function in some cases but not as a frequent strategy in the oral development. It means, it functions with an appropriate balance depending on the learning objectives of each class. Moreover, around a tenth of participants announce that memorization is a strategy that does not work in a meaningful way within their learning process whereas the rest of the sample, which represents a fairly small amount, state that this technique is not useful at all for them and the development of their ability to speak the language. In conclusion, most of participants find memorization as a suitable strategy to improve the speaking skill as long as it is used appropriately and with moderate frequency.

Question 5: What kind of activities does your teacher use to develop your speaking skill during English class? Choose more than one item.

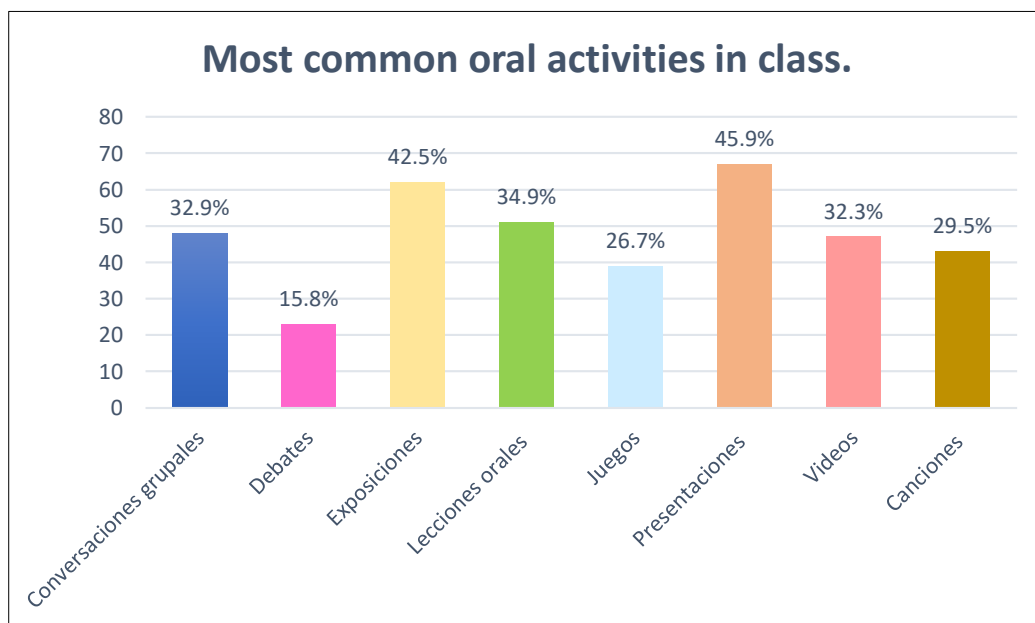


Figure 7. *Most common oral activities in class*

Note: Researcher elaboration. Source: Students' survey 2022

Interpretation

The bar chart illustrates the most common activities that teachers use to develop the senior students' speaking skill in Ibarra high school. It can be seen that expositions and presentations are the most common ones. Students are usually asked to prepare exhibitions in which they have to talk about different topics as a strategy to enhance their oral ability. Also, learners suggest that similar activities such as oral lessons and group conversations are also carried out frequently in the class. It is pertinent to say that most of them do not involve an interactive environment since those activities imply often an isolated learning in which each student learns individually. On the other hand, participants express in a fewer common percent that they are exposed to multi-media material such as videos and songs, which are interesting and innovative ways to practice their listening and, consequently, produce the language by themselves. It is also evident that games are one of the less common activities used in the class. With a very small percent, students have shown that games are rarely carried out in class, even though they can be very dynamic and recreational resources to enhance students to speak in English. In brief, a huge variety of activities are used by teachers so that their students practice oral skills, however, games are not a frequent part of this process even though they can offer a more interactive and dynamic environment.

Question 6: Do you think games are important to learn English?

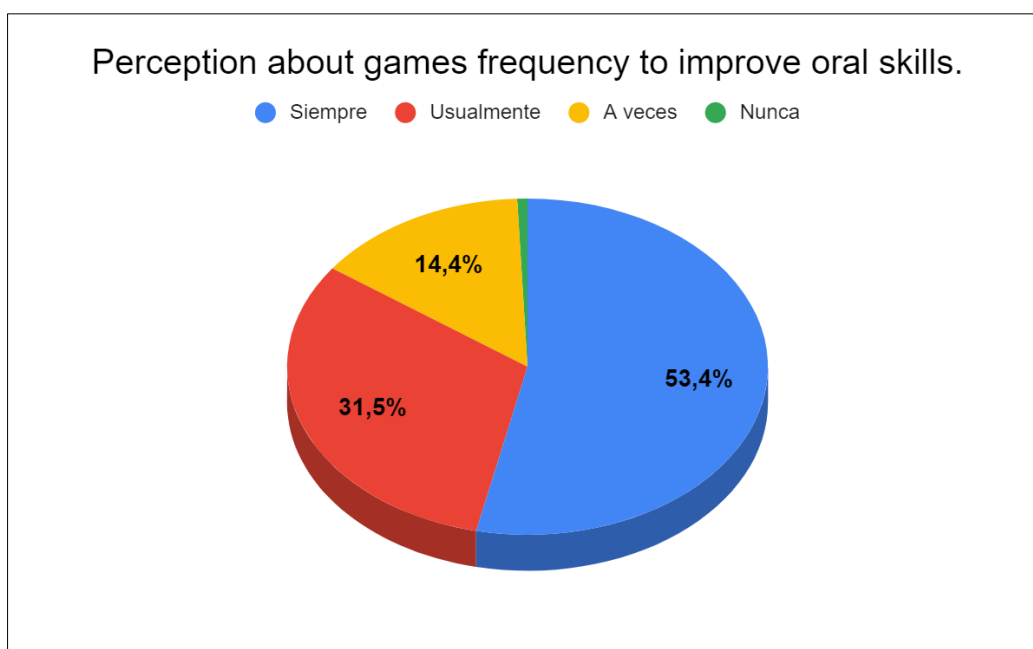


Figure 8. Perception about games frequency to improve oral skill

Note: Researcher elaboration. Source: Students' survey 2022

Interpretation

Regarding question 6 about how important are games in the students' speaking skill development, the main results show that well over three quarters consider that activities in which they have to play something are useful for their learning, specially, to increase their oral abilities. They express that using games very frequently is significant in their language improvement. Moreover, the rest of the participants claim that the use of games is sometimes important, it means not all the time, however, they continue affirming the use of games can be beneficial in this process. To conclude, a very significant number of responses agree that the employment of games represent a good advantage in the speaking skill development since it implies interaction and recreation while they are practicing this ability.

Question 7: How do you think the use of games helps you improve your speaking skill?

