



**IMPLEMENTATION OF GAMES AS A DIDACTIC STRATEGY TO IMPROVE ORAL SKILLS
IN FOURTH GRADE STUDENTS AT TWO PUBLIC SCHOOLS**

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ABSTRACT

This master's research aims to describe the influence of the implementation of games in a didactic sequence in the improvement of English speaking in fourth-grade students. The sub-skills contain pronunciation, fluency, grammar, vocabulary, and oral interaction in the English-speaking skill. This research conducted at Inmaculada Concepción Institution and El Queremal Educational Institution was carried out by collecting and analyzing data from speaking tests before implementing a didactic sequence based on the implementation of games to develop oral skills. Then, during the execution of such a didactic sequence, the students carried out a post-test of oral expression measuring the speaking sub-skills. Finally, an online questionnaire was applied to know the students' perceptions with implementing this teaching strategy. According to the findings, the games' application helped the students improve their English-speaking sub-skills, with oral interaction, vocabulary and pronunciation being the most advanced. An additional gain of this didactic strategy, the application of the quiz, shows an increase in motivation when using the games to advance and develop oral skills. This thesis work presents an innovation in the design of micro-curricular proposals for strengthening the oral skills of elementary school students thanks to the development of inter-institutional joint-work between the La Inmaculada Concepción and Queremal schools, both located in rural contexts and public education in Colombia.

Key Words: Didactic sequence, speaking skills, games, didactic strategy.

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1. INTRODUCTION

One of the objectives of education is to design effective strategies that guarantee learning, classrooms should be environments that promote and facilitate the construction and acquisition of knowledge through proposals that respond to the needs and interests of children and teenagers. In this sense, English teaching is presented as a challenge in the learning processes of elementary school students in public institutions in Colombia because the acquisition of oral skills in a second language such as English represents a fundamental element for comprehensive training, obtaining more opportunities in the labor, social and professional field for students. Díaz (2017) states:

Learning English in this globalized world is of vital importance because it contributes to providing students with opportunities for integration and recognition of new cultures, along with the motivation to learn more about the world and create bonds of friendship or work among others; the implementation of strategies for their learning in education is fundamental. (p. 89).

According to the author, it is important that, as teachers, we design effective strategies that guarantee to learn, so that classrooms are environments that promote the construction and acquisition of knowledge through proposals that respond to the needs and interests of children and adolescents. Accordingly, English teaching must take a leading role from elementary school to introduce children to the knowledge of other cultures and ways of interacting with each other through a second language.

In correspondence with the above, we consider that a fundamental tool to promote the oral ability of a second language is games, which are a very useful resource for children to learn a second language, since it promotes work individually and in teams, thus strengthening communication skills. Decroly (1998) refers that when the child enters school, the game acquires new meanings since through it psychological, physical, moral, and intellectual abilities are developed. According to the author, using games as a teaching resource in our classes will promote comprehensive and meaningful learning in the child, both for the acquisition of another language and for her personal development.

When the teaching of English in public institutions in Colombia is analyzed, it can be observed that in our country there is not enough importance given to it and, unfortunately, the most affected are the students who attend these public schools where most of them have a very low level in English. Correa and Gonzalez (2016) mention that "These changes have to do with switches in the way the government views not only language policymaking but also English, other foreign and indigenous languages, and foreign language learning and teaching in Colombia" (p.18). The reason being that there is a lack of resources, didactic material, qualified teachers in foreign

languages and the implementation of efficient government programs that reach all schools, including those located in rural areas where the presence of the state is very low, which is a disadvantage for the acquisition of oral skills in a second language such as English. In this matter, Olarte (2016) mentions:

¹ National educational policies have mistakenly given teachers the responsibility of teaching English to elementary school children, without necessarily being certified as English teachers. This decision seems to be based on a limited view that the learning of another language is the learning of isolated and decontextualized vocabulary (p. 1).

For this reason, as elementary school teachers in rural schools, we feel identified with this problem and we want to join forces to improve practices around education and improvement of oral skills of the students in both educational institutions in which we work, which are the Immaculada school located in the Villagorgona, Candelaria, Valle del Cauca and the Mercedes Abrego school, located in the Queremal, Dagua, Valle del Cauca.

In addition to the problems mentioned above, in our experience as a preschool and elementary language teacher, we have seen another very common problem in the classroom, which is the fear of students expressing themselves in English. Therefore, we seek as an objective for this study to describe to what extent the game as a didactic strategy strengthens oral skills in 4th-grade students through the implementation of a didactic sequence at both public schools mentioned above.

¹ Translation by the authors in this paper.

2. JUSTIFICATION

Learning English today represents one of the central objectives of education, which aims to improve the personal, social and work development of people. For years, its teaching in public elementary schools has been limited to repetition strategies, where grammar becomes the central axis of the process, forgetting the importance of oral work where active student participation is allowed in the early stages of their formation. It is at this time that the game appears as an interesting tool that motivates students during the acquisition of the language, recognizing its importance as an essential element that promotes learning in a differential and attractive way for students. Primary school children benefit from strategies that enable meaningful learning of English, where they become the protagonists of the process, through the implementation of a proposal that responds to the needs and interests of the context.

For this reason, the game becomes the driving force of the proposal, which will be used as a fundamental tool to promote the learning of a second language. Through this proposal, we intend to promote students' real learning of English as a second language using games as a didactic strategy to improve oral ability. Through these kinds of activities, a meaningful way of learning is possible for students so they can find new and more enjoyable learning routes in this language.

In the classrooms, it is possible to observe the different difficulties that children experience in learning a second language. Some of the situations that affect the acquisition of English are determined by aspects such as disinterest, fear of making mistakes and the lack of strategies that motivate them to study and learn. For this reason, the need to design a didactic strategy that allows them to learn English arises, through a series of tools that wakes the interest of children up. It is important that in our country our students have access to real training in learning English from elementary school, where the teacher is not only limited to memory and repetition activities but that he seeks strategies to develop communication skills that allow the student to interact with their peers.

