

Exploring ludic strategies for improving oral production among university students
in Bogotá

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Dedication

This monograph is dedicated to our family. Mostly, our Parents who's always give to support in the learning process and contained the bad moments and the less bad ones. Thanks for help us to fight with the troubles without lost the path and do not give up the obstacles. Also, we want to dedicate this works to our sister who every day with her presence, support and affection drive us to get ahead. Besides, to recognize that our aims also are theirs.

Analytical Academic Summary

The CIBELES research group, in collaboration with Fundación Universitaria Juan N. Corpas and the Bachelor in English as a Foreign Language program, was established in 2014 with the purpose of advancing research, training, and social engagement in the field of education and pedagogy. With a strong focus on three research areas - Communities and Environments, Didactics, Knowledge and Disciplines, and Educational Management - the group has been actively involved in projects that contribute to the development of teachers and professionals, addressing relevant issues within the current educational landscape.

In line with the group's commitment to enhancing language learning experiences, our research project titled "Exploring ludic strategies for improving oral production among university students" is directly related to the CIBELES research group's objective. Our study aims to investigate the use of playful and interactive approaches to enhance oral communication skills among university students. By integrating ludic strategies into language learning, we seek to promote engagement, motivation, and effective communication in the foreign language classroom.

Through this research, we aim to provide valuable insights and practical recommendations for educators to implement ludic strategies effectively, fostering a dynamic and engaging learning environment. Aligned with the Didactics, Knowledge and Disciplines research area, our project seeks to contribute to the professional development of language teachers by equipping them with effective pedagogical tools and techniques that can be applied in real-world classroom settings. By incorporating ludic strategies into language instruction, we hope to not only improve oral production skills but also create a positive and enjoyable learning experience for university students.

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Abstract

This research proposes the use of ludic strategies to facilitate the development of speaking skills among marketing students at a private university in Bogotá. These ludic activities, such as table games, ball games, and fairground games, aim to improve students' competence in a foreign language while ensuring that the curriculum components are not neglected. By promoting teamwork and making the learning process more interesting for adult learners, these activities can increase students' motivation to learn a new language and improve their accuracy and fluency. The proposed ludic strategies can increase student engagement, participation, and fluency by introducing relevant vocabulary and assigning activities that encourage group dynamics. The aim is to include vocabulary useful in real-life contexts and to share ludic strategies such as educational games and group dynamics for better learning. A qualitative approach is conducted, and it includes surveys, teacher perceptions, observations, and group discussions, to evaluate the effectiveness of the proposed ludic strategies. This study aims to demonstrate that the incorporation of ludic activities into language learning can be an effective way to promote real-life language use, enhance student engagement and enjoyment, and improve the development of speaking skills among marketing students at a private university in Bogotá.

Keywords: *Ludic strategies, Motivation, Speaking, oral production.*

Resumen

Esta investigación propone el uso de estrategias lúdicas para facilitar el desarrollo de habilidades de expresión oral entre estudiantes de marketing de una universidad privada en Bogotá. Estas actividades lúdicas, como juegos de mesa, juegos de pelota y juegos de feria, tienen como objetivo mejorar la competencia de los estudiantes en un idioma extranjero, asegurando que los componentes del plan de estudios no se descuiden. Al promover el trabajo en equipo y hacer que el proceso de aprendizaje sea más interesante para los adultos, estas actividades pueden aumentar la motivación de los estudiantes para aprender un nuevo idioma y mejorar su precisión y fluidez. Las estrategias lúdicas propuestas pueden aumentar la participación, el compromiso y la fluidez de los estudiantes al introducir vocabulario relevante y asignar actividades que fomenten la dinámica de grupo. El objetivo es incluir vocabulario útil en contextos de la vida real y compartir estrategias lúdicas como juegos educativos y dinámicas de grupo para un mejor aprendizaje. Se lleva a cabo un enfoque cualitativo que incluye encuestas, percepciones de los profesores, observaciones y discusiones en grupo, para evaluar la efectividad de las estrategias lúdicas propuestas. Este estudio tiene como objetivo demostrar que la incorporación de actividades lúdicas en el aprendizaje de idiomas puede ser una manera efectiva de promover el uso del idioma en situaciones reales, mejorar la participación y el disfrute de los estudiantes, y mejorar el desarrollo de habilidades de expresión oral entre los estudiantes de marketing en una universidad privada en Bogotá.

Palabras clave: *Lenguas Extranjeras, Estrategias lúdicas, Motivación, habilidades para hablar*

Introduction

Currently, the Ministry of Education in Colombia promotes the teaching of English in both private and public universities. It offers a language improvement plan for teachers through a document called Guía 22. Teaching English is crucial for the quality of education. Therefore, both novice and experienced teachers must seek other alternatives to improve the learning environment, motivation, and interest in the English classroom. In fact, the Colombian government has launched several programs to encourage English language learning.

The Colombian Ministry of Education promotes the teaching of English in both private and public universities through initiatives like the "Colombia Very Well 2015-2025" program and "Colombia Bilingüe," which focuses on improving students' communication skills in English. These programs help to improve vocabulary, interaction, and fluency, which are essential components of effective communication.

The "Colombia Bilingüe 2014-2018" program has also supported English language learning in both rural and urban areas, particularly in places with limited English proficiency. This initiative is an effective strategy to increase competence and human development, emphasizing the importance of communicative competence.

The study was conducted at a private university where the English language program implemented is the "Programa Nacional de Bilingüismo 2004-2019". This program emphasizes the importance of achieving a good level of education in private universities in order to reach a B2 level in English communicative competence.

This study aims to support the teaching of speaking skills in the English language by using strategies to motivate students and increase their enjoyment of learning a second language while being actively engaged in the classroom. Additionally, the study will demonstrate various

types of activities that teachers can incorporate into their lessons and how these activities can positively influence the learning process.

In the classroom, ludic strategies will be used as a means of stimulating students' minds through a variety of engaging activities. Teachers will demonstrate that learning can be easy and enjoyable for adult learners, leading to a more efficient learning process. The research will also present different ludic strategies and examples of how they can be implemented to encourage speaking skills among marketing students at a private university in Bogotá.

Chapter 1: Contextualization

1.1 Marco context

Colombia has been identified as one of the countries with a poor level of English proficiency, as several studies have shown. In 2018 and 2019, Colombia ranked 60th and 68th, respectively, in terms of English language proficiency. Although the country has made some progress, as of 2021, Colombia's ranking has slipped to 77th. This indicates the need for better strategies to improve both the level of English proficiency and the professional and academic development of teachers and students.

English language education is a priority in Colombia, with various programs being implemented from the presidency to the national ministry of education. One such program is "Colombia Bilingüe," which aims to promote English language proficiency in educational institutions across the country. The program seeks to improve communication skills among students and the educational system and may also create opportunities for scholarships and jobs for teachers and students.

1.2 Micro context

Nowadays, English is a universal language that is useful for students who want to express their ideas, opinions, and experiences through oral communication without any difficulties. For this reason, both private and public universities in Colombia are exploring alternative ways to improve the teaching of English. In fact, they use the Common European Framework of Reference (CEFR) which categorizes language proficiency into levels such as A1, A2, B1, and B2. At a private university, students are expected to reach the B2 level where they can demonstrate their communicative abilities, interests, hobbies, express ideas easily with complex sentences, and hold conversations related to real contexts.

While private universities in Colombia teach these CEFR levels as a prerequisite to obtain a degree, it is not always sufficient to engage students. This research proposes the application of ludic strategies related to speaking skills for marketing students at a private university who have demonstrated a low level of English proficiency due to minimal interaction with the language.

Chapter 2: Problem

2.1 Description of the problem

One factor that affects speaking skills of students at a private university in Bogotá is the lack of oral participation in English class. This is due to low motivation, lack of vocabulary, fear of speaking in a foreign language, or making mistakes during the process. These factors have shown some difficulties in achieving the required English levels in the classroom according to MCER and Colombian standards, and speaking is the skill in which they have the most problems. Evidence from their process, including interviews, teacher perceptions, and academic results, demonstrates a lack of participation in interacting in English.