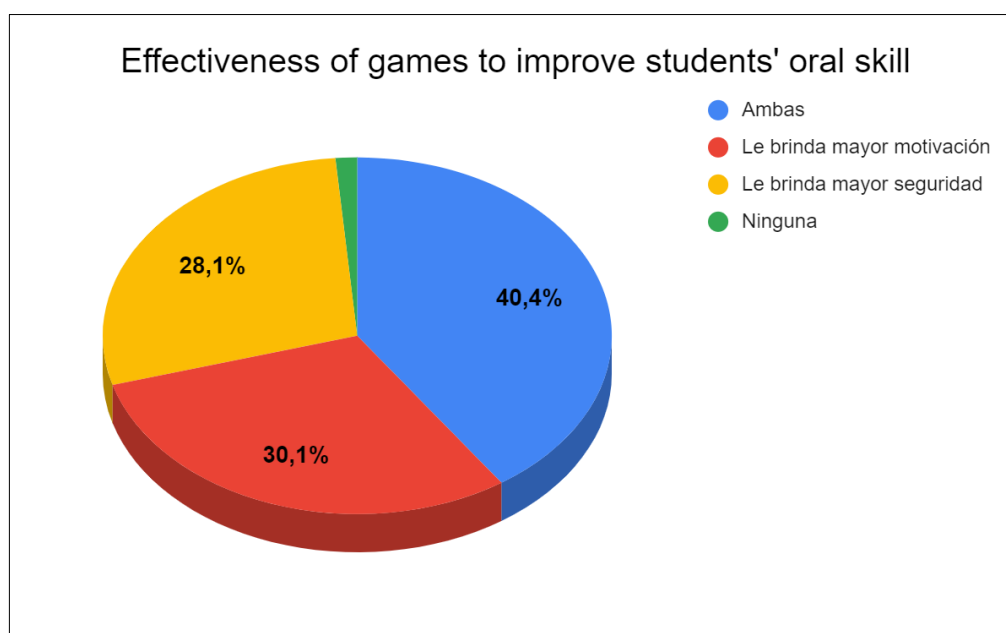


Figure 9. *Effectiveness of games to improve students' oral skill*

Note: Researcher elaboration. Source: Students' survey 2022

Interpretation

The pie chart shows in which way the use of games helps students to improve their oral skills. The majority has shown that they feel more motivated and confident when the teacher uses activities in which they have the opportunity to play a game. They are more encouraged in the learning process at the time that they produce the language. From the rest of participants, more than a quarter say that games offer them just motivation. It produces that they keep

interested during the oral activities and show more enthusiastic to speak. On the other hand, the rest of the responses claim they feel security when games as presented as a speaking activity, so they will try to speak more and more during the lessons. In summary, all learners find benefits about using games to practice their speaking skill. Since it provides them more security and motivation, they learn more significantly.

Question 8: Which of the following activities would you like your teacher to use during English classes? You can choose more than one option.

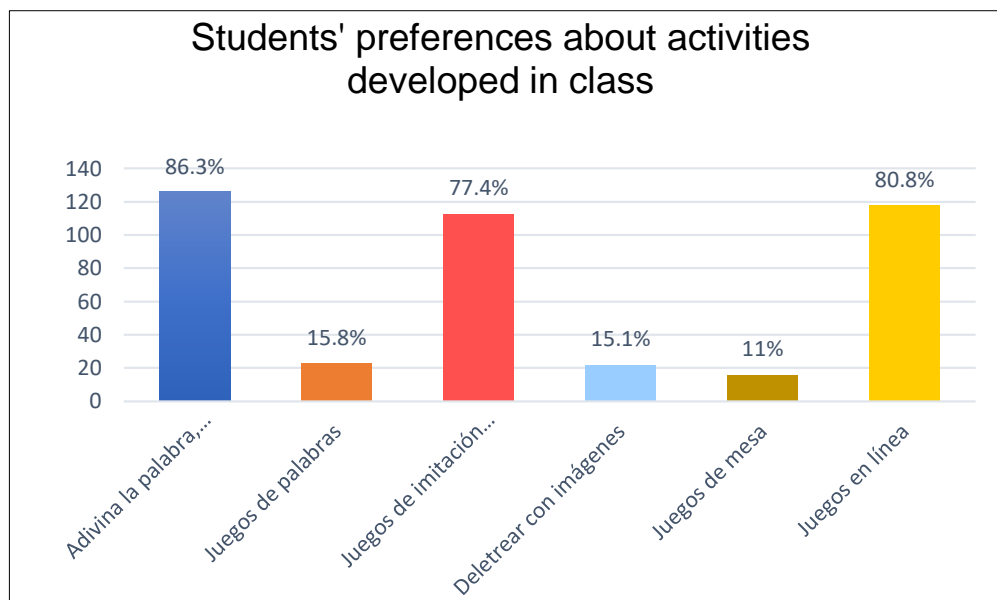


Figure 10. *Students' preferences about activities developed in class*
 Note: Researcher elaboration. Source: Students' survey 2022

Interpretation

The bar chart shows the results about the activities that students prefer when they are developing their speaking skill. A large percentage of students consider three activities such as the most interesting and favorite for them. It includes guessing, imitation and online games. Those three dynamic activities are productive for them since they involve recreational and not monotonous procedures. The less concurrent activities are related with board games, words, and spelling. These were chosen by only a small percentage of the participants. In sum, activities that imply dynamic processes in which they have to participate actively and funnily are the most preferred.

Question 9: Do you consider useful that your teacher has a guide with fun activities to help you to develop your speaking skills?

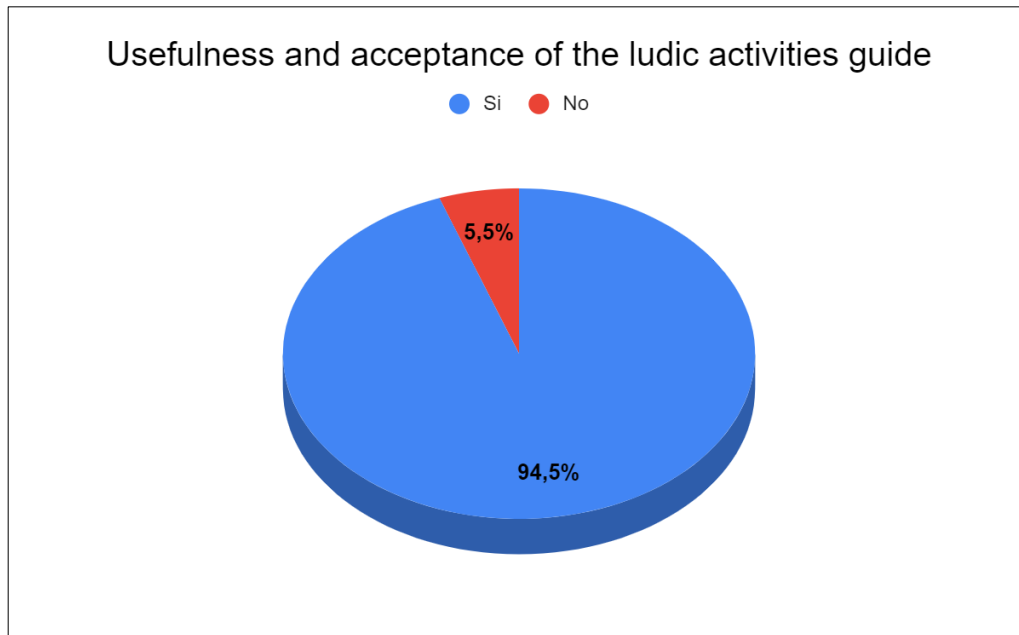


Figure 11. *Usefulness and acceptance of the ludic activities guide*

Note: Researcher elaboration. Source: Students' survey 2022

Interpretation

As can be seen in figure 10 about students' perception about the usefulness of a ludic activities guide for teachers, a significant majority share the idea that a guide with dynamic games can be very suitable for their oral skills development. Almost all of the responses affirm they agree with the fact that their teachers have the opportunity to access to a very detailed and organized resource which will serve as a guide for them in order that they can apply the information there to help students to enhance and improve their speaking while they are having fun.

3.2 Teachers' interview results

In this part, it will be described the information collected from the teacher' interview. It is pertinent to mention that some previous questions were presented first in order to create a warm environment for the interview.