Another relevant aspect that should be highlighted as a reason for working on this project is related to the cognitive development potential that children have because children are still in the critical period of a second language acquisition, which allows them to develop the necessary skills for learning according to Vanhove (2013) "Second Language Acquisition (SLA) research adopted the critical period hypothesis (CPH) and applied it to second and foreign language learning, resulting in a host of studies. In its most general version, the CPH for SLA

states that the ‘susceptibility’ or ‘sensitivity’ to language input varies as a function of age, with adult L2 learners being less susceptible to input than child L2 learners” (p.1). This stage can be reinforced by teachers with participatory and interesting strategies that promote interaction in the classroom and guarantee motivation during the process.

As teachers in training and future magisters, we believe that this research will provide our educational institutions with effective tools that favor the teaching and learning of English. In this process, the students will be active protagonists of each moment, generating awareness in teachers towards the search for strategies that enable the acquisition of a second language, guaranteeing that learning English becomes an interesting space for students. Additionally, this research proposal will allow recognition the importance of English in the formation of elementary school students in public educational institutions, showing that its teaching must be a fundamental objective in the schools of our country. This proposal will allow recognizing the importance of research as a solution tool to the different questions that arise in the classroom, which implies the achievement of strategies that guarantee everyone's access to quality training, which response to the needs and interests of the different contexts.

3. RESEARCH QUESTION AND OBJECTIVES

3.1 Research Question

In what way do games, as a didactic strategy, strengthen the oral skills of students in 4th grade of elementary school in two public educational institutions?

3.2 General Objective

Describe to what extent games, as a didactic strategy, strengthen oral skills in 4th graders in two public schools in Valle del Cauca.

3.3 Specific Objectives

- Diagnose 4th graders' initial and final oral skills before and after the implementation of a didactic sequence focused on games.
- Implement didactic sequence focused on games to strengthen oral skills.
- Identify students' perceptions about learning through games in the didactic sequence.
- Determine the improvement in 4th graders' oral skills after implementing the didactic sequence focused on games to strengthen oral skills.

4. THEORETICAL FRAMEWORK

The theory that supports the question of the research problem is proposed on how to strengthen the teaching of English through games that stimulate the learning of this language in fourth-grade students. Consequently, the different theoretical concepts necessary to argue, understand and answer this research question and its importance will be presented in this theoretical framework. Martin (2015) mentions that “games can offer contexts of authentic communication as they involve the active participation of the players, and they emulate real-life situations. Besides, they help children to be focused on the task and provide funny and motivating atmospheres” (p.1). The different teaching strategies that can be developed with the students will be explained. We will also address the values and behaviors that are intended to be through games, some teaching methods for the acquisition of language and last but not least, the development of the skills in English, all this with games as a reference in learning.

4.1 Strategies through Playing

To begin, it is important to be clear about the concept of playing, Jimenez (2002) states:

Play is rather a condition, a predisposition of being in front of life, in front of everyday life. It is a way of being in life and relating to each other with her in those everyday spaces in which enjoyment, enjoyment occurs, accompanied by the relaxation produced by symbolic and imaginary activities with play. Joking, a sense of humor, art and another series of activities (sex, dance, love, affection), which is produced when we interact with others, with no other reward than the gratitude that these events produce (p.42).

According to the author's statement, playing is present in all spaces and moments of our lives. However, many times as teachers we put it aside, we use repetition and memory as strategies, and we believe that in this way our students will learn a second language. We undervalue games and give more importance to lessons and textbook audios and in most cases our students are apathetic and bored in our classes as a result.

As teachers, it is important that we use the game as a didactic tool since it brings many benefits to us as teachers because our students will be comfortable and motivated, which will make our teaching work easier, and our students will learn in a way that they may consider fun.

Rubio and Conesa (2013) mention that "most of us would surely agree that songs, once learned, are very difficult to forget. Furthermore, English teachers understand the importance of using rhymes and songs in the teaching-learning process due to its multiple benefits" (p.1). In their article, these authors emphasize the importance of playful strategies while teaching a second language and refer specifically to songs and rhymes as playful strategies.

It is important to note that children learn in a more meaningful way through games and the pursuit of activities that motivate and attract their attention will enhance the learning of a second language. Songs and rhymes, for instance, help children learn the language in a natural, comfortable, and entertaining environment. Martin (2014) states that "learning English can be an abstract process, especially when they are young and have little exposure to this language. However, if children associate learning English with having fun, then English will be present in the child's life" (p. 1). In our research proposal, we argue that through the execution of the didactic units, games, songs, rhymes and rounds as central tools the student can learn a second language in a fun but also meaningful way from its context and everyday situations

4.2 Creativity

Creativity is a fundamental part of learning and from games, we can enhance it in children. To be truly creative, we must encourage teachers to give students autonomy in the activities proposed in class, which means, the students can enjoy and appropriate them, promoting the cognitive growth of students and developing opportunities that launch new ways of thinking and solving problems. Richards (2013) states that: "for learners, creative teaching helps learners develop their capacities for original ideas and for creative thinking. It also improves the quality of the experiences learners receive and can help learners develop increased levels of motivation and even self-esteem" (p.42). Creativity becomes an essential tool for finding answers to the different questions that the student asks, it is a mechanism that allows him to solve a problem through the creation of a differential proposal that arouses his interest in learning.

Blaisdell, et al. (2019) refer to the importance of creativity using activities involving art such as drawing, coloring, making crafts, poems, among others, establishing the importance of students as true participants in learning, in which the teacher can contribute different materials, but the student has the possibility and decision to transform them and make them their own, thus achieving significant and creative learning. For this reason, it is important to take into account that creativity is not only the performance of these activities but, as mentioned above, it is the power of transformation.