Lack of motivation is one of the factors that can affect the learning process. Brown (2007) stated that "one of the more complicated problems of second language learning and teaching has been to define and apply the construct of motivation in the classroom" (p. 84).

According to the bilingualism law from the Ministry of Education in Colombia, students in marketing need to demonstrate a B2 level, which allows them to participate in conversations, express and exchange opinions and personal information, and do brief presentations to describe, narrate, justify, explain events and ambitions. Unfortunately, students cannot achieve this level.

As researchers, it is important to include different types of ludic strategies to improve the participation and interaction of foreign languages between classmates and reduce the use of Spanish. For this reason, we can implement games such as role-playing, table games, and ball games. Vygotsky (1978) believed that learners learn faster with social interaction through the growth of the child and working in a team, and students learn by playing games like verbal and social games to improve their communicative skills in English.

The problem occurs when students in marketing do not try to use their speaking skills in English class. One reason is that teachers often talk in English, but students spend most of their time speaking in Spanish. Another reason is that students rely on their cellphones to translate, and they do not attempt to construct complex sentences in class or broaden their vocabulary related to their career. All these factors have contributed to the decrease in oral participation and the lack of building their own conversations in English.

2.2 Formulation of the problem

How ludic strategies motivate and improve the speaking skill in adult learners in an English content class at private university in Bogotá?

2.3 Justification

The use of ludic strategies is important for improving the speaking skill of adult learners in English content classes, as it helps to address issues related to motivation, limited vocabulary and knowledge of the language. Professional teachers and those in training should be aware of these issues and be able to recognize when students are lacking motivation. One of the signs of a lack of motivation is when students do not ask questions during class. Using open-ended questions in ludic strategies can encourage participation and help students clarify their doubts and improve their understanding of the topics covered in class.

It is important for students to develop a positive attitude towards learning and be motivated to acquire new knowledge every day. Traditional teaching methods, such as using only a board and paper, can sometimes fail to engage students and limit their learning opportunities. Teachers who lack creativity and innovative teaching ideas are more likely to encounter issues related to student motivation. As a result, students may lose interest in the class and become disengaged from the learning process.

2.4 Research objectives

2.4.1 General objective

- To enhance speaking skill in adult learners' students from an academic program at a private university in Bogotá through the use of ludic strategies.

2.4.2 Specific objectives

- To describe ludic strategies to increase speaking skills in adult's learners.
- To design and implement some lesson plans that incorporate ludic strategies to develop speaking accuracy and fluency.
- To evaluate the effectiveness of the ludic strategies in improving the speaking skills of adult learners through data analysis and feedback collection.

Chapter 3: Referential framework

3.1 Background framework

This literature review will examine the three main concepts of this study: motivation, speaking skill, and ludic strategies and their relevance to enhancing English language learning in adult learners at a private university in Bogotá.

The Ludic strategy (LS) is not a method but rather an approach that can be used to address language and pedagogical challenges in foreign language classrooms (Siek-Piskozub & Watch, 2006). The authors suggest using pop music to identify vocabulary in song lyrics to increase learners' engagement and positive emotions.

The MEXT study (2008) highlights the importance of interest and motivation in language learning and suggests using activity-based classes to build these qualities without relying on external rewards or high-stakes assessments. This research is particularly relevant to our study as it focuses on elementary school children learning a foreign language through games and communicative strategies, which could also be applied to our adult learner population.

Another study by Oga-Baldwin & Nakata (2017) supports the positive relationship between engagement and motivational regulation. Overall, this literature review provides valuable insights into how ludic strategies can be used to enhance motivation and speaking skill in adult learners of English.

Franco & Valcheff (2018) The purpose of this study was to investigate the correlation between the incorporation of ludic activities in the adult English as a Foreign Language classroom and its impact on students' motivation and engagement in developing and improving their speaking skills. A total of seven adult students and two teacher-researchers participated in the research. The teacher-researchers reported the outcomes of four game sessions, three of

which were conducted in-person and one remotely. These sessions involved the use of three board games and a web-based game to facilitate different forms of interaction among the participants. This qualitative educational action research study employed an action-reflection model, allowing the researchers to implement actions and analyze the findings within the context of the study and bridge the gap between theory and practice. Data collection involved personal interviews, observations, and video sessions. The results derived from the four game sessions not only demonstrated the impact on students' motivation to engage in the suggested communicative activities but also provided insights into whether these activities effectively enhanced their communication skills.

Arzaga & Dante (2019) developed an exploratory study in nature, which meant that no definite conclusions could be drawn. Furthermore, the games selected were based on what the researchers had available or could afford with the current funds, resulting in a limited and non-exhaustive list. Additionally, the study did not include any formal assessments, making it difficult to establish the extent of the improvements attributed to the board and card games. Moreover, the respondents were not specifically instructed about the value of language learning through games, causing their focus to be more on the game itself rather than the learning experience it offered. Therefore, there was a need for further work, including streamlining the use of each board game and expanding the sample size, to make definitive statements about their benefits. However, based on the results obtained, there were potential benefits observed, indicating that learners could enhance their English-speaking skills and acquire authentic language usage through board and card games used for entertainment purposes. The emphasis on fun and humor did not detract from this potential, suggesting the viability of using these games in educational settings.

According to Boghian et al. (2019) in their study tried to identify the studies in which ludic activities in special board games had been used a tool to improve competences in adult people. They could identify that there were few researchers in that field but the motivation about the topic was increasing. The researchers could identify that serious games have wide applicability across various domains and educational levels. They are particularly popular in fields such as the military, safety, security, rescue operations, and healthcare, where training individuals in real-life situations can be challenging. In recent years, there has also been a notable increase in the use of serious educational games in areas like public administration, governance, management, and other fields that involve specialized forms of communication, negotiation, and teamwork.

Vanegas (2020) did a qualitative action research and aimed to explore and identify the development of argumentation skills in a ninth-grade classroom and with tenth graders at Prado Veraniego School. The study utilized ludic activities as a means of enhancing speaking skills. Data collection methods included interviews, field notes, surveys, artifacts, and recordings, which were employed to ensure the reliability and validity of data triangulation. The grounded approach was chosen as the methodology, allowing for the analysis of emerged categories to derive results and conclusions. The investigation revealed that the use of ludic activities had a positive impact on students' argumentative speaking skills and fostered their cultural awareness by exposing them to real-life topics. Additionally, the data demonstrated a noticeable increase in students' confidence, leading to a greater comfort in speaking and an increased interest in learning English. The population in this research was not adult people but demonstrated some ludic elements and the results in a learning process.

3.2 Theoretical Framework

This theoretical framework seeks to define motivation, oral communication and ludic strategies, which were the core concepts that guided this action research.

Oral production

Pérez (1999) defines that communication is a process by which man exchanges information with words, gestures and symbols. Since it is a fundamental process in all human activities because it is based on the quality of the interactive system. Oral communication includes the skills of comprehension and oral expression. This ability is called the primary ability because it is the most direct and because it can be associated with gestures.

According to the Council of Europe, the oral production or speaking is perceived as producing an oral text for one or more listeners, for example when somebody is giving information, or is expressing some ideas in relation to a specific context. At the same time, it is possible to identify the action of the spoken interaction in which the language user participates in an action to exchange information, in this activity there is a negotiation of meaning according to the context and the communicative function or functions in process.

Brown (2005) identified some elements that were part of the oral communication. Those elements were: the conversational discourse, the pronunciation, accuracy and fluency, affective factors, the interaction effects. All those factors provide to the speaker the possibility to express his/her ideas in a context. And from those elements, the affective factor is one that is needed to be reviewed by teachers because most of the time, students feel anxiety when they take the risk to express any message.

Types of oral language. In this part we can distinguish different categories of spoken language. In monologues, the speaker speaks language for any length of time, and some activities related to

them are speeches, lectures, and they could be planned or unplanned depending on the level of proficiency. In dialogues more than one speaker is involved. In this activity it's important to exchange information, and it could be divided in promoting social relationships that we can recognize as interpersonal, and those related to convey propositional or factual information.