Previous questions:

How long have you been teaching?

I've been teaching for 22 years.

At what levels and ages have you taught during your professional experience?

Children and teens.

In which sectors (public/private) have you developed your teaching?

Public almost all the time. I have worked in a private school for a short time.

Interview questions

1. According to level A2 of the European Framework, how do you consider the English level of your students? High, medium, low. Explain your answer.

Low because sometimes they are not usually interested in their speaking practice. Sometimes they show a kind of shyness when they have to speak in English. Also, during the pandemic most of them have faced challenging situations at home like the lack of money and technology to continue to study.

Interpretation

Regarding the first question about the students' English level according to the A2 from the European Framework, students are not developing the appropriate level of the language. There are some factors that affect this process, especially, the fact that students are a little shy when they are asked to talk. It means they are not encouraged enough during the speaking practice. The lack of resources is another important current factor. To sum up, students' level is low due to some inner factors such as students' predisposition as well as other outside factors.

2. Why do you consider important the development of your students' oral skill?

Because through the oral skill my students will be able to share ideas but the most important, it will help them to be successful and strong communicators. It also their confidence and overall sense of wellbeing.

Interpretation

As can be interpreted from the answer to the second question, the students' oral production is one of the most useful aspects during the English learning. Due to the communicative objectives that the oral skills prioritize, it is palpable that most of teachers try to develop it in their students. The main goal of it, is to help students to communicate and transmit messages in a meaningful way. In conclusion, the oral skill is perceived as the most significant one since it is the main tool to communicate each other.

3. How often do you encourage the spontaneous oral participation of your students during classes? How do you do it?

I think that my students become spontaneous speakers creating opportunities to practice speaking using discussions, letting them prepare give opinions or ideas, group work, involving all students in the topic etc.

Interpretation

As can be seen in the question about how the students' participation is encouraged during classes, it shows that different activities are carried out to develop the speaking skill. The teacher provides a variety of communicative activities to help students to talk in English, however, those are the common ones that are usually done in class. Students can be more encouraged if they are exposed to activities in which they must interact with others in a dynamic and different way from de routine one.

4. What are the techniques that you commonly use to enhance your students' oral skill in the English class? Explain them.

Techniques like discussions, pair work and group work activities, total physical response or communicative language teaching etc. are important to develop students' oral skill.

Interpretation

From the question number 4, it can be concluded that some techniques as well as communicative methods are used to develop the students' speaking skill during classes. Even though activities such as collaborative tasks and discussions are carried out by teachers, it can be seen that there is no use of ludic activities during this process, which suggests that the teacher does not consider this type of activity as significant for the classes.

5. In what way do you consider that ludic activities help to increase students' motivation when they are developing their oral skills?

Ludic activities help students foster their creative imagination, so they become more motivated to use the language for real.

Interpretation

The answer to this question shows that the teacher knows about what ludic activities are and imply, however, those are not used during the classes. It is important to mention that this kind of activities, as it is mentioned within the response, can help students to increase their creativity and consequently they will feel more motivated to practice and produce the language in a natural and meaningful way.

6. In what way do you consider the use of a guide with ludic activities will help you to enhance your students' oral skill?

I would say that using a guide with ludic activities really helps to easier enhance my student into oral practice due to specially children and young learn better and faster playing.

Interpretation

According to the teacher's answer, a ludic activity guide can be very good accepted due to its usefulness in the students' oral development. Learners can be more interested and motivated to learn when they are participants of activities in which they have the chance to play while they are learning to use the language with real purposes. In conclusion, a resource that offers to teachers the opportunity to know and apply very detailed ludic activities, is very productive for their teaching since they could encourage their students' attention easily.

DISCUSSION

English is a universal language used in most of the countries all over the world due to it is an important means of communication. Since it is principally related with the communicative competence, the oral production is considered as one of the most important skills that learners must develop. It offers the students the opportunity to create a warm, understandable, and assertive communication for real, as well as improve their interaction with the world.

(Hernandez & Arturo, 2019) This information is coherent with the results expressed by the teachers and students who participated in the research in which a significant majority claim that the ability to speak appropriately in English is one of their priorities and it is pertinent to improve it in order to communicate effectively.

As a result of the surveys applied to the senior students at Ibarra High school it could be appreciated that the use of ludic activities, especially de ones which involve games, are very useful to contributes to the students' oral skills improvement. This is consistent with a study carried out by Proaño (2017), in *Juan Montalvo Fiallos high school with the 9th grade*, in which it is determined that a 100% of the participants claimed that the use of this kind of activities could help them to improve their speaking during classes. Besides it is also mentioned that games are relevant in the learning process since it helps students to get ready to develop their speaking for real while they are getting fun.

After the data analysis it is possible to determine that exist some contrasts between teacher and students' opinions about the activities that they would like to do and the ones they are currently doing. Surveys and interview have shown that such as Anayah (2020) obtained from their research; group activities, presentations, pair work and collaborative discussions are good tools that provide students more chances to speak and develop an active and enjoyable role within the speaking time. However, from the previous analysis of this project, it is possible to say that; even though collaborative tasks are good for the oral development, both teacher and learners showed they thoughts about the effectiveness and usefulness of games for speaking. Although they have exposed those ideas, this kind of activities are rarely presented by teacher during the time they have to practice their oral abilities.

Moreover, the results obtained are connected with the study carried out by Bautista Guerrero de Fernandez (2020) in which similar to this research has found that the use of games facilitate the development of the students' oral production by increasing their motivation as well as decreasing the levels of anxiety they can have. Within the presented sample, the

larger percent stated that activities in which they have the opportunity to play, provide them confidence and help them to be more encourage during the lesson. Likewise, Vásquez (2017) affirm from the results collected by the research about The Effects of Ludic Activities as a Motivational Strategy in Sixth Level Learners at “Asunción” Elementary School, in which was found that games are effective in terms of promoting a relaxed atmosphere with lots of competitiveness at the time that students do not get bored or disappointed during the activities.

CHAPTER IV: PROPOSAL



FUNNIER SPEAKING

*Ludic activities
guide
For
Oral production*



AUTHOR:

Gricelda Pulamarin

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- INTRODUCTION
- JUSTIFICATION
- THEORETICAL FOUNDATION
- OBJECTIVES

Activities

UNIT 1

IMITATION AND GUESSING ACTIVITIES

UNIT 2

GROUP ACTIVITIES

UNIT 3

ONLINE ACTIVITIES

Introduction

In our globalized world, English has become the principal language to communicate universally. This is a requirement for student's complete formation. Discovering a new language is also to know another culture, and to understand other speakers, the oral skill development is indispensable. Practicing speaking do not have to be a rigid and boring process. There is a huge variety of activities to develop this ability, however, to choose the most efficient for each situation is a hard task. Educators must deal with this challenge. They need to look for dynamic and fun activities to encourage their students in their oral production progress. That is exactly what this proposal is going to offer, ludic activities to help teachers and allow them to enhance and improve students' speaking skill.

This guide counts with diverse activities which are focused on oral development using the game and fun as the primary resource. It opens with some activities of imitation that teachers can usually use to start their classes regarding the purpose of doing that the students feel motivated to express themselves orally. In the second part, some group activities are described. Those will be useful to improve students' speaking skill as well as their interaction with each other. Next is presented a section where readers can find a variety of online and off-line games useful to encourage students to practice speaking and communication in a natural way.