Therefore, creative learning can be used by teachers as a strategy to encourage students to develop awareness and perception of the world around them, developing motivation, curiosity and critical thinking skills. When we educate through creativity, we are making changes that develop originality, flexibility, vision, initiative and confidence in people; in fact, people who take risks and can face the obstacles and problems that arise in their lives, both at school and in their everyday activities. It is important to mention that these activities focus more on the process than on a final product. Connell and Sevilla (2009) explain that the pedagogy of process learning implements a strategy that facilitates student learning, allowing them to become protagonists of their training and making the teacher use strategies that facilitate the development of skills. This learning starts from the previous knowledge of the student, turning teaching into a permanent construction tool, where the participants resolve doubts, through a reflective process that promotes their participation in all moments of the class, in this way creativity becomes a key strategy that teachers can use in their classes to promote the learning of a second language. These methodologies allow us to identify the rhythms of learning, advances, difficulties of our students, among others, taking into account to continue in the search for strategies that enrich their learning process both at a cognitive and formative level and thus obtain comprehensive learning.

4.3 Learning Games

Games can help children understand the world around them since it allows them to express their ideas, get to know the environment, through experiential work, acquire skills for solving a problem raised in the classroom, in addition, the game guarantees that boys and girls interact among peers. Herazo (2010) affirms that “today it is widely known that students can learn from and among themselves” (p.49), so games should be an integral part of their learning, including learning the language. Some games or fun activities that allow the use of language through descriptions, riddles, reading images, role-playing games and board games such as Scrabble. Above all, it is important that language teachers seriously consider when to use games, which to use and how to use them (Klimova, 2015). It is important to have a clear planning of the classes and the use of the game because if it is not done, the class can become a space where the students play without a purpose or learning, for which it is important that the games are guided and adjusted by the teacher. Therefore the activities that involve playing should be used appropriately, intentionally, and efficiently to meet the needs of the students and the objectives of the lesson, not simply to spend time doing something or leave it for leisure hours. Teachers

must be clear that games can help promote the spontaneous use of language by reducing the anxiety of students to speak in front of their peers, leading to the use of meaningful and useful language. According to Klimova (2015) “the game is a natural means for children to understand the world around them. Therefore, it should be part and parcel of their learning, including the learning of foreign languages” (p.1).

Games offer children the opportunity to create, communicate and develop different skills such as memory, concentration and problem solving, among others. Using the game as a pedagogical tool contributes to a more autonomous learning because the student is part of the process since the game promotes action and active participation, not having the student as just a spectator. Gozcu, and Caganaga (2016) mention that “games are always fun for the learners so they attract their interest, unlike the ordinary lessons. The learners both learn the language and have fun in the classroom with the help of the games” (p.128). As English teachers we must take advantage of the ludic activity to create learning, instead of trying to force activities with little motivational and repetitive techniques which end up boring the student in his process and turn him into a passive agent in his learning.

4.4 Cooperative Work

Another aspect that we must analyze is related to cooperative work as a tool that guarantees learning, through a participatory process. The implementation of games in class that promote cooperative learning and strengthen the participation of all students creates an environment conducive to developing skills for collaborative communication in the solution and participation in the activities proposed by the teacher and also by the students themselves. In cooperative learning, the student is the protagonist since he must fulfill a role within the activity, the teacher is a guide or facilitator of the process. The student is given the power to act for himself in the development of the activities, which allows him to reflect on his own learning and create his own strategies to execute a specific activity. Johnson and Johnson, (1999) mentions that “cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning” (p.73). This approach allows us to recognize the importance of cooperative work in the classroom as a tool that guarantees learning, through a participatory process focused on students where, in turn, they learn to work as a team, they also develop communication skills and values such as respect for the opinion of the other, and the performance of a specific role within a workgroup.

In this aspect, Díaz (2017) mentions that:

Games or group activities with rules help improve the competitiveness of students in the search for strategies; In addition, these games promote the use and respect of the rules, respect for the other and the search for strategies to achieve an objective or goal (p.19).

It is important to include games or group activities in the classes because they arouse the interest of the students, in addition to the fact that when students work in teams, they use a more informal language allowing them to develop more real communication skills with expressions and words that they can use in their daily lives. Herazo (2010) affirms that for "communication to be authentic there needs to be a considerable degree of spontaneity and a true exchange of meaning to which the interacting parties are oriented and in which they are interested" (p.59). For this reason, cooperative learning becomes an excellent dynamic tool that involves teachers and students to enhance the learning of a second language in a way that everyone can play a role and interact in class through the language.

It is also important to mention that cooperative work develops in our students their emotional intelligence because, in group activities for example, they must have control and regulation of their emotions since they are learning with others, therefore they must strengthen their ability to solve conflicts, thus strengthening the social skills to work and learn as a team. It is also important to mention that cooperative work develops in our students emotional intelligence since, in group activities for example, they must have control and regulation of their emotions since they are learning with others, therefore they must strengthen their ability to solve problems , conflicts, thus strengthening social skills to work and learn as a team. Cox (2011) thinks that through cooperative work, individuals can develop their emotional intelligence, evaluate situations from other points of view, and in this way develop camaraderie, trust, and security in their abilities. The students of the Queremal and Inmaculada Concepción educational institutions need to continue their training process in English, through a proposal where games, cooperative work, creativity, guide the strategies designed in the classroom to promote meaningful learning of English, which motivates students towards the acquisition of a second language. In this sense, this proposal is pertinent because it provides essential elements for permanent work in the classroom.

4.5 The Game as a Tool to Promote Values and Behaviors

Games as a didactic tool are permeated by social interaction. For Alcedo (2017) "offer children strategies, activities and techniques of a playful nature, whose training contents

organized transversally, promote from the foreign language, the need to practice dialogue, consensus, democracy and freedom”²(p.721). In other words, teaching English with an approach focused on games contributes to the development of socio-cultural skills due to the interaction between students and teachers from their mother tongue to learning the target language, allowing them to get to know other cultures and learn from them. From playing, comprehensive education is offered since it seeks to provide knowledge and offer an education in values, contributing to teamwork and respect for the other, thus generating a harmonious coexistence.