In the classroom, it is necessary to deal with both interpersonal and transactional dialogues in order to provide to the students' multiple variety of ways to establish communication not only with relatives or friends, to establish communication with strangers.

Types of Classroom speaking performance. These categories are related to “the kinds of oral production that learners are expected to carry out in the classroom” (Brown, 2005, p.271). The first category is related to the imitation, that is part of the process of learning. The student is going to repeat or “imitate” some elements that are part of his/her communicative activity. For example, drills offer some special characteristics that could be replicated in a communicative context. The second one, is intensive speaking, it means that the activity is with a particular objective to practice grammar, pronunciation, types of answer etc. The third one, is responsive. In this category the student is going to use short replies to the other person or initiate questions or comments. In the fourth one, transactional, that is the dialogue, the purpose of conveying or exchanging specific information. The fifth one, interpersonal in which it is presented an interpersonal dialogue that is in order to maintain social relationships. And finally, extensive, that is presented in advanced levels. Here the speech is more formal and deliberative in comparison with the previous categories.

This specific ability is not developed in an isolated way, it is necessary to identify some specific elements from listening or the oral comprehension skill.

Oral comprehension

It is a complex process, where children must be in touch with certain English language data that the teacher must provide through appropriate cognitive and processing strategies and language materials. There are several activities proposed by Slattery and Willis (2001), which the English teacher can implement in the classroom to build oral capacity and thus improve attention: Listen to discover a story and characters. Listen to organize the different activities that are carried out in the classroom. Listen and play. Listen and stage. Listen and follow instructions. Listen to carry out artistic and manual works.

Principles for designing speaking techniques

Brown (2005) presents some special principles that are necessary to implement in the classroom in order to promote speaking techniques. Those principles are: use techniques that cover learner needs based on the language, accuracy, interaction, meaning and fluency, provide intrinsically motivating techniques, encourage the use of authentic language in meaningful contexts, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, give students opportunities to initiate oral communication and encourage the development of speaking strategies.

Motivation

According to Anjomshoa & Sadighi (2015) Motivation is a complex concept that has challenged researchers in their attempts to understand and explain it. Throughout the history of psychology, motivation has been described in various ways, encompassing instincts, drives, needs, and conditioned behavior. As a result, the term "motivation" has acquired broad meaning. The emergence of cognitive theories in educational psychology emphasized the importance of

mental processes and social factors in understanding motivation. To bridge the gap between theory and practice, educational psychologists and educators developed instructional methods that aimed to motivate students in the classroom. These models suggested strategies for teachers to use in order to enhance student motivation. In the field of second language (L2) teaching, researchers recognized the significance of motivational constructs and introduced numerous motivating principles. Extensive research has been conducted to explore the role of motivation in second language learning, revealing that motivation is not fixed but rather flexible for everyone. As teachers, we could directly influence our students' motivation to learn English.

According to Ley 115 de 1994 in Colombia, the General Education states that one of the objectives of education should be the acquisition of speaking, reading and comprehension skills in at least one foreign language assignment for (MEN). Focus on Skill Language especially English because it is a good idea for business, cultural interchanges on the world, political information etc. It is necessary as key in the modern century XXI with seeking job opportunities. The student is learning a foreign language through designing a lesson plan, syllabus, techniques and methodologies proposed by the teacher to carry out their activities in an efficient class.

Language is not like math or another subject. It is attitude, motivation, discipline and responsibility. In this case when I try out my skill in class. I am not good at specific listening skills. Sometimes it is difficult to understand the context, for example a teacher doing activities or dialogues. It is not easy for me to understand general ideas of the conversation, not only teacher assignment activities but also solve problems as teachers should do feedback according to new vocabulary, expression and pronunciation of words. In fact, my classmate that sit next to me know too much in this ability but also, they have other difficulties such as grammar or speaking. For this reason, Ur (2003) point out how motivate to speak in English through a natural

way. In that sense Ur (2003) mentioned that is necessary to keep some characteristics to provide students a level of successful in their process, those characteristics are: positive task orientation, ego-involvement, need for achievement, high aspirations, goal orientations, perseverance, tolerance of ambiguity.

Brown (2005) explained that was important to identify two perspectives to identify the elements that were part of motivation. The first perspective was related to the behavioristic perspective in which motivation is the “anticipation of reinforcement” (p.73). It means that learners need some special rewards because of their processes, they could be praise, gold stars, grades etc.

The other perspective is the cognitive one. Brown (2005) said that in this theory it was possible to recognize three points of view: the drive theory (human drives as fundamental to human behavior), the hierarchy of needs theory (system of needs) and self -control theory (people´s decisions).

According to Pintrich and Schunk (2001) defined the process of instigating and sustaining goal- directed activity. This section studies different kinds of strategies of how to motivate students in classes, most specifically in adults. Besides, it shows that the student might increase their interest in acquiring a second language to improve their English class through motivation because it refers to performing actions for mere satisfaction.

Levels of motivation

According to Ryan & Deci (2000) studies also have assessed diminishing or enhancing effects on intrinsic motivation, finding that tangible extrinsic rewards decrease intrinsic motivation for the rewarded activity “ they suggest two levels motivation which we should have present at the to teach English which noticed that extrinsic motivation help to learner had have

one aim social and the second intrinsic motivation is focus on personal growth and emotion's control.

Intrinsic motivation, this study especially focuses on intrinsic motivation, referring to "motivation to engage in an activity for its own sake (Pintrich & Schunk, 2002, p. 245). In this case we hope to apply this intrinsic motivation because it does not have to be evaluated and to go to address in an own interest that could be enjoyable. Extrinsic motivation refers to "motivation to engage in an activity as a means to an end" (Pintrich & Schunk, 2002, p. 245). The author wants to say that extrinsic motivation is an activity that is evaluated by external factors which has an end.

To understand the definition this author (White, 1959) said that extrinsic motivation is a construct that pertains whenever an activity is done to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation.

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. In general, the author refers to these definitions at the level at which the student can be found or by which he can be motivated as autonomy and competence.

Complementing the characteristics, motivational factors such as instrumental motivation should receive special attention. According to Oxford Dictionary, in our perspective it is important to highlight the student's attention to that since the teacher can notice if it is a problem in the student or perhaps, they hasn't aptitude to learn in the class where the role -teachers is a factor that has influence through them.

Lucidity

“Lucidity refer to the ideas of play, game-playing, recreation, leisure, and the construction of ludic or creative artifacts, both electronic and analog”(Sigman and Cronen, 1995). According to the author all teachers can use lucidity in different forms in the class. Since lucidity has the possibility to be used with technology or with manual activities, this form is useful to include in the interaction of the student through play in our speaking activities.

Ludic strategies

“Ludic is everything that allows the construction of knowledge in a more free and spontaneous way”(Bernardo, 2009, p. 60). The author refers to the concept ludic as one activity that builds knowledge freely in a fun way. I mean. It involves the feeling, enthusiasm and understanding of the environment.

According to Elkonin (1980) “The games involve the same content, the human activity and the relationship among people: the game in the reconstruction of any activity that highlights their social, human content: their task and the norms of the social” (p.65). He argued that humans need to do activities while they are learning satisfaction and exploration to socialize.

Characteristics of the ludic

- Infantile game
- It is free.
- It organizes the actions in an own way and specify helps to know the reality.
- It allows the students to be affirmed.
- It favors the process s socialize.
- It completes a function of inequality, integrate and rehabilitative.
- In the game the material is indispensable

- They have some rules that the player accepts.
- He/ she is carried out in any atmosphere.
- He/ she helps the education of the students.

Types of the games

- Game motors: Help learners learn in a spontaneous way, in which they use their communicative skill to repeat words and movements that help them. And finally, we might interpret it with intrinsic motivation.

- The imitation games: learners talk too in the classroom where they begin to use the expression, sounds or do actions that rely on their last communication.

- The verbal games: it can help the students with the pronunciation of the new words in which each student repeats and learns to use the foreign language.