Justification

Due to the big challenge that developing students' speaking skill represents, it is necessary to consider punctual activities that work better in their enhancement and enthusiasm to talk freely and fluently. This project will serve as a guide for teachers who want to help their students to improve oral production while get fun at the same time. Hence, the use of this guide will facilitate the teaching of oral skills for teachers, and as a consequence of that, it would expand the students' level and predisposition when they need to express themselves using the target language.



Theoretical foundation

Ludic activities

Ludification involves learning activities strongly connected with teaching based on games, dynamics and a variety of activities that include recreation, relaxation, and fun, which at the same time, set specific goals related to the significant knowledge acquirement. Dominguez (2015), suggest that this kind of activities are suitable in the optimization of people's skills and abilities, allowing them to overwhelm different limitations they could have in their minds. Moreover, ludic activities are great resources regarding the creative and comfortable learning environment creation, where they are free to express themselves with the appropriate target language. It means, ludic tasks are not merely carried out with academic purpose but also the recreational one.

Oral production

Oral production such as a derivated aspect of the speaking skill, is one the main as well as challenging abilities for students and teachers to develop. It is pertinent to mention that it is directly connected with the communicative competence and process, an essential factor to develop an effective understanding of information we provide to other people as well as the one we receive from them. Every moment, people is exchanging data within the context and society they are surrounded by, and it is the good development of oral production, which makes of this process something significant. Besides, this is not just about talking but it also

Objectives

General:

- Students will practice and improve their oral production through recreational activities.

Specific:

- Students will show confidence and comfortability during the speaking tasks in the class.
- Improve oral skills through group and individual activities using worksheets, pictures, flashcards, web links, etc.





UNIT 1

IMITATION AND GUESSING ACTIVITIES

Contents

- Guess who I am!
- The broken telephone.
- Names and animals.
- Imagine you are a spy.

Objectives, materials, descriptions,
instructions, worksheets.





Activity 1

GUESS WHO I AM!

Objective: Practice physical descriptions, using yes/no questions and adjectives.

Materials: Flashcards

Board

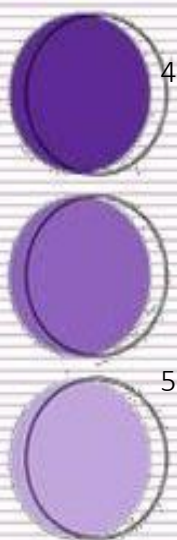
Description: Teacher will show students some flashcards related to any topic they need. The activity consists of students guessing the character, real or fictional, by asking yes/no questions, as well as telling the description of it using adjectives. The group is divided into two teams. The teacher places a flashcard on the forehead of a student, who will ask the questions, and the rest of the group can give clues, answering the questions or describing the object. If the student doesn't guess in 3 minutes, he/she loses. If he/she guesses it, he/she gets 1 point. The team with the most points wins.

Instructions:

1. Show some flashcards to your students. Put them on the board in order that they can see it for a while. They should look at it carefully in order to remember most of them.
2. Divide the class into two teams.
3. Choose one student from the first team to stay in front of the class and put one of the flashcards on his/her forehead. Ensure that this student cannot see it.
4. Start the activity by telling the chosen student to ask yes/no questions to the rest of the class in order to know who is he/she. Moreover, ask the other students to tell some clues by making sentences to describe the character to guess. Give an example first.
5. Give three minutes for student to guess, if he/she guesses give a point to the team. If it is not so, choose one student from the other team and continue the game. Continue doing so until the flashcards end.
6. Mention the winner team according to the number of points of each group.

Possible questions: Am I a person or a thing? Am I a man or a woman? Etc.

Note: In the next page, it will be presented an optional flashcard.



Jobs



nurse



teacher



doctor



driver



soldier



policeman



cook



painter



farmer



Activity 2

The broken telephone!



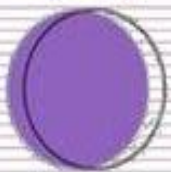
Objective: Develop the students listening skill and its consequential speaking ability to pronounce, catch and communicate a specific previous message.

Materials: Circle seating

Description: This is an activity to create a trusting and fun environment. Students are arranged in a single group sitting in a circle. The teacher is the first to convey a message in the ear of one of the students. This student must pass the message to the next one, and so on. Until the message reaches the last person before the teacher, the last person should say the message out loud and see the difference from the initial message. Then, this student will be in charge of transmitting another message.

Instructions:

1. Place the students in a circle. Students must stay with such a distance that the message to be transmitted is not heard when it is not their turn.
2. Start the game by being the first to give the message to the student on the left. Make sure the others don't hear it. You can use phrases according to the topic of study, for example, the use of verb tenses. Sentences in present, past or simple future.
3. Supervise students to ensure they follow the correct order.
4. Once that it finishes, ask the last person before you for the message he/se hear.
5. After that, correct the pronunciation and reveal the initial message. Make that all students repeat it correctly.
6. Ask the last student to share a new message and repeat the same process before.





Activity 3

Names and animals



Objective: Practice vocabulary about animals and expressing personal opinions about it.

Materials: Board

Markers

Procedure: This is a very warm activity, in which students will be able to remember the names of their classmates and, in addition, they will develop their speaking ability to explain preferences. Students must write their name on the board, and then mention an animal that begins with the first of the same, saying whether they like it or not. In addition, they must imitate the gestures of the animals and consequently explain the reasons why they like or dislike them.

Instructions:

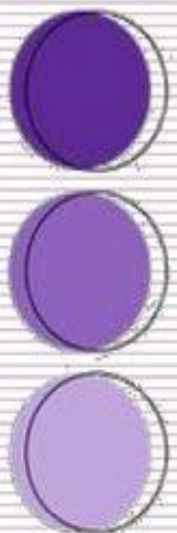
1. Arrange the students in a semicircle so that the board is visible to all of them.
2. Select a student randomly and ask him/her to come to the board and write their name in the way they want.
3. Ask the student to say the name out loud and then, name an animal that begins with the first letter of his/her name, saying if she/he like or dislike it. After, the student has to tell the reasons why they like or don't like the animals they mention.

Example: My name is George and I like Giraffes. I like this animal because...

My name is Diego and I dislike dogs. I dislike dogs because...

My name is Bela and I like bees. I like bees because...

4. Name another student and ask to repeat the classmate's name and animal, imitating the animal's gestures. After, this student has to say his/her name, the animals and if he/she likes or dislikes it, and why.
5. Repeat the process with all the students.





Activity 4

Imagine you are a spy.



Objective: Practice information questions and answers as well as develop students' analytic abilities and oral expressions.

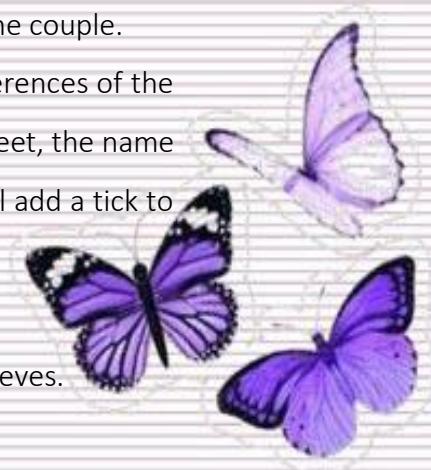
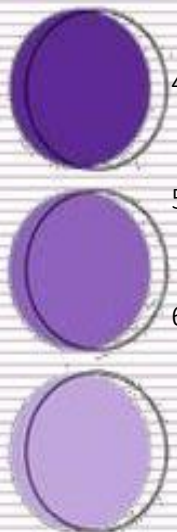
Materials: Questions – answer paper

Colors or markers

Procedure: This is a game that is played mainly with a couple as one group and the rest of the students as another. The couple will play the role of thieves, while the rest will be detectives. First, an imaginary situation is presented. For example, a bank robbery with multiple suspects. Each pair formed will meet to think of an alibi. After 5 minutes, everyone will form a single group and a couple will be chosen, which will represent the thieves. The couple will leave the group, while the rest prepare questions for the interrogation. The thieves will be questioned one by one, and in the end, it will be decided whether they are guilty or not. The process will be repeated with each pair. The couple with the fewest similar answers will lose.