The application of games in teaching English to young children is, in fact, a useful way to facilitate the students' English proficiency. According to the research results of the present study, the grounded theory is that students' motivation and confidence can be increased in learning English, and their anxiety can be reduced by playing due to the elements of fun and interest inherent in the games (Wang, et al., 2011). When children play, they are more likely to lose their fear of participating or interacting with classmates and the teacher, for this reason the game is a valuable tool not only to teach but also to motivate and provide security to students so that they learn through game activities which do not generate stress or fear in them.

Educating in values is a task that requires teamwork with students and their families. As teachers, we can do it from all areas of knowledge since recreational activities are an excellent tool to put into practice the values and behaviors of our students, strengthening values such as respect and the importance of listening to others. Undoubtedly, teaching through games opens the doors to knowledge in a more striking way for the student and it also enables comprehensive training. Ucus (2015) mentions that “games help students develop necessary knowledge, skills and values in order to be an active member of their classroom and even in their society” (p.402). The learning and teaching of a second language opens the doors to the student to know not only one language but also other cultures, thus allowing them to be people respectful of ethnic and cultural diversity, taking into account different points of view of others and their ways of thinking.

Values are an essential and inherent part of human beings, it is up to us as teachers to give them importance and priority in our classes, and from playing we can enhance all the strengths of our students, both cognitive and behavioral. The proposal to include games in the teaching of a second language through the design of didactic units has the purpose that the student, according to his age, can learn in a fun way without generating stress when carrying out

² Translation by the authors of this paper.

activities or interacting with his classmates in a second language; in addition to linking values such as motivation, self - esteem, listening to others, respecting the cultures of others and strengthening teamwork are some of the key aspects that we believe should be fostered in order to obtain significant learning in children.

4.6 Learning in Community

Community learning leads us to think not only about our students and the school, but also leads us to think about their families, which are important members in the educational process of our students as they can positively or negatively influence their learning. If our students are going through family problems, or the parents are illiterate, are not interested or do not know what their children are learning in school, it is most likely that, as teachers, we cannot carry out real and meaningful learning in the life of our learners. For this reason, it is vital to involve families in school activities, creating learning communities where everyone participates in order to achieve common and shared goals that benefit the student.

In their participatory research project, Baker et al. (2016) research about integrating educational communities where everyone acts as co-researchers and teachers document the learning of children in the classroom. In this research students and families are also allowed to participate, obtaining their opinions on the experiences they have had with playful learning. This pedagogical experience is very enriching for our teaching practice since it gives us another view of the ludic activities from a research-action-participation approach, using the game as a key tool, where teachers act as agents of play and joy, creating learning environments, using different teaching materials and the curriculum to test new ideas from the playful approach.

Conteh and Kawashima (2008) are of the opinion that "all families have power, and their experience and knowledge can play an important role in their children's learning processes and in helping teachers to access the different types of knowledge or skills that develop at home" (p.123). When families realize this, they can have more confidence and see their teachers as allies instead of seeing them as the protagonists or the only ones responsible for the learning process of their children and in this way a learning community can be built in where both the teacher and the parents value the knowledge and skills that are built both at home and at school and contribute to a more real and meaningful learning for the learner.

We consider that through the execution of the didactic units the participation of the parents or guardians of the students is integrated through easy and simple activities with materials or resources that they have at home, where adults can interact with the little ones and in the same

way spaces are also sought where the father of the family can go to school and participate in activities, in this way joint learning is promoted at school and at home.

4.7 Games as a Teaching Strategy

For many students, learning a second language becomes overwhelming, stressful, and boring. In most cases, this occurs because the student does not feel motivated and does not find what he is learning useful. In this regard, Mourão and Lourenço (2014) consider that the context of the student should be incorporated into the classes, stimulating the curiosity of the children from the daily activities that they carry out in their real life. It is important to mention that there are many methods for teaching a second language, but what is intended is that teachers use activities through games that not only stay in the classroom but also that students use and can apply in their contexts, thus favoring their cultural identity from their mother tongue and with the learning of a second language.

From playing, we can find endless resources to motivate our students and make classes more interesting, such as traditional games, crafts, children's rounds, songs, dramatizations, painting, among many others. For the use of games and technological applications, it is important to mention that in all these activities the students are given the opportunity to choose, innovate, create and propose something, giving them a chance to direct their own learning process. "Games have qualities that can facilitate student learning by providing challenging experiences that promote intrinsic satisfaction and offer opportunities for authentic learning by enabling learners to freely explore the environment in a risk-free environment" (Frossard, et al., cited by Ucus, 2015, p.402).

Therefore, the role of the teacher in this teaching-learning process is important since they are the one responsible for promoting situations that favor the student's motivation in order not to find the classes boring or overwhelming. The end goal is that the student feels comfortable in the classes, enjoys them and learns in a fun way by participating and not just by observing or what happens in the class.

In their research project, Rivas, et al., 2016 show us how the game can generate meaningful learning in students, they use dominoes as a game resource in English classes with university medical students in Havana Cuba to teach them a technical word in English used in medicine. The dominoes are made by the same students, which gave very good results since its use contributed to promoting the development of linguistic and communication skills in

students, increased interest in the subject and promote interpersonal relationships of teamwork in a pleasant, interesting and motivating way.

There are many factors to consider when talking about games, one of which is suitability. Teachers must be very careful when choosing games if they want them to be profitable for the learning process. For the games to produce the desired results, they must correspond to the level or age of the student, or to the material to be presented or practiced (Uberman, 1998). It must be taken into account that not all games are appropriate for all students since the different age groups require various themes, materials, and modes of play. It is also important that as teachers we are clear about the skills that we want to develop or strengthen through the game and thus be able to design or search for a game according to the learning objectives that we seek to put into practice with the students.