(Halliwell, 1992; Read, 2007). Therefore, the way is to choose activities that engage learners. Once again, ludic activities can be a powerful tool in this sense. When choosing to do ludic activities teachers should consider the value of their pedagogical purpose. For example, in providing stimulation, interest and motivation or in promoting the acquisition of communicative competences. Taking account in this framework said by Halliwell the project applied the strategy to repeat interesting dialogues about context, real or daily life to the students in the ludic form. Which motivated, promoted to improve the communicative competences of the second languages.

In addition, the playful implementation of games and activities shows that one student creates an autonomous learning character which can be reflected by the vocabulary and how to look for different types of strategies to communicate, take ownership of the second language to perform and generate interaction with your colleagues in a more enjoyable activity.

According to Sutton-Smith (2009) in his book, play holds immense significance in human life. He emphasizes that play is not only a frivolous activity but an essential and multifaceted aspect of human existence. Sutton-Smith argues that play serves as a vital tool for learning, creativity, and social development. It allows individuals to explore and experiment with different roles, rules, and possibilities, fostering cognitive, emotional, and physical growth. Furthermore, play enables individuals to navigate and make sense of the complexities of the world, providing them with a sense of agency and empowerment. Sutton-Smith's work underscores the fundamental importance of play in human experience, highlighting its transformative potential and its capacity to enrich and enhance various aspects of our lives.

3.3 Legal framework

The education in Colombia has several laws that are given for teaching and learning of English as a foreign language. Some of those laws are:

3.3.1 *Guide 22*

The Ministry of Education has established basic levels of quality that students must attain by the end of secondary school through Guide 22. This helps foreign language teachers ensure that students develop clear communicative skills. This law is important as all teachers base their performance on it.

The guide highlights factor that students must develop during English classes, such as new knowledge to increase motivation and disposition. It also emphasizes the importance of developing skills beyond just communication, including writing, listening, and reading, as well as knowledge.

3.3.2 *CEFR*

The CEFR (The Common European Framework of Reference) is a standard that checks linguistics skills of students and teachers as base for measuring their level in the second language. It describes skills in particular that the learners need to achieve in the categories A1, A2, B1, B2, C1 and C2. Therefore, it helps us to know the students' levels. Which mentions us that a student at university private or public must reach a B1 or B2 to keep a conversation comprehensible, give and ask personal opinions etc.

3.3.3 Bilingualism law

Based on the law 115 of 199, is developed the bilingual program (PNB 204-2019) with ley 1651 of 2013 consist in changes of some articles that improve to strengthens a foreign language (English). "Article 2: Add to article 20 of Law 115 of 1994" consists in the developed of communicative competences in four skills as reading, listening, speaking, and writing. Mostly, speaking because it points out that all student's adult learners must unwrap easily without any difficulty.

Chapter 4: Methodological design

4.1 Type of investigation

Creswell (1994) defines qualitative research as "an inquiry process for understanding social or human problems, based on building a complex, holistic picture using words, reporting details and views of informants, and conducted in a natural setting" (p. 1-2). Qualitative research involves collecting data through reports obtained from participants who share important details related to social and human problems in a natural environment.

The method of qualitative research involves data collection through analysis, observation, interviews, audience perception, and processes in the field studied. Observations include human behaviors in social interaction using the English language, field notes, student interviews, and teacher perceptions, and the research is supported by reasons provided by Creswell (1994). This paper will use the Participatory Action Research approach.

According to Reason and Bradbury (2006), "Action research is an approach used in design studies, which seeks to both inform and influence practice." This approach follows different stages that help researchers to follow a guided process for problem-solving and to bring about change during the process.

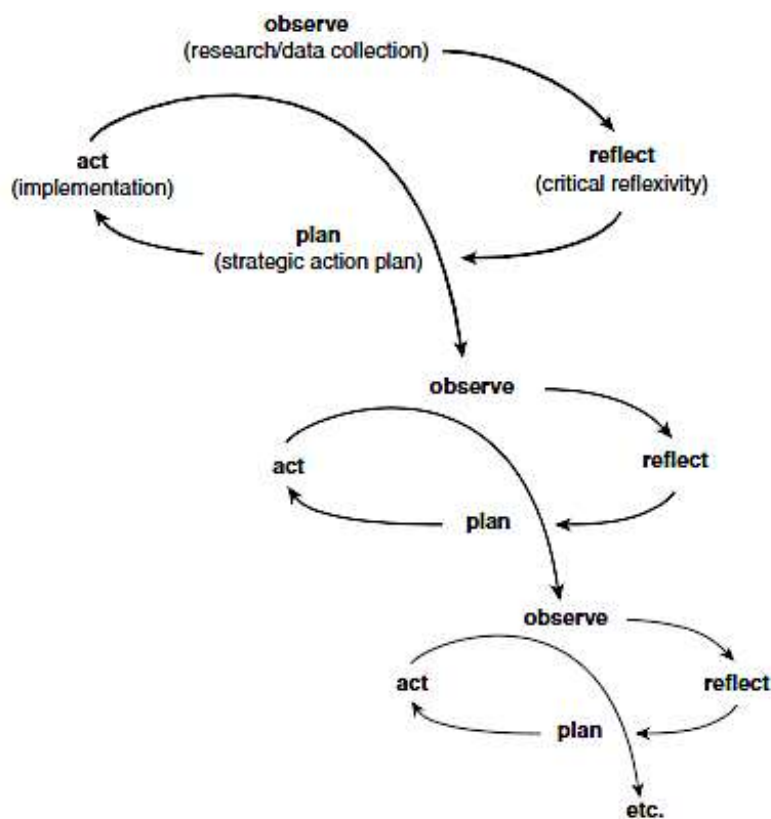
Therefore, this participatory approach includes ludic strategies such as communication-related games, board games that relate to students' experiences in the development of each activity, dialogues, and interviews during the intervention in the class where each observation will be recorded. This will help in understanding the reality of the limitations of English language learning by students.

4.2 Method of investigation

Winter & Munn-Giddings (2001) define action research as "a study of a social situation carried out by those involved in that situation in order to improve both their practice and the quality of their understanding." This method of study implements action research in the following way, based on O'Leary's model as shown in the following graphic:

Figure 1

Cycles of research



Note: adapted from *Action research in healthcare* (P.8), by Koshy, E., Koshy, V., & Waterman, H. (2010), sage publishing Editorial.

The study will gather information on the action process of observation, planning, action, and reflection. This sequence focuses on improving students' speaking skills, allowing them to share their experiences, emotions, and feelings about their previous knowledge of English class.

The aim is to intervene appropriately during the development of the project, connecting it with the content of their respective academic program.

Figure 2

Action research



Observation: Students' interaction and field notes in English class

Plan: First idea to develop the class and design of lesson plans related to teamwork and content English

Action: intervention in classes according to the lesson plans and do ludic strategies through table games, board game, ball game, fairground game.

Reflection: Analysis about participation, motivation and process of speaking skill.

Interviews: Recollect information at the student through of interview with 3 or 5 open questions related to speaking in the end English class.

Observation: The teacher does an analysis where will write the important aspects which we will find on interventions at group's participant.

4.3 Stages of investigation

Plan: This study will be developed students at a private university in Bogotá, through different lessons plans and games are going to be include during 2 observation sessions and 8 interventions in English classes

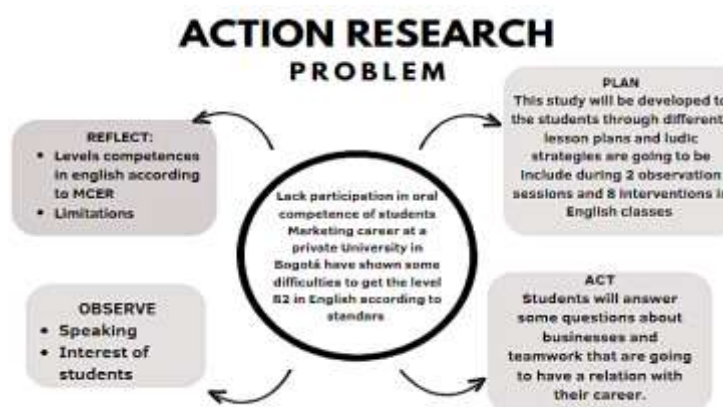
Action: The students will answer some questions about businesses and teamwork that are going to have a relation with their career. Also, they will develop their speaking skills and share opinions and work experiences with his/ her colleagues.