Instructions:

1. Divide the class into pairs and explain them a hypothetical situation. Example: A bank was robbed and there are several suspects.
2. Give 5 minutes for the couples to get together and think of an alibi to prove innocent.
3. Gather the whole group in a circle, choose one of the pairs and ask them to leave the circle.
4. Ask the other students to work together to make questions to get information from the couple, in order to find out if they are guilty or not.
5. Then tell one student from the pair to enter the middle of the circle where the others will question her/him. Next, do the same with the other person from the couple.
6. Once it finishes, the detectives will talk about the coincidences or differences of the given answers. Then, with a marker they will write down in the worksheet, the name of the couple and cross it out to discard it, or on the contrary, they will add a tick to keep them as suspects.
7. Repeat the process with the other couples until it finishes.
8. Ask for your students' notes and together decide which are the real thieves.





Who are the thieves?



Pair	Names	Guilty	Innocent
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

UNIT 2



Group activities

Contents

- Story cubes.
- Find someone who has
- Improv game
- I have never ever



*Objectives,
materials,
descriptions,
instructions,
worksheets.



Activity 1

Story cubes

Objective: Stimulate students' creativity and conversational skills.

Materials: Cubes with pictures.

Circle setting

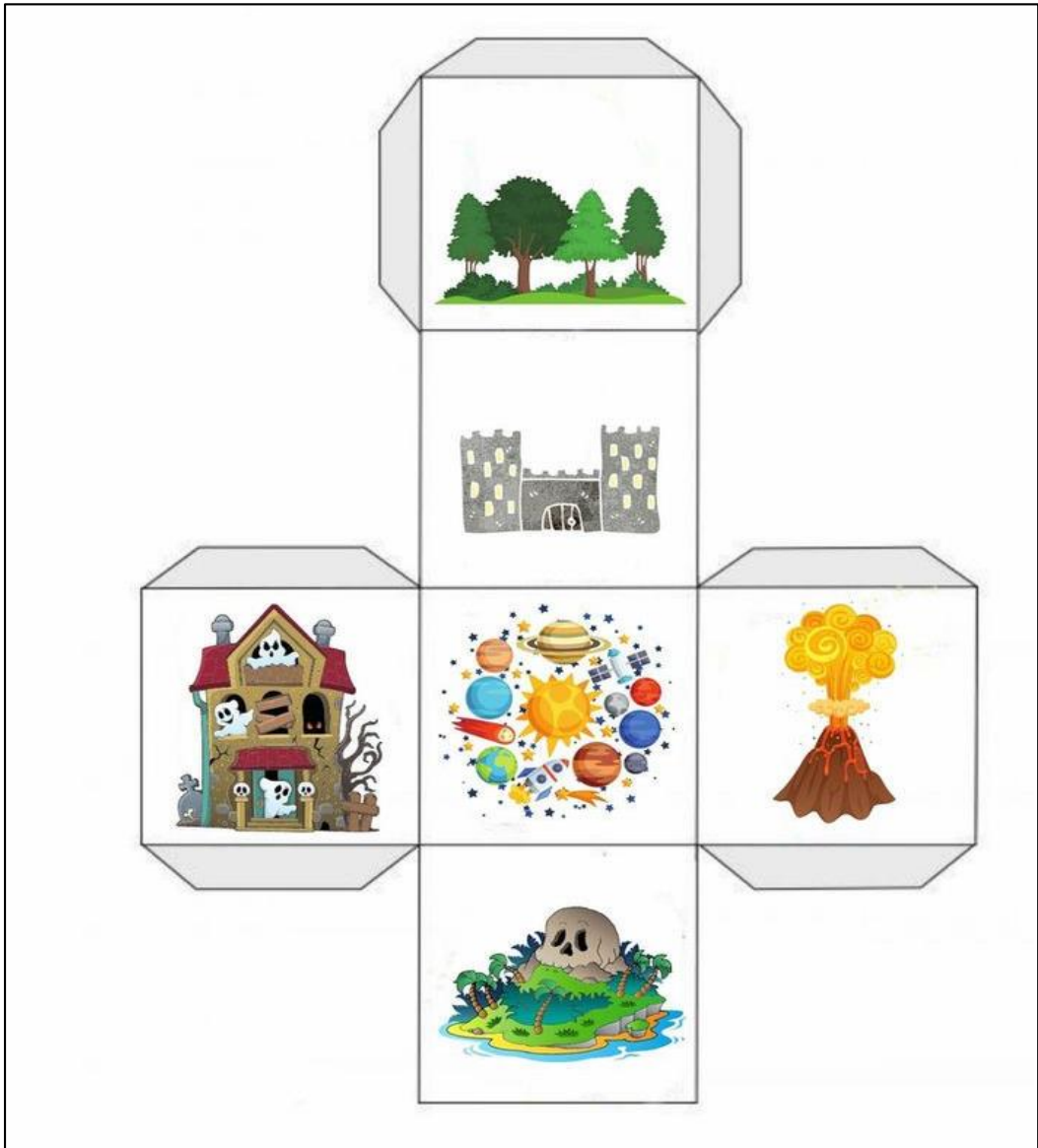
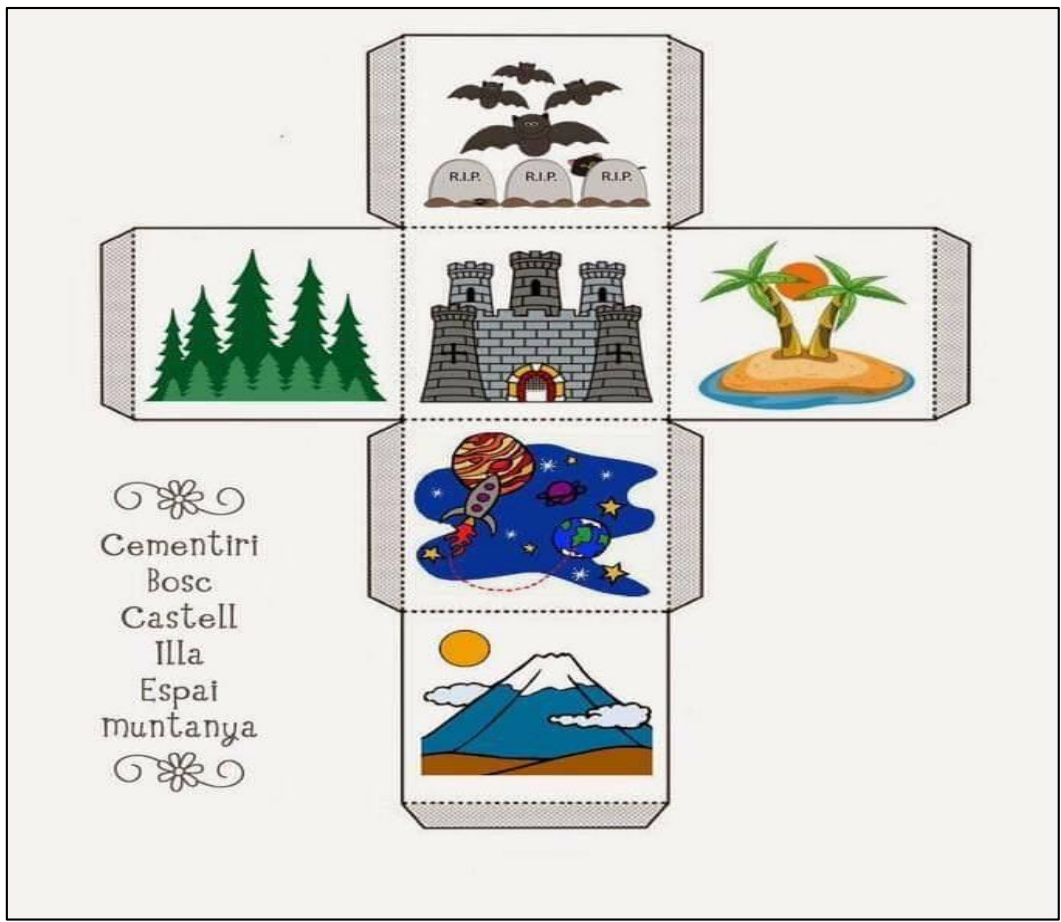
Description: This is a very good game to develop students' creativity and create a fun environment. The game consists of throwing the cube and observing the image that it shows. Then, the teacher is in charge of saying a sentence to start a story based on the picture. The next student will roll the dice again and with the image that comes up, continue telling the story. Each student will have a turn to roll the cube and continue creating it.