With this project, we can show that there is no age to play and that learning has a more positive impact when it is done by ourselves. By this, we mean that the student must experiment and create in the classes since this allows more meaningful learning. As English teachers, it is important that we remember that teaching can not only be done using the board, markers, pencils and notebooks as resources, which are necessary and useful in our pedagogical practice, but we should not limit ourselves to them. The teaching of a second language goes far beyond reading or writing. Language is a universal means of communication in which we can express ourselves through the body, the arts, gestures, among others, and from playing we can create new ways of learning and teaching.

4.8 Games and Oral skills Development

The game as a teaching tool enhances the development of skills that students must acquire in a second language, such as writing, speaking, reading and listening. Games are one of the methods that can be used to avoid boredom in the classroom since children love to have fun and play, therefore both students and teachers will benefit from the inclusion of games during class hours by making them more fun and meaningful learning. Furthermore, teachers can achieve all educational outcomes by applying the use of games, especially when teaching vocabulary (Bakhsh, 2016). Through games, teachers can vary their activities to promote and develop these skills in students, for this, it is important that there is a good design and planning of the activity to be carried out. Language skills are always present in our daily activities in an integrated way. We usually speak and listen or read and write at the same time, which can be done in a fun way without generating stress on our students. There are a large number of strategies focused on

developing the communicative competence of students through communicative processes, such as the exchange of information, the negotiation of meaning and interaction (Richards & Rodgers, 2014). For this, different types of activities are needed, such as games, role plays, imitations and communication activities based on tasks that provide learning from home that can be executed from its context.

In a recent research study, researchers Toro et al. (2019) set out to determine whether the communicative approach to language instruction is used in the English classroom and whether the strategies and resources used by teachers help improve students' oral skills. In this research it was evidenced that the strategies most used by teachers are imitation, repetition and work in groups or pairs and therefore oral interaction is very little visible in classes, the class becomes boring and does not generate motivation for students, therefore they suggest that teachers include other strategies to develop oral skills, such as role-plays, dramatizations and task-based learning in which, according to Toro et al. (2019) “the use of task-based activities motivates students to learn the English language and provides good results because it helps students become active learners during classes” (p.9). It is important that from the foreign language subject the use of the language they have acquired is strengthened through tasks that they can carry out inside and outside the classroom that allow them to develop their communication skills, focusing on previous knowledge, in addition, to take into account the context, needs and interest and thus make a real use of language.

Fula and Martinez (2020) argue that “the communicative approach seeks to make communication an objective and method of teaching/learning a foreign language, it seeks to put an end to the rigidity of grammar and vocabulary masterclasses, to make way for teacher-student and student-student communication, taking into account their needs and making the classes an active space for interaction between student-teacher and between student-student³” (p.11). Therefore, the intention of this project is the development of recreational activities that contribute to strengthening the learning of English, stimulating the interest of students, promoting social and communication skills so that the student learns but also builds his knowledge from his context and from teamwork. With the implementation of the didactic units, it is sought through the game to generate learning as well as fun, significant where students can learn and reflect on their learning process through spaces provided by the teacher to questions and doubts, they may have, that they can express whether or not they liked the activity so that the teacher obtains useful information and thus design the activities according to the needs of

³ Translation by the authors of this paper.

the students. For this reason, the didactic units are playful tools that seek to strengthen and promote communicative competence through material and situations that students have in their daily lives and from there to know and learn from other cultures through language.

It is important to note that speaking a second language or a foreign language is far from simple. In fact, speaking, especially in a language that is not our own, is a fairly complex task that requires skills at different levels of language such as grammar, vocabulary, pronunciation, fluency, comprehension (Nunan, 2003). Our research project is focused on these sub-skills in addition to oral interaction carried out through dialogues and simple conversations.

4.8.1 Grammar

The study of grammar provides the terminology we need to talk about language in an informed way. It allows us to analyze and describe our own use of language, as well as that of other people. When writing, knowledge of grammar allows us to evaluate the options that are available to us during composition, which is why it is important to learn both the grammar and the collocation and meanings of the vocabulary to produce sentences that are correct, and in this way avoid transmitting misunderstandings in the messages that they want to transmit (Nelson, 2009).

4.8.2 Vocabulary

According to Zakeri and Khatibi (2014) "the acquisition of an adequate vocabulary is essential for the successful use of a second/foreign language because, without an extensive vocabulary, one will not be able to use the structures and functions that one may have learned for an understandable and lucid communication" (p.39). Learning words in a second language becomes crucial for students to be able to communicate effectively, for this reason in classes the use of a vocabulary that allows them to communicate in a real and effective way in their context. Nagy and Townsend (2012) talk about vocabulary learning from the emergence of authentic contexts, in which students have many opportunities to learn and can understand how words interrelate with other words, to create sentences and organize their ideas.

4.8.3 Pronunciation

English pronunciation is considered one of the most difficult skills to acquire and for this reason, students must spend a lot of time improving it since a good pronunciation leads to good communication, while a bad pronunciation can cause misunderstandings between the interlocutors and therefore great difficulties in learning the language (Pourhossein, 2016). Pronunciation training helps students gain a better understanding of a second language and improves their ability to communicate easily and effectively. However, pronunciation should not only be seen as the correct production of individual sounds or words in imitation of a native speaker but rather it should be seen as a natural part of communication where teachers set achievable goals that are applicable and appropriate to the communication needs of students aiming at intelligible pronunciation, actively encouraging the actual production of students, thus promoting the practice of pronunciation outside and inside the classroom (Pourhossein, 2016).