Observe: Teacher analyzed some important aspects about vocabulary, pronunciation and motivation in the activity developed. As well as the student interest.

Reflect: To know the students' reactions, levels, motivation, linguistic competence according to MCER and identify limitations over the process of speaking skills.

Figure 3

Action research problem



Intervention with ludic strategies was implemented in order to enhance students' oral expression. Table games were used to promote active participation and expand the vocabulary related to content marketing. Open-ended questions were included to encourage students to speak fluently and share their opinions using new words they learned during class. Students also worked in teams to answer questions and effectively communicate their messages. The ball game was used to decrease students' nervousness and increase their activity level. This game helped to build trust among team members, which facilitated communication and idea-sharing. In this game, students answered questions taking turns, relying on their partner's abilities to win points. Finally, the fairground game was similar to the ball game, but with a focus on the use of complex sentence structures to enhance fluency and reduce fear of speaking in English. Despite some mistakes in sentence structure, students utilized their previous knowledge to improve their language skills.

4.4 Population and sample

The population in this research study is all the students who are taking the course "Introduction to Business in English" in a private university in Bogotá. The sample, on the other hand, was the 14 students who participated in the study. The researchers used purposive sampling to select the participants, meaning they specifically chose students who were taking the course and willing to participate in the study. It is important to note that the sample size is relatively small, which may limit the generalizability of the findings to the larger population.

This study aims to benefit students at a private university in Bogotá by incorporating ludic activities into the classroom. These activities can be used in both short and long classes, combining language and content learning through games to increase students' speaking skills and engagement.

Teachers are an integral part of this process, as they can better manage ludic strategies to enhance student participation and development of speaking abilities. Additionally, they can implement and create different forms of motivation using this approach, enabling their students to have a more positive attitude towards learning a foreign language.

4.5 Data collection instruments

The instruments used to gather information provided validity and reliability to the research. According to Seliger & Shohamy (2007) depending on the type of study researchers decide what data to collect and how to collect it. In this study observations, field notes, interviews and surveys were conducted.

4.5.1 Observation

In the observation technique, researchers used the field notes a way to report what was happening during the classes at the moment students spoke. After each observation, researchers recorded the information paying attention the activities that involved speaking skill.

During the process, it was evident that students often use their mother tongue to express their opinions about topics. Additionally, some participants rely on their mobile phones as a tool to communicate their ideas and forget to speak in the foreign language. For instance, when the teacher posed open-ended questions, the students translated all the sentences and did not apply their previous knowledge to answer the questions. In terms of Creswell (2012) in this specific case researchers observed as observers, not participants because they wanted to understand what was happening in the speaking process.

4.5.2 Fields Notes

Field notes were used as a way to report the observations made in the classroom, both at the beginning of the research to identify the problem and during the intervention process. The

notes were taken based on the students' interaction during the class activities. An important factor observed was that they were afraid of speaking in English. In fact, participants expressed their ideas using Spanish structures, omitting English grammar and previous knowledge.

According to Creswell (2012) the type of field notes during the study were related to the descriptive notes, because researchers recorded a description of events, people, materials, activities in relation to the speaking skill.

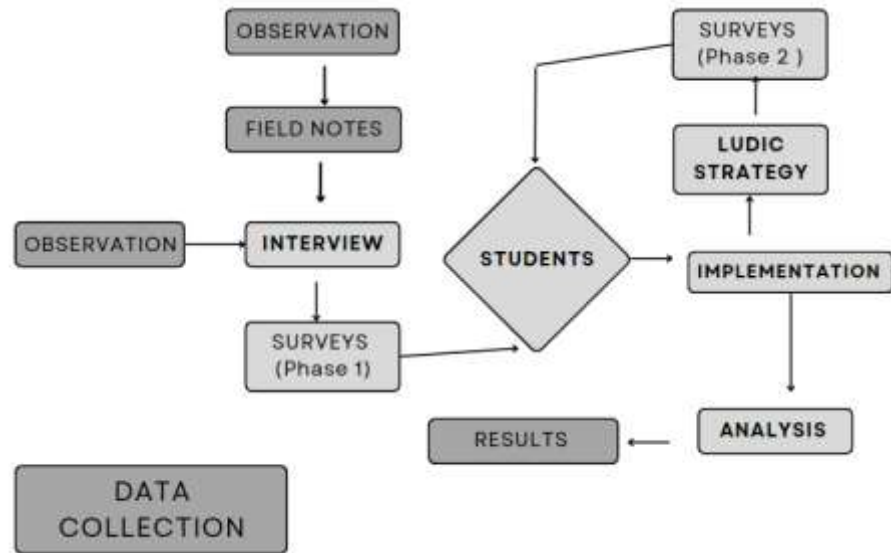
Interviews

Creswell (2012) stated that interviews in qualitative research, provide useful information to the observers to understand better the context. An interview was conducted to the English teacher, teacher of this group of students. The idea was to ask her about the development of the speaking skill with her students and the way she was working to them. That interview provided the researchers some elements to analyze in relation to the way students were facing speaking activities and a possible option to improve it.

4.5.3 Surveys

At the beginning of the research, the researchers conducted a short survey among fourteen students at a private university to determine what activities could motivate them to speak in English. The survey included open and closed questions in Spanish. The first survey aimed to collect the students' interests in overcoming their fear of speaking English and their limitations during class.

Additionally, the following surveys were also conducted in Spanish, with a focus on how ludic strategies could help reduce fear of speaking in class. The aim was to understand how the participants felt before and after engaging in ludic strategies for developing their speaking skills, while adhering to the parameters of the curriculum components and content of the English class.

Figure 5*Data Collection instruments*

5. Results

5.1 Results analysis

This study aimed to increase the speaking skills of adult learners by implementing a lesson plan that involved their active participation in the English classroom. Additionally, the study aimed to identify possible reasons why learners do not participate enough in speaking activities. The study focused on two survey phases, namely phase 1, which was conducted before the intervention, and phase 2, which was conducted after the implementation of ludic strategies.

Based on the materials and interviews collected, several factors were found to be indispensable for learners to participate and express themselves effectively in oral English classes. Firstly, learners considered pronunciation, interaction, and materials to be crucial elements for improving their oral production in English.

The first survey focused on participation in speaking activities in English, and it comprised five multiple-choice and open-ended questions. The survey was conducted among 14 students at a private university in Bogotá. The following categorizations were collected from phase 1, before the implementation of ludic strategies:

Observation – Field notes phase

The information analyzed through observations and field notes revealed that students were not actively participating during speaking activities and their participation often combined both English and Spanish expressions. They displayed shyness when speaking in front of their peers. Despite the teacher incorporating dynamic activities, not all students in the group were participating, and at times the teacher had to repeat instructions several times, using examples and occasionally resorting to Spanish to verify if the instruction had been understood.

Teacher's Interview

The interview with the teacher in charge allowed us to identify that the communicative skill that students had the most difficulty within class was speaking. The class did not aim to teach English, but rather to use it as a communication tool to develop a business-oriented curriculum. Therefore, many of the students struggled due to their lack of a minimum level of English and their unfamiliarity with vocabulary related to the subject matter. The teacher praised the positive attitude of the students towards activities that allowed them to interact and also enabled them to develop topics in a dynamic way.

Surveys

The surveys were conducted before and after the researchers' intervention. In the initial stage, the goal was to understand the students' opinions on their oral expression skills in English and the types of activities they felt would facilitate the production process. Additionally, the students were asked about the difficulties they faced when expressing themselves orally in English, to which they identified a lack of vocabulary and pronunciation as the main obstacles.