Instructions:

1. Bring a cube with pictures and present it to the class.
2. Organize the class in a circle.
3. Roll the cube first and see what image it shows.
4. Explain to your students that you are going to start a story based on the first picture you got, and that they have to continue doing so when it is their turn.
5. Give the cube to the student next to you and ask him/her to roll the cube again, look at the picture it shows and continue creating the story.
6. Continue doing so until all students have participated. The last student must create the ending of the story.

Note: In the next page you will find some cubes examples to be used for this activity.





Activity 2

Find someone who has



Objective: Practice asking and answering questions by moving and socializing each other.

Materials: Worksheet (Someone who statements)

Pencil

Procedure: This activity aims to find, through the use of questions, classmates who have carried out the activities that they will observe in the worksheet. Students have to interview each other to do so. They will write the name of the person who have done the activity, next to the question. A student can write each name once. The student who fills out the worksheet first is the winner.

Instructions:

1. Bring one worksheet to each student and ask them to stand up.
2. Explain the students that they are going to interview each other by asking some questions. Inform them that a classmate's name can be written just once in their sheets.
3. Ask them to move around and ask their partners in order. One student asks and another answers. There cannot be three people speaking in the same group.
4. Supervise the activity and ensure they are working appropriately. Give feedback about the pronunciation.
5. Stop the activity when someone has filled out the entire worksheet. This student is the winner.



Find Somebody in this Class Who....

1. _____ has brown eyes.
2. _____ has a dog.
3. _____ likes math.
4. _____ wears glasses.
5. _____ is left-handed.
6. _____ made their own bed this morning.
7. _____ was driven to school.
8. _____ likes cheese pizza.
9. _____ was born in January.
10. _____ likes to read.
11. _____ can count to ten in Spanish.
12. _____ has been on an airplane before.
13. _____ likes to sing.
14. _____ is a good artist.
15. _____ has been on a boat.
16. _____ takes dance classes.
17. _____ has a younger sister.
18. _____ has an older brother.
19. _____ has been camping.
20. _____ has a cat.



Activity 3

Improv game

Objective: Improve students' fluency, creativity and spontaneous while working in groups.

Materials: Sticking notes

Pencil colors

List of scenes to improvise

Procedure: This is a quite adaptable activity. Students will work in groups of four or more. Students will sit in a circle, and each student will write 4 words on a stick note. Then each group will take turns moving to the center. When they are there, the teacher will assign them a specific situation. The group will have 4 minutes to briefly discuss how to act out the scene. After this time, they must improvise the given scene as a theater. During the performance, each student in the group must use the 4 words they wrote earlier. Once the group finish, the next group will be assigned with other situation and the same process with the rest.

Instructions:

1. Arrange the seats so that they form a circle and ask the students to sit down.
2. Provide each student a stick note and ask them to write four words on it.
3. Choose four students to come to the center of the circle and give them a specific situation from the list you have.
4. Explain them that they will perform the scene extempore. They have 3 minutes to talk about how they will represent it (assign characters, steps and final situation). Besides, communicate them that each one has to use the words they wrote before while they are acting.
5. After, ask students to start the improvisation. Give them 6 minutes to finish.
6. When they finish, ask students to clap if they liked it.
7. After each group has finished, name each group one by one and ask the students to clap their hands. The group with the most applause is the winner.



Activity 4

I have never ever.

Objective: Practice oral skills in the contexts of talking about personal experiences.

Materials: I have never statement list (Optional)

Description: This is a communicative activity in which students have to work in groups of five students. The game begins with the students who have to be holding the five fingers of their left hand in the air. One of the students will start by saying something that he/she has never done saying: "I have never ever ..." and the action. The students who have done the activity should put down one finger, and tell the group the story about how they did it. The next student will mention another activity following the same process. The player who lowers all five fingers will be out of the game. The activity ends when four students have lost and only one remains.

Instructions:

1. Divide the class in groups of five people and have them meet in different spaces.
2. Explain the rules of the activity clearly. Tell the students they will start the game holding five fingers in the air.
3. Tell the students that they have to remember something they have never done and tell it in this way: "I have never ever...", and the students who have done it, must put one finger down. Give an example if it is necessary.
4. Explain that the students who have all their fingers down, will be out of the game. And the activity continues until four students lose and just one stay there.
5. Give the instruction to start the game and supervise each group in order to ensure they are working correctly.



Never Have I Ever

- Fallen out of bed
- Broken a bone
- Been fired
- Failed a test
- Eaten a bug
- Been in love
- Been heartbroken
- Lost a bet
- Bungee jumped
- Skydived
- Ridden a horse
- Been on TV
- Been slapped
- Re-gifted a gift
- Faked being sick
- Seen the snow
- Donated blood
- Broken a heart
- Pulled an all-nighter
- Received flowers
- Rock-climbed
- Sat on a roof
- Cut my own hair
- Touched a cactus
- Gone through a window
- Lied to someone

TEMPLATE BY @CLAIRE_INCE



UNIT 3

Online activities



CONTENT

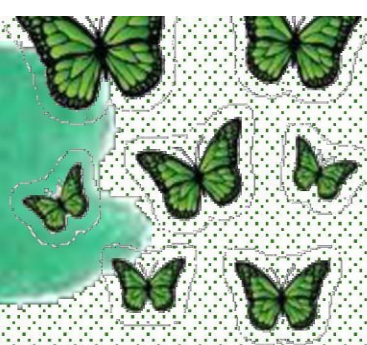
- Name 5!
- Story dice.
- The expert
- Agree or disagree!

Objectives, materials,
description, instructions,
worksheets.



Activity 1

Name 5!



Objective: Review students' vocabulary and practice briefly descriptions.

Materials: Web page link

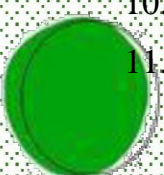
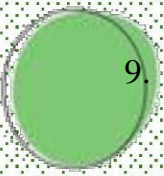
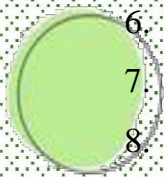
<https://eslkidsgames.com/name-5>

Description: This is a dynamic and fun activity to enhance students' speaking skill.