4.8.4 Fluency

According to Tavakoli, Nakatsuhara and Hunter (2020), the concept of fluency is to produce language at an appropriate speed with more ease and less hesitation and is therefore related to the level of proficiency where a positive correlation between proficiency of L1 and L2 is generally assumed. Therefore, fluency is a sub-skill that is not just about saying the words correctly without hesitation and quickly. True fluency is achieved when the learner gets into a good rhythm and expresses himself spontaneously in a conversation. Binder, Haughton, and Bateman (2002). For this reason, achieving fluency is very important to be able to communicate with a good rhythm of fluency in words and ideas and in this way build an understandable dialogue between the participants

4.8.5 Comprehension

Comprehension is closely related to fluency since the message to be transmitted to be understood, it must be clear, with adequate pauses, rhythm and pronunciation so that the person receiving the message can understand it and in this way an understandable conversation can flow between both people (Pey, 2014). In this way Babayigit, (2015) refers that the relationships

between word reading, oral language and reading comprehension in children who speak English as their first L1 and second language L2 make up an effective understanding as long as the two components are present. essential skills: accurate word recognition and linguistic comprehension, involving broader oral language processing skills such as vocabulary, memory, and morphosyntactic skills. Therefore, deciphering the written code in spoken language and understanding the meaning of written words, as well as their integration, the identification and use of words, are fundamental factors for understanding in communication.

4.8.6 Oral Interaction

Oral interaction in the classroom includes teacher-student and student-student interaction. To create an active learning environment, it is important to allow for oral interaction, where the teacher often asks the students questions and vice versa. For this it is important to help students organize their knowledge; provide timely feedback and provide motivation to the student so that they do not get discouraged in their learning process, this is achieved by involving students at all times so that they obtain more knowledge and function better in a second language (Tuan, 2010). According to the above, it is important that the teacher provides opportunities to the student at all times in class so that he can interact with his classmates and teacher. It is relevant to take into account the context, that the oral interaction takes place in a natural way where they can establish dialogues of their daily life.

According to the above, the implementation of games for the development and strengthening of oral skills in a second language are a significant pedagogical strategy because they promote active and real learning, taking into account the interests and learning needs of the students. The implementation of games in class through the use of a didactic sequence made it possible to more effectively measure the impact of each of the sub-skills acquired when speaking. In this way, the teachers were able to carry out an in-depth analysis of each of the oral sub-skills.

All the concepts seen in this theoretical framework were an excellent contribution to this research since both researchers were able to adapt them and carry them out in their rural primary school contexts and thus verify the effectiveness of the implementation of a didactic sequence as a didactic strategy. to develop oral skills.

5. METHODS

In this section, the socio-academic context of the Mercedes Abrego and Inmaculada Concepcion educational institutions will be presented, a description of the participants selected for the research stage will be made, and the design and methodology used for the proposal will also be analyzed.

5.1 El Queremal Socio-Academic Context 1

The El Queremal Educational Institution is located in the El Queremal district, in the municipality of Dagua (Valle del Cauca). This institution is public and has eight rural educational centers of which seven are primary and one in high school, serving around 700 students, both men and women. The headquarters where the research project will be carried out is the headquarters of Mercedes Abrego, this school is elementary, has 6 teachers and 130 students ranging between the ages of 8 to 13 years, the degrees that are studied in this locality are third, fourth and fifth grade. The teaching methodology used is active pedagogy, transversal projects are involved as they are; the sexual education project, School Environmental Projects (PRAES,) free time and finally the English Day project.

The hourly intensity established in the Institutional Educational Project (IEP) in the area of English for primary basic education is 1 hour per week. The teacher in charge of the area has a degree in child pedagogy and also teaches the other fundamental areas. Previously, the Institution has scheduled the execution of the English Day project each year, which is carried out in conjunction with the elementary and high school campuses, in this project a theme of interest to the students is chosen, whether it be sports, or animated characters, etc.

Students participate by exposing the chosen topic by presenting videos, billboards, dramatizations, among others. This project seeks to motivate students about learning a second language from an intercultural approach since they are given the possibility of knowing and learning about other cultures through the topics of their interest.

The Educational Institution El Queremal serves students who mostly come from peasant families of socioeconomic strata 1 and 2, what is mostly grown in this region is pineapple, corn, beans and aloe vera, much of its population is mestizo and Afro-Colombian. The economic base of this district is agriculture, tourism and construction.

5.2 Institución Inmaculada Concepción Socio-Academic Context 2

The Inmaculada Concepción educational institution, located in the Villagorgona-Candelaria village, is part of the non-certified municipalities of Valle del Cauca. This Institution has approximately 3,600 students, who are distributed in 7 locations. The headquarters where the research project will be carried out is called Santiago Rengifo Salcedo, where primary, secondary and middle school students are served.

The families that are part of the educational institution belong to socio-economic strata 1 and the household is usually in charge of the mother, who lives from informal work. Can also observe that these groups frequently emigrate to different areas of the country.

The model that guides the Institutional work proposal is Teaching for Understanding, which is a competency and performance-based approach. This approach seeks that students use the information they receive in the different spaces to which they belong. born from the review carried out by a team of teachers from the Inmaculada Concepción Educational Institution, who after analyzing different authors such as Vigotsky, Lawrence, among others, decided to guide the Institutional horizon under the characteristics of the aforementioned approach.

The PEI of the Educational Institution was designed in 2004, during its revision, it was determined that the English class for primary school is guided by the group director teacher, who must direct all the subjects. This space has an hourly intensity of 1 hour per week. During the revision of the PEI, it was observed that the game is not considered a fundamental strategy to work with the students.

The two institutions mentioned above are public primary schools with a common need in the area of English since there are no licensed teachers locally and, as a result, primary teachers are forced to teach this language without having much knowledge about it. For this reason, we decided to apply this project in both institutions to provide teachers with easy-to-apply didactic tools in classes through games.

5.3 Participants

As participants in this research, a total of 56 students from the 4th grade of elementary school were chosen. Twenty-two students from 9 to 11 years old, of which 10 are men and 12 are women belonging to the Mercedes Abrego rural branch of the El Queremal Educational Institution; and at the Santiago Rengifo Salcedo school, head branch of the Inmaculada Concepción, 34 students of the fourth grade of elementary school were chosen. They are

between 9 and 11 years old. The group is made up of 25 women and 9 men.