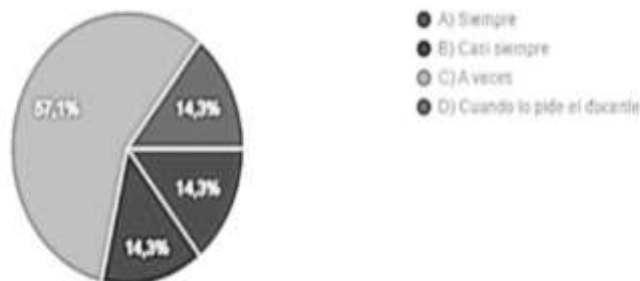
Learners considered pronunciation to be a crucial element that needed improvement in order to establish active oral participation in speaking activities. Learners discovered that interaction with a variety of materials, including audios, worksheets, and games, was crucial in enhancing their oral expression. Specifically, activities that fostered interaction, teamwork, and games proved to be highly effective in promoting participation and improving oral expression.

Other elements that were asked to the students were in relation with the frequency of participation in oral way in English, feelings and emotions when they expressed their ideas in English. Those questions were asked after the intervention. In figure 6, it is possible to observe that more than half of the students considered that sometimes they participate in oral form in

English. It's important to mention that the survey was conducted in Spanish in order students feel free to express their ideas.

Figure 6

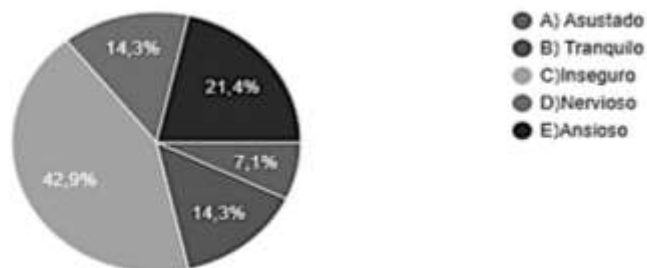
Frequency of participation in oral way in English.



On the other hand, during Phase 1 of the research, a survey was conducted using open-ended questions to gather opinions, interests, and possible deficiencies that learners face during the process of developing their speaking skills. We identified negative feelings that impact the students' ability to express themselves in English. Therefore, the following chart shows that 42% of the population feels insecure, 14% feels nervous, 14% feel relaxed, and 21% feel anxious. As a result, approximately 67% of the population experiences negative emotions when speaking in the foreign language.

Figure 7

Feeling and emotions related to oral production in English.

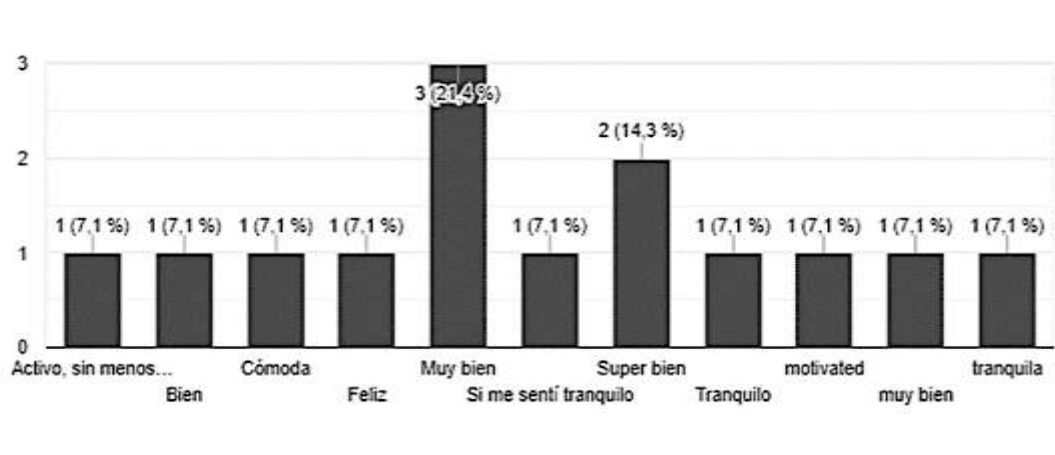


According to the surveys, learners reported an increase in participation, but also mentioned feeling fear, anxiety, and difficulty remembering vocabulary when expressing their ideas or opinions, particularly when discussing content related to their career. The surveys were conducted in Spanish to facilitate data collection and comprehension for the learners.

In addition, the responses from the second survey phase, conducted after implementing the ludic strategies, showed that the participants not only felt less insecure and anxious when speaking English, but also felt more motivated to continue participating in team discussions. As a result, the final survey showed a positive improvement in the learners' confidence and participation, as can be seen in the following graphic:

Figure 8

Feelings and emotions after intervention.



Lastly, the results show that the ludic strategies implemented by the researchers had a positive impact on the learners' process. The implementation demonstrated that the learners were able to learn and speak confidently without fear of making mistakes, whether individually or in groups. Moreover, the learners expressed that they felt more relaxed and confident when participating in groups, which encouraged them to develop their speaking skills. They showed more interest in talking and found it helpful to have others to help them and support them in expressing their ideas, even if they did not have perfect pronunciation or felt insecure.

Chapter 6: Discussion

The objective of the research was to investigate the role of motivation, as proposed by Pintrich and Schunk (2001), and the concept of lucidity, as outlined by Sigman and Cronen (1995) and Bernardo (2009), in improving speaking proficiency. This discussion highlights the insights gained and examines the implications for promoting effective language learning strategies.

Pintrich and Schunk (2001) posits that intrinsic motivation, self-regulation, and goal orientation significantly contribute to successful learning outcomes. The research findings support this notion, indicating that learners who exhibited higher levels of intrinsic motivation and set clear learning goals demonstrated greater improvement in their speaking skills. The participants who actively engaged in self-regulatory strategies, such as setting personal targets, monitoring their progress, and seeking feedback, also showed notable advancements in their speaking proficiency.

Additionally, the socio-contextual theory of motivation by Grolnick, Deci, and Ryan (1997) emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation. The research findings reveal that creating a supportive and inclusive learning environment, where learners felt a sense of autonomy, competence, and belongingness, positively influenced their motivation to engage in speaking activities. Providing opportunities for meaningful interactions, collaborative tasks, and constructive feedback enhanced learners' intrinsic motivation and contributed to their speaking skill development.

Lucidity and Speaking Skill Enhancement: The concept of lucidity, as introduced by Sigman and Cronen (1995) and Bernardo (2009), emphasizes the significance of clear communication and comprehension in language learning. The research findings demonstrate that

promoting lucidity through explicit instructions, structured speaking tasks, and feedback helped learners gain a better understanding of the target language structures, vocabulary, and discourse patterns. Providing explicit models and scaffolding techniques allowed learners to enhance their speaking fluency, accuracy, and coherence.

Integration of Motivation and Lucidity: The research findings suggest that a combination of motivational strategies and lucidity-enhancing techniques is crucial for enhancing speaking skills in adult learners. Motivation plays a central role in driving learners' engagement, effort, and persistence in practicing speaking, while lucidity facilitates the acquisition and application of language knowledge in meaningful communication. By fostering a motivational climate and implementing lucidity-focused instructional practices, educators can create a conducive environment for adult learners to develop their speaking skills effectively.

Lucidity also contributes to learners' sense of competence and autonomy, which are key components of intrinsic motivation. When learners can comprehend the language materials and communicate their ideas effectively, they experience a sense of accomplishment, leading to increased motivation to further develop their speaking skills. The research findings highlight that by promoting lucidity through explicit instruction, structured tasks, and feedback, educators can foster learners' self-perception of competence, thereby positively influencing their motivation to engage in language learning activities.

Furthermore, lucidity plays a significant role in facilitating learners' sense of relatedness or social connection. Clear communication enables learners to effectively interact with their peers, exchange ideas, and receive feedback. By promoting lucidity in collaborative speaking tasks and encouraging meaningful interactions, instructors create a supportive and inclusive learning environment where learners feel connected and motivated to participate actively. The

research findings emphasize the importance of designing speaking activities that promote lucidity and social interaction, as they contribute to enhanced motivation and engagement.

Implications for Practice: The insights gained from this research study have important implications for instructional practices in language learning contexts. Educators should prioritize lucidity-enhancing techniques as an integral part of their teaching strategies to promote motivation among adult learners. By providing clear instructions, explicitly teaching language structures, and offering constructive feedback, instructors can create an environment conducive to developing learners' speaking skills and fostering their motivation.