Students will join the web page and there, they will find a screen that shows them a number and a category of words with a picture. Ex: Name 3 – things you can touch. It means they are going to mention the numbers of words they have on the screen according to the category they have too. After, they will choose one of the words to describe it. Teacher can point some students and change the slide for each one in order that all have a different number and category. There is a time limit of 30 seconds for each student. It could be done as a whole class and then in groups.

Instructions:

1. Open the link of the activity and share your screen.
2. Ensure that all the students can see the screen clearly.
3. Explain they are going to watch a number and a category of words. They will mention the number of words they slide shows regarding the category they have there.
4. Point one student to deal with the first slide.
5. Once he/she has pronounced the words, ask him/her to choose one of them and describe it quickly.
6. Do so with some students in the whole class.
7. After, divide the class in groups of four people.
8. They will enter the breakout rooms and assign one student to be in charge of sharing the screen.
9. Explain they will do the same as they watched in the main room by taking turns in the groups.
10. The student who doesn't say the correct number or incorrect words will lose.
11. They will continue doing so until just one student win or until the time you give them finish.



Activity 2

Story dice



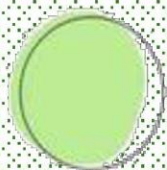
Objective: Enhance students' oral ability by improving their imaginative and creative skills.

Materials: Online web page

Procedure: This activity is useful to increase students' creative speaking. In this online game, students will look at five or nine dice depending on their preference. Each dice contains a picture or figure. Students have to create a story using the pictures in order. It is not necessary that they use the pictures literally. For example, if they have an image of a red heart, students can use this picture as a meaning of love. The dice have to be rolled for each student.

Instructions:

1. Show the web page to your students by sharing the screen.
2. Ensure all the students can watch the screen clearly.
3. Give the instructions and tell them they will create a story by using the pictures they will watch on the dice. They can use them in order, or they can do swapsies.
4. Make your own example first in order that they can understand it better.
5. Give 2 minutes for each student.
6. Choose one student to start and roll the dice.
7. After doing that with some students, it is possible to create pairs so



Activity 3

The expert.



Objective: Improve students' fluency and competitive skills while having fun.

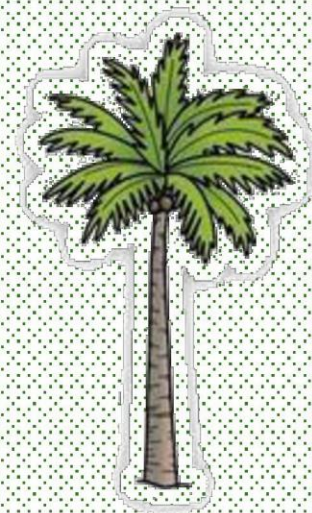
Materials: Web page link

Teams' worksheet

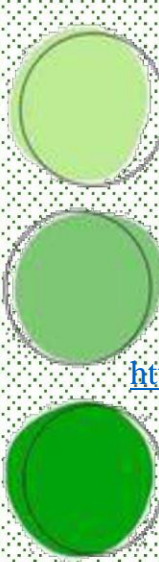
Procedure: This is a cooler activity in which students will practice their speaking as well as their knowledge about some general topics. Within this online game, two teams are going to be formed, one of women and the other one of men. Each team will take turns to talk about a huge variety of common and some uncommon topics. One by one, students 20 from each team will participate. They will see a specific theme and time they will have to speak. They will try to speak as much as they can until the time ends. The students that speak until the time is up, will get a point for the team. The range of time can be 30, 60 or 120 seconds. The team with the most points will be the winner.

Instructions:

1. Divide the class into two teams; women's team and men's team.
2. Allow them to talk for a while in order to decide their teams' name.
3. Write the teams' names in the worksheet paper so that you can write the points each of them will get.
4. Share the screen with the web page and ensure students are able to see it well.
5. Choose the time according to your students' level regarding speaking. It can be 30, 60 or 120 seconds.
6. Inform the rules of the game. Tell them that each participant of the teams will take turns to compete. They will see a topic on the screen as well as the time they have to talk about it. If they complete all the time speaking, then, they will get a point for their teams. The team with the most points will win.
7. Choose one student from the first team to start.
8. Show him/her the topic and play the time.
9. Choose a student from the second team and change the slide to show him/her another topic.
10. If they speak until the time ends, then give them a point.
11. Stop the activity when all the students have participated.
12. Announce the winner.



<https://eslkidsgames.com/the-expert>



Activity 4

Agree or disagree!



Objective: Enhance students fluently conversational skills and argumentative abilities.

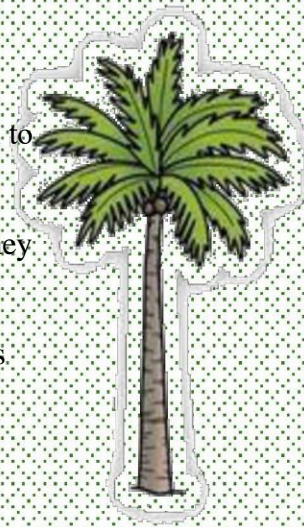
Materials: Random conversation topic generator (link)

<https://learnhip.com/cards/cardset.php?w=topics01>

Description: This is a simple but productive activity in which students have the opportunity to develop their argumentative speaking. Within this game a variety of topics are presented to the students randomly. For each topic, the teacher will establish a neutral statement. A group of four students will be pointed to represent the jury. The other students have to write "agree" and "disagree" in two sheets of paper. They can design and decorate it as they want. Once that the teacher tells them the statement, the students will show "agree or disagree" according to their personal opinion. After, the teacher will divide the class into two groups; the ones that agree and the other ones that disagree. These two teams will compete. Each student has the opportunity to argue their positions. At the end of the discussion, the jury will discuss to decide who is the winner. It could be done with two or more topics.

Instructions:

1. Ask the students to write "agree" or "disagree" in two pieces of paper. Ask them to decorate it according to their liking.
2. Show them the screen with the Random conversation topic generator and ensure they all can see it clearly.
3. Before to start the activity, ask the whole class to help them nominate four students who will be the judging panel. For that, they can point some students and they will vote using a digital platform like mentimeter or any similar.
4. Play the random generator and stop it at any time.
5. With the topic it will show, establish a neutral sentence. Something that can allow two positions.
6. Give the instruction to show "agree" if they think the statement is right, or "disagree" if they think it is not right.
7. Divide the class into two teams, according to the students' positions and ask them to argue their positions. Each one will have two minute to do that.
8. Ask the jury to be attentive and once the discussion finish, ask the jury to meet for three minutes to discuss which one is the winner.
9. Repeat the process with any number of topics needed.



CONCLUSIONS

According to the findings obtained in the theoretical framework. It can be concluded as a first conclusion that oral production is one of the most important skills in a language learning, since it allows that communication becomes understandable and, therefore, effective. There are several options that exist for the efficient learners' speaking skill development. However, as some authors state, ludic activities are one of the most favorable, since they give rise to the learning process without the environment becoming monotonous, but rather comfort and entertainment are sought, without losing the educational purpose.

Regarding the methodology used, it can be concluded that the use of the mixed method, that is, both quantitative and qualitative, is quite successful for data collection, first all of all numerical information as is the case of the survey, in which due to the large amount of population and sample it was required information in quantities, mainly represented in numbers and percentages. While on the other hand, it is also suitable for obtaining data that includes opinions, experiences, or extensive discourses, as is the case with the interview used in this project, which served as a broad source of information, which was consequently interpreted in an ideological manner. Concluding that both methods allowed to obtain many sources and resources for a broader and therefore more complete interpretation.