5.4 Research Design

The development of this project will be carried out based on the type of research Action-Participation because Kurt (2020) states “it turns the mirror around to postulate the participants as observers who contribute their interests and values to the investigation, which has an impact on the phenomena that are observed” (p.250). For this reason, this type of research allows theory to be combined with the research that is intended to be carried out and intervene in the target community, consequently allowing the integration of individuals to reflect on the existing problem and their real needs.

Action research allows a more open look at the problem to be investigated, giving way to the collection of data that help us observe, think and act to find solutions that benefit all members of the community. Nolen and Putten (2007) point out that “action research is a valuable tool for generating new knowledge, solutions and strategies in response to continuously arising questions and problems” (p. 406).

The approach that has been chosen for this research project is qualitative because this research is focused on interacting with the members of the community under study, describing the problem from a natural and real perspective, describing, analyzing and interpreting the facts that arise in the investigative process. In this way, this research approach provides possible solutions to a specific problem or need of a population, making them participate in the execution of the research process and thus contribute to the understanding of social problems (Creswell, 2020). Hence, by conducting this type of research, both the members of the community under study and the researcher can have a deeper understanding during the research process.

5.5 Methodology

To meet the general objective of the study, which is to describe to what extent the game as a didactic strategy strengthens oral skills in 4th-grade primary school students from two public schools in Valle del Cauca, the methodological steps were carried out as follows:

The first step was to carry out a pre-test oral exam in order to diagnose the level that the students had in sub-skills such as fluency, pronunciation, grammar, vocabulary and oral

interaction. To carry out this pre-test, we created a rubric to measure the levels of the students in these oral skills.

Later we designed and implemented a didactic sequence with games that have the purpose of developing oral skills along with the sub-skills mentioned above.

Class observations were also recorded in a field diary and video recordings, which allowed us to collect and analyze data.

Afterward, the oral examination post-test was carried out, which consisted of the students organizing themselves in pairs and interacting in simple dialogues based on some topics seen in the didactic sequence, such as personal presentation, family members, among others.

Later, some interviews were conducted with the students in order to know their opinions and perceptions about the activities carried out in the English classes.

As the last step, the analysis of the information was made by comparing the initial and exit results of the tests, and by interpreting the emergent patterns in the interviews, observations, video recordings and field diaries. This research was carried out through fieldwork, therefore the researchers were present in the context where this study was applied. The data was collected with the help of statistical graphs in order to analyze conclusively if the research objective was met, which is to describe to what extent the games, as a didactic strategy, strengthen oral skills in 4th-grade students in two public schools in Valle del Cauca.

5.6 Data collection instruments

The instruments we used for data collection are mentioned below, taking into account the type of research chosen, which is qualitative research, seeking to answer our research question.

5.6.1 Oral Pre-Test

A diagnostic test was carried out to know the level that the students had in oral ability in a second language, focusing on the following sub-abilities: pronunciation, fluency, vocabulary, grammar and oral interaction. This test was designed with the objective of the language that the student can engage in a simple conversation in the English language. The Basic Learning Rights (BLR) proposed by the Ministry of National Education were also taken into account, of which the following were chosen:

- Formulate and answer, orally or in writing, questions related to "who, when and where", after reading or listening to a short and simple text whenever the topic is familiar to them.
- Exchange simple opinions on a topic of interest, using simple and well-known phrases.

This pre-test (see annex 2) was carried out with the game called "the party," which consisted of the students moving freely dancing to the rhythm of the music or walking around the classroom and at the teacher's signal, which was to stop the music, they had to stop and start a conversation with the closest classmate. As an instruction, the students were told that before starting the game they should write on some sheets given by the teacher the questions that they would ask someone they are just getting to know and that they could ask the question they wanted in the English language as the first option, however, they could also speak in Spanish if they considered it necessary. The conversation time for each couple was 2 minutes then, at the teacher's signal, they were to restart the game and change partners.

For this activity, an evaluation rubric was designed which aims to measure the level of performance that students have based on the Basic Learning Rights (BLR). This rubric consists of the five sub-skills that were observed and analyzed. It also contains four rating scales which are excellent, good job, you can improve much more and keep trying to do better. It is important to mention that this rubric is the same one that was used for the didactic sequence.

5.6.2 Design and Implementation of the Didactic Sequence

This didactic sequence (see annex 3) is directed to work in public and rural primary schools, therefore they have a very basic level of the English language taking into account the context and the learning needs of the students.

It is important to mention that this didactic sequence was designed to describe the extent to which the use of games strengthens oral skills in a second language, such as English, in fourth-grade students from two educational institutions in the official sector. The (BLR) that guided the proposal was selected based on a detailed analysis of the context because it was necessary to determine the needs of the participating students to start with the approach of the sequence. The (BLR) that address this purpose were:

- Formulate and respond, orally or in writing, to questions related to "who, when and where", after reading or listening to a short and simple text whenever the topic is familiar to

them.

- Exchange simple opinions on a topic of interest, using simple and well-known phrases.

A didactic unit was designed using two types of teaching methodologies that have been established by the two educational institutions in which this research project was carried out, which are teaching for understanding which is taught at the Inmaculada Educational Institution. Conception and active pedagogy which is exercised by the Queremal Educational Institution. This didactic unit consists of eight games for two months for each weekly hour of English class, they have a duration of 15 to 20 minutes, in the remaining 40 minutes the other activities proposed in the didactic sequence will be developed. This sequence is organized taking into account that the topics are given consecutively, allowing the students' learning to be a gradual process, where the previously seen topics are reviewed.

Each stage is made up of the theme, objectives and vocabulary that will be learned by the students, a game proposed in each unit. In addition, the class is distributed in a few moments that allow the student to be guided towards the achievement of learning target. The moment of exploration is used to know the previous knowledge of the students, it is a space that seeks to involve the student from the beginning in the process, later the development of the activity continues, where the guiding game of the work is found presented. Then there is a moment where the student appropriates the concept, through the practice of what has been learned. Another fundamental aspect of the sequence focuses on the opportunity that the participating boys and girls have to be protagonists in the acquisition of a second language, where the teacher participates as a guide in the training process.