Additionally, incorporating technology tools and resources that promote lucidity can be highly beneficial. Technology-enhanced activities, such as interactive language learning apps, virtual speaking simulations, and multimedia resources, can enhance learners' comprehension, engagement, and motivation. These tools provide visual and auditory support, facilitate interactive practice, and offer immediate feedback, enhancing the overall lucidity of the language learning experience.

Educators and language practitioners can leverage these insights to design effective instructional approaches that foster motivation, promote lucidity, and ultimately enhance the speaking abilities of adult learners in academic settings. Additionally, incorporating technology tools and resources that promote lucidity can be highly beneficial. Technology-enhanced activities, such as interactive language learning apps, virtual speaking simulations, and multimedia resources, can enhance learners' comprehension, engagement, and motivation. These tools provide visual and auditory support, facilitate interactive practice, and offer immediate feedback, enhancing the overall lucidity of the language learning experience.

Chapter 7: Conclusion

To sum up, after working on and developing this research project, we have concluded that implementing ludic strategies in the classroom has improved the participation and speaking skills of adult learners in the marketing field learning English. As the interventions were carried out and the ludic strategies were implemented, there was a noticeable increase in improvement. Additionally, teamwork had a positive impact as students got to know each other better and shared their previous knowledge of the foreign language.

The students mentioned that they feel less nervous when expressing their ideas and opinions. However, they sometimes need help from their classmates, as they may forget the meaning of certain words and feel that they lack sufficient vocabulary and pronunciation skills. They often search for the correct pronunciation online or ask questions to their peers. This active participation of students helps to foster motivation in developing speaking skills.

The teacher played a significant role as a guide in the learning process for adult learners. This was evident in the icebreaker activities and interactions between students and the teacher. We observed that participants felt secure in themselves, became less concerned about making mistakes, pronunciation, and anxiety, and felt comfortable asking questions to the teacher and actively participating in discussions.

After the implementation of ludic strategies, interviews were conducted to gather feedback from the participants. The interviews revealed positive aspects related to the satisfaction of the participants and an improvement in their attitude towards oral speaking in the class. Participants used words such as "motivated," "happy," "calm," and "less nervous" to describe their experience. For example, pronunciation initially presented challenges for them, but later became a motivation for them to start speaking and self-monitor their mistakes, especially

in complex sentences. The teamwork involved in ball games and fireground games proved to be highly important in stimulating the pleasure of speaking in English and using grammar and new vocabulary correctly to express themselves.

7.1 Limitations

During this project, we encountered certain limitations that affected the research process. One important aspect we identified was the constraint of time. Sometimes, the lesson plans had to be interrupted because students arrived late due to their jobs. As a result, they entered the class feeling a bit confused and found it challenging to actively participate. Some students resorted to using tools like Google Translate to communicate and try to engage in the activities. Consequently, this hindered the proper implementation of ludic strategies, particularly the use of games, for a portion of the students.

Additionally, there were delays in the completion of the online surveys by the participants. This resulted in a longer time for data collection and analysis. The delay was particularly evident in the second and third surveys. It is possible that issues with internet connectivity or the need to answer open-ended questions, where they could provide personal opinions, contributed to the slower response rate.

These limitations in the research process need to be acknowledged as they have implications for the overall findings and conclusions. Despite these challenges, we made efforts to mitigate their impact and ensure that the data collected remained as reliable and comprehensive as possible.

7.2 Further research

Based on the findings and outcomes of this study, there are several areas that could be explored in future research to deepen our understanding and enhance the effectiveness of

incorporating ludic strategies in improving speaking skills in the classroom. The following ideas can serve as a foundation for future investigations:

Long-term Impact: Conducting longitudinal studies to examine the long-term impact of implementing ludic strategies on speaking skills development. This would involve tracking the progress of learners over an extended period to assess the sustainability and transferability of the skills acquired through ludic activities.

Pedagogical Adaptations: Exploring different pedagogical adaptations of ludic strategies in speaking-focused lesson plans. Investigate how variations in instructional approaches, task design, and group dynamics influence the effectiveness of ludic activities in enhancing speaking skills among adult learners.

Learner Preferences: Investigating learners' preferences for specific ludic activities and their perceptions of their own speaking skills. Understanding which types of games, role plays, or interactive tasks engage learners the most and provide them with a sense of enjoyment and motivation can inform instructional design and facilitate personalized learning experiences.

Integrating Technology: Examining the integration of technology tools and digital platforms to enhance ludic strategies for speaking skill development. Investigate the use of virtual simulations, mobile applications, or online collaboration platforms to provide engaging and interactive speaking practice opportunities.

Multimodal Approaches: Exploring the effectiveness of combining ludic strategies with other multimodal approaches, such as incorporating visual aids, authentic materials, or multimedia resources. Investigate how these combined approaches can enhance learners' comprehension, vocabulary acquisition, and overall speaking proficiency.

Teacher Professional Development: Investigating the impact of providing professional development opportunities for teachers to enhance their knowledge and skills in incorporating ludic strategies into speaking-focused lesson plans. Assess the effects of targeted training programs on teachers' instructional practices and the subsequent impact on students' speaking skills and motivation.

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Annexes

Appendix 1 Journal

Observation journal	
Date: September 2022	Observation 1 –TIME: 6:15- 8:30
Course Marketing students	Topic: Employment
<p>In this class all the students show interest in participating, but often they use their mother tongue when the teacher asks some questions about the topic. They raise their hand and share opinions in Spanish. However, they feel fear of not knowing how to pronounce some words thus do not speak because they think that pronunciation is not good.</p> <p>When is work in group some students try to speak in English. But others do not talk. Like we mention before many students answer and make the activities in Spanish which do not permit the learning process correct in the foreign language.</p>	

Observation journal	
Date: September 2022	Observation 4 – TIME: 6:15-8:30
Course Marketing students	Topic: leadership

During the beginning of the class. The student asks questions related to the topic and try to give their reason according to the word “leadership” and how it had influenced their job and teamwork in real life. The **teamwork** was a good view because classmates tried to correct mistakes such as pronunciation, less translate the word on the cellphone even so they help themselves in order **to keep a communication** more complete and be secure of what are they were trust said.

Also, the students feel more **trustful** to develop the activities through the ludic strategies like:

Verbal games: In this section, they played the ball game which in the moment of passing the ball to next participant behind them frequently used to give instructions and answer the question assigned by the teacher in English. It shows that the implementation helped to develop speaking skills in class.

Appendix 2

Survey online template, Phase 1.

1. ¿Con que frecuencia participas de forma oral en la clase de inglés?
 - A. Siempre
 - B. Casi siempre
 - C. A veces
 - D. Cuando lo pide el docente

2. ¿En cuáles de las siguientes actividades te gustaría participar de forma oral en inglés?
 - A. Role plays
 - B. Ball games
 - C. Table games
 - D. Other? Which one? _____

3. ¿Cómo te sientes cuando te expresas de forma oral en Inglés?
 - A. Asustado
 - B. Tranquilo
 - C. Inseguro
 - D. Nervioso
 - E. Ansioso
 - F. Otro, Cuál _____

4. ¿Qué elementos consideras debes reforzar para mejorar tu expresión oral en inglés?

5. ¿Qué nivel consideras posees en cuanto a tu expresión oral en inglés?
 - A. Excelente
 - B. Buena
 - C. Regular
 - D. Necesita refuerzo
 - E. No me atrevo a hablar en inglés

Appendix 3

Survey online template, Phase 2.

Appendix 5

Answer's students Template survey, Phase 2.