According to the analysis obtained from this project, it is possible to mention that most of the students are aware about the importance of the development of their oral production in English. Learners are exposed to a huge variety of activities to practice their speaking; however, they are usually exposed to the most common and routine activities. It means they are not perceiving the language in an innovative way so that they can be motivated to speak in the target language. Additionally, students have shown that they prefer recreational activities with didactic material to improve their ability to talk. That is why the implementation of games is mentioned like a very beneficial and meaningful resource during this process.

Additionally, it can be state that the proposal presented is a teaching tool of great value regarding the development of students' oral skills. This is because the ludic games are not simply offered as an entertainment and recreational task, but also specific educational objectives are established in them, making the learning process not monotonous for students, while facilitating the teaching process for teachers, through a variety of clearly detailed dynamic activities.

RECOMMENDATIONS

It is recommended to implement more recreational activities within the students' oral production development. Since game is a good resource to enhance their interest during their speaking improvement, it is very suitable for English teachers to consider the use of them more frequently during their lessons. Besides, it is recommended to continue researching about this topic to prove the effectiveness of games beyond.

Regarding the methodology, it is suggested to continue using quantitative as well as qualitative techniques and tools in order to find more results about the efficiency of ludic activities into the students' speaking skill development. Surveys and interviews are useful tools for this type of research, however, the use of tests that shows results before and after the implementation of this activities can be more significant and specific.

According to the data obtained, it is advised to pay more attention to the students' preferences within the English learning process. It can improve the teachers' job as well as the students' learning. It is pertinent to use different and innovative activities so that learners can be more engaged and motivated when they are asked to speak during classes, and consequently, they will improve their oral production.

Finally, it is suggested to use the ludic activities guide proposed in this project such an alternative to prepare and develop during the lessons which aim to improve the students' oral production. It includes a different variety of games which are the most preferred by learners. Since games are dynamic, active, and fun activities, it will be a productive tool for teachers to assist their students to express themselves better and more fluent.

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ANNEXES

Annex A. Students' survey



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS – INGLÉS



SURVEY FORMAT FOR STUDENTS AT IBARRA HIGH SCHOOL

Objective: To gather relevant information from senior students about the L2 activities used by English teachers for the improvement of their oral production.

Instructions: Please answer the following questions with the greatest honesty and responsibility, according to your experience. Select one item for each question except for questions 9 and 11, in which you can select more than one item.

It should be emphasized that the information obtained will be treated discreetly, responsibly and for purely academic purposes so feel free to answer.

QUESTIONNAIRE

1. Age.

2. Choose the gender which you identify with.

Male

Female

Other

3. In your opinion, what is the type of learning that you identify the most with?

Visual

Auditory

Kinesthetic (body movement)

4. Do you consider that the activities in which you interact with your classmates help you to speak English easily?

Much
Little bit
Any

5. Do you think that memorization is a good way to develop your fluency in English?

Always
Usually
Sometimes
Rarely
Never

6. What kind of activities does your teacher use to develop your speaking skills during English class?

Group conversations
Discussions
Exhibitions
Oral lessons
Games
Presentations
Videos
Songs

7. Do you think games are important to learn English?

Always
Usually
Sometimes
Never

8. In what way do you think the use of games and dynamics help you improve your speaking skill?

Greater security
Greater motivation
Both
None

9. Which of the following activities would you like your teacher to use during English class? You can choose more than one option.

Guess the word, phrase, character, etc.

Word games

imitation games

Spelling with pictures

Table games

Online games

10. Do you consider useful that your teacher has a guide with fun activities to help you to develop your speaking skills?

Yes

No

Annex B. Teachers' survey



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS - INGLÉS



INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT IBARRA HIGH SCHOOL.

Objective. To gather relevant information from English teachers at Ibarra high school about the L2 activities used in class to develop students' English oral production.

Dear teacher, this survey aims to collect important data on the development of students' oral production in English. By virtue of the foregoing, your collaboration in answering the questions that will be developed below will be greatly appreciated. It should be emphasized that the information obtained will be treated discreetly and for purely academic purposes.

Please answer the following questions with the greatest honesty and responsibility, according to your experience with the students.

Previous questions:

How long have you been teaching?

At what levels and ages have you taught during your professional experience?

In which sectors (public/private) have you developed your teaching?

Interview questions

7. According to level A2 of the European Framework, how do you consider the English level of your students? High, medium, low. Explain your answer.
8. Why do you consider important the development of your students' oral skill?
9. How often do you encourage the spontaneous oral participation of your students during classes? How do you do it?

10. What are the techniques that you commonly use to enhance your students' oral skill in the English class? Explain them.
11. In what way do you consider that ludic activities help to increase students' motivation when they are developing their oral skills?
12. In what way do you consider the use of a guide with ludic activities will help you to enhance your students' oral skill?

Annex C. Letter from the University to ask for surveys and interviews permission.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Ibarra, 17 de diciembre de 2021

Magister
Fausto Napoleón Villena López
RECTOR UNIDAD EDUCATIVA IBARRA

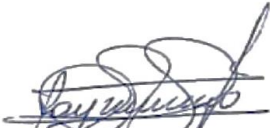
De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, a la señorita Pulamarin Andrango Gricelda Lizbeth, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, portador de la cédula de ciudadanía 172822756-0, para que obtenga información y desarrolle el trabajo de grado con el tema: "Gamification to improve oral production with senior students at Ibarra high school in 2021-2022", en la Unidad Educativa que usted tan acertadamente dirige.

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO


Mgs. Raimundo Alonso López Ayala
DECANO FECYT



Annex D. Consent to make surveys and interviews in the high school.



UEIBARRA

La ciencia y voluntad conducen a la cima

Av. Mariano Acosta 1427 y Gabriela Mistral. Teléfonos: 2644867 - 2600606 Ext. 102. Ibarra-Ecuador

RECTORADO

RECTORADO

OFICIO N° : 0241 R. UEI.

FECHA : Jueves 27 de enero de 2022

PARA : Mgs. Raimundo López Ayala

DECANO FECYT - UNIVERSIDAD TÉCNICA DEL NORTE

ASUNTO : AUTORIZACIÓN PARA APLICACIÓN DE INSTRUMENTOS DE INVESTIGACIÓN

Estimado Decano, reciba un atento y cordial saludo, augurándoles bienestar personal y éxito profesional

En respuesta a oficio con fecha 17 de diciembre de 2021 y recibido en mi despacho el 26 de enero de 2022, solicitando que la estudiante PULAMARIN ANDRANGO GRICELDA LIZBETH de octavo nivel de la carrera de pedagogía de los idiomas nacionales y extranjeros con C.I. 1728227560 obtenga información y desarrolle el trabajo de grado con el tema: "GAMIFICATION TO IMPROVE ORAL PRODUCTION WITH SENIOR STUDENTS AT IBARRA HIGH SCHOOL IN 2021-2022"; me permito manifestarle que cuenta con la AUTORIZACIÓN y colaboración de nuestra parte para cumplir con los objetivos planteados para dicho efecto.

La docente de inglés de los terceros años paralelos A, B, C, D y E que puede facilitarle información es la Msc. María Ramos (0988028202)

Es lo que puedo informar, para los fines pertinentes.

Atentamente

SCIENTIA ET VOLUNTAS AD ASTRA

Msc. Fausto Villena
RECTOR (E) UE "IBARRA"