After the ludic strategies

	B	C	D
1	1.¿Cómo te sentiste durante las actividades de clase?	2.¿Cómo te sentiste después de las actividades de clase ?	3.¿Consideras que las actividades desarrolladas te ayudaron ha mejorar tu expresión oral en ingles?
2	Muy bien	Bien aunque necesito practicar mucho	Así es
3	Activo, sin menos nervios al hablar en inglés	Con pronunciación en algunos casos más fácil	Si
4	Muy bien	Más relajado	Si, sinceramente quita mucho la ansiedad de responder mal se siente más seguro cuando se realiza en grupo
5	Tranquilo	Excelente	Si bastante dado a lo interactivo que fue
6	Bien	Bien	Claro que si
7	Super bien	Con más conocimiento	Si
8	Muy bien	Con un buen aprendizaje	Si
9	muy bien	mas tranquilo	si, bastante
10	motivated	comoda	bastante
11	tranquila	emocionada en aprender mas ingles	si , me ayudo a expresarme mejor
12	Super bien	Excelente	claro que si
13	Cómoda	Con buen aprendizaje	Si
14	Feliz	Tranquilo	Si
15	Si me sentí tranquilo	Me sentí bastante entusiasmada	Si y mucho
16			
17			

Appendix 6

Answer's students Template survey, Phase 3.

After the ludic strategies

F19				
	B	C	D	
1	1. ¿Consideras que las actividades realizadas aumentaron su vocabulario en hablar ingles ?	2. ¿Considera que las actividades desarrolladas aumento su participación en clase ?	3. ¿ Como te sentiste después de las actividades ?	
2	Si, fueron unas actividades	Si, totalmente	Muy bien, es interesante interactuar con otras perosnas.	
3	Si	Bastante	Más tranquilo	
4	Si, en pronunciación	Si, ya no me da nervios	Comodo y seguro	
5	Si	Si	Con más aprendizaje	
6	Si	Si	Mas tranquila sin miedo de hablar y aprender	
7	He helped me in my work	I agree.	Motivated	
8	si claro	si	mas tranquilo al hablar	
9	si ayudo	si	mas segura al hablar en ingles	
10	si	si, totalmente	muy bien	
11	Si	si, totalmente	Muy bien	
12	Si	Si	Más tranquila sin nervios	
13	Bastante	Si	Confiado	
14	Bastante ya que aprendí	Si	Muy cómodo	
15				
16				
17				
18				

Appendix 7

Lesson plan, section 1.

Who's boss, to talk about teamwork

Teacher's name : Karen Yemely Olave Plazas - Laura López	Class length : 6:15-8:30	N0.session : 1
Grade : Class Level	Topic : Who's Boss : to talk about teamwork	Language Skills : Speaking
University: Adult's Learners	Date : Oct 24th, 2022	

Learning objective
Students will be able to talk about teamwork
Personal aim
1. To teach the students to express their ideas about teamwork
Materials and Resources
<ul style="list-style-type: none"> BOOK: Business Result 2E Elementary Student's Book: Unit 10

Stage	Time2	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script
Opening	5	T-Ss	<p>1. warm up</p> <p>Teacher presents the image about leader and randomly</p> <p>The teacher begins class by dividing the students into two groups, and then asks the following questions:</p> <ul style="list-style-type: none"> 1. Do you usually work alone or in a team? Why? <p>Then into the groups the students will answer the next questions</p> <ul style="list-style-type: none"> 2. What are the advantages of working in a team? 3. When you make decisions, do you always ask for other opinions?

			<ul style="list-style-type: none"> • 4. Do you have your best ideas on your own or with others? <p>To answer that they will form two lines and they should pass a ball between their legs, the last student must run to take a flash card with a question and answer that.</p>
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Presentation ¹ Pre-(skill) ⁵	10	T-s	<p>Activity 1: Introduction of the use of works in context about teamwork Then, the students answer the question, and the teacher begins to give him some words about the topic.</p> <ul style="list-style-type: none"> • Like: • Time talk, small teams, everyone´s a leader, the long view <p>They must answer: What do you think that mean the word " Time talk" (and other words)</p>
			<p>The student must listen to the answer of another classmate and then they watch the slide with a short definition related to words given before. The student should choose the best option in a group and quickly stick the answer on the board.</p> <p>Activity 2: The student must play the table game and answer the next questions in pairs:</p> <ul style="list-style-type: none"> • Do you prefer...? <ol style="list-style-type: none"> 1) To work in your own office 2. To work in a shared office • When you have a big problem at work, do you...? <ol style="list-style-type: none"> 1. Usually discuss it with your colleagues 2. Prefer to think about it alone • Do you prefer ...? <ol style="list-style-type: none"> 1. To play a team sport, like football 2. To exercise alone



* One participant will draw one object that begins with the letter R maximum 30 sec. The group will guess it.

* Mention 2 favorite sports that you love to do in team

* Jump 3 Times

Challenge

* To organize the sequence in 30 sec

* One participant will draw one object that begins with the letter R maximum 30 sec. The group will guess it.

* Mention 2 favorite sports that you love to do in team

Appendix 7

Lesson plan, section 3.

Leadership and effective collaboration

Lesson Plan

Teacher's name : Karen Yemely Olave Plazas - Laura López	Class length : 6:15-8:30	N0.session : 1
Grade : Class Level	Topic :	Language Skills : Speaking

	Leadership and effective collaboration	
University: Adult's Learners	Date : Oct 31st, 2022	

Learning objective
Students will be able to talk about the importance of collaboration in a team
Personal aim
To teach the students to express their ideas about types of team
Materials and Resources
<ul style="list-style-type: none"> • BOOK: Business Result 2E Elementary Student's Book: Unit 10 • Link: https://wordwall.net/es/resource/2585886/teamwork <p>Video: https://www.youtube.com/watch?v=ZnjJpa1LBOY</p> <ul style="list-style-type: none"> •

Stage	Time2	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script
Opening	5	T-Ss	<p>3. warm up</p> <p>The teacher begins class about matching up of vocabulary saw the before class as:</p> <p>Solve problem, plan project, work with colleagues, find solution, develop ideas, make decisions, Attend meeting.</p> <p>Link : https://wordwall.net/es/resource/2585886/teamwork</p> <p>Then, they must write these new words in your notebook and write a short sentence.</p>

Presentation ² Pre-(skill) ⁵	10	T-s	<p>Activity 1: The teacher introduces the topic, in this case the student must answer the next questions using the vocabulary learned in the before section.</p> <ul style="list-style-type: none"> • What do you think about the video? • Describe scene 1 to use the vocabulary in section 1 • Do you consider yourself a leader? Why or why not?
Guided practice While-(skill)			<p>The student must listen to the answer of another classmate and then they watch the video related to leadership and collaboration work. According to the next video: https://www.youtube.com/watch?v=ZnjJpa1LBOY</p>
Communicative Practice Post-(skill)			<p>Activity: guide speaking skill Also, they must choose one scene and four groups must answer the next question. Therefore, the teacher gives examples related to the questions.</p> <p>What qualities are needed to become a successful team leader? Few qualities of a successful team leader are</p> <ul style="list-style-type: none"> • Clear communicator • Good organization skills • Honest <p>What are the advantages of teamwork?</p> <p>Following are the advantages of teamwork:</p> <ul style="list-style-type: none"> • Teamwork helps the team to improve creativity and innovation. • It improves quality decision-making skills. • There are fewer chances of making mistakes.

			<ul style="list-style-type: none"> • The team members can support each other. • Reduces stress by sharing a list of tasks, among others.
Closing			<p>Questions</p> <p>What new vocabulary did you learn?</p>

Materials resources

Slides: link:

1. warm up: Wordwall link: <https://wordwall.net/es/resource/2585886/teamwork>
2. video : <https://www.youtube.com/watch?v=znjpa1lboy>
3. Vocabulary: solve problems, plan projects, work with colleagues, find solutions, develop ideas, make decisions, attend meeting.
4. Question:
 - Do you consider yourself a leader? Why or why not?
 - In what profession do you think the best leader is found? Why?
 - What qualities are needed to become a successful team leader?
What are the advantages of teamwork?

Slides:

https://www.canva.com/design/DAFQoZKblMI/Xdp79YOIoUiQE4doU_O9gA/edit?utm_content=DAFQoZKblMI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

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Images

Imagen 1. Applies the fireground game to speaking skill.



Imagen 2. Applies the ludic strategies in board game related to conversational questions



Imagen 3. Applies the ball game to increase the participation in speaking skill of the students



Imagen 4. Students are participating in the ball game as a ludic to adult's learners