These games are playful and recreational, such as rounds, dramatizations, puppets, board games, riddles, role plays, among others, the materials used to apply this didactic sequence were mostly flashcards, school supplies, cardboard, posters, recyclable material, among others. These games have the objective of promoting the oral ability of the students in the English language, they were also adapted taking into account the ages of the students which range between 9 to 11 years of age since children at this age are interested in learning through games and recreational activities and also taking into account the methodologies used in each institution which promote comprehension and active learning in students through the execution of activities that develop motivation in learning a second language.

5.6.3 Oral examination 2 Post-Test

A final test (see annex 5) was designed in which the information of the students was collected in relation to the performance they obtained after the implementation of the didactic unit. For this, it began with the observation of the students during the development of the different activities implemented, later for this post-test the teacher asked the students to bring to class the family photograph, the lottery and the puppet, which would be located in different classroom spaces, then the teacher asked the students to rotate through the space asking the questions studied in the different didactic sequences related to topics such as personal presentation, giving and receiving personal information, professions, family members, tools schoolchildren and personal pronouns.

For the post-test, the same rubric of the pre-test was used, which allows for determining the level of performance reached by the students after the application of the different didactic sequences. This rubric consists of the five sub-skills that were observed and analyzed, it also contains four rating scales that are excellent, good job, you can improve much more and keep trying that you can do better (see Annex 6).

5.6.4 Questionnaire

As a final instrument, an online questionnaire was designed and implemented on the Google Forms platform for the students who completed it in the systems room of each of the venues. This questionnaire contains five closed questions which consisted of knowing the perceptions of the students about the use of games in English classes and an open question asking them to make suggestions or recommendations (see annex 7).

5.7 Ethical Considerations

The research team for this project is made up of primary school teachers Jeimy Dufai Diaz and Maria Rosa Chala, who are part of the Valle del Cauca Secretary of Education. For many years they have dedicated themselves to the process of guiding boys and girls from rural contexts in the department, observing the importance of quality training that responds to the needs and interests of the communities.

To carry out this degree project, prior consent was obtained from the parents of the students who participated in this research, authorization was also requested from the Institutional directives, informing that the policies and methodologies of the educational centers would be respected (see annex 1).

6. RESULTS AND DISCUSSION

The following is a discussion of the results obtained in the implementation of games as a didactic strategy to improve oral skills in fourth-grade students of public schools: Institución Educativa La Inmaculada Concepción and El Queremal. The results of the oral examination pre-test, implementation of the didactic sequence and oral examination post-test. The results are described by means of statistical graphs of the virtual questionnaire that was applied to the students in order to analyze their opinions about the application of the games in the English classes and discussion of stronger and less developed speech subskills.

6.1. Pre-Test and Post-Test per Sub-Skill

In the application of the diagnostic test carried out in context 1, the game called "The party" began, the students have explained what the game consisted of and they were given the instructions to carry it out, and they were also told that they could use Spanish but it was suggested that they use English as much as possible. During the execution of the game, it was observed that most of the children when asking questions to their classmates felt very insecure, some smiled nervously, and others used their native language, Spanish, to talk with their classmates. The sub-skills such as pronunciation, vocabulary and fluency have a very low level, the oral interaction took place mostly using Spanish as the language to start the conversation, the questions and vocabulary that the students used the most were: hello, what's your name? and how are you?. This analysis could be established through the use of the rubric, which allowed determining the initial level of the students, as well as the pretest graphs, showing the results obtained in each sub-skill.

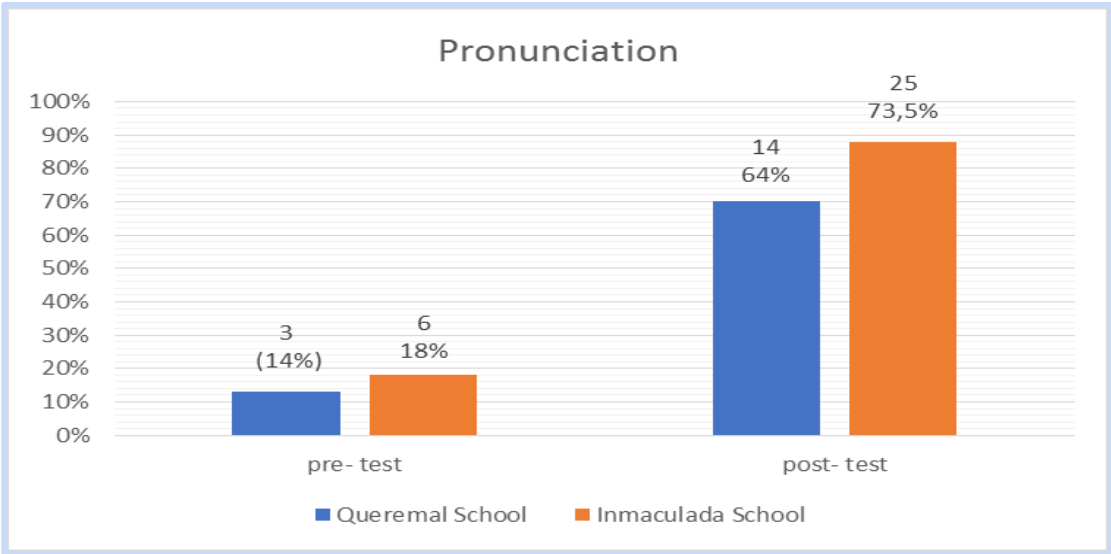
In context 2, for the application of the diagnostic test, the teacher explained to the students what the game consisted of and presented them with the pertinent instructions, she also told them that they could use Spanish, but that the objective was to use English. During the execution, it was observed that most of the children, when asking questions to their classmates, showed nervousness, insecurity when speaking and permanent use of Spanish in the dialogue. The analysis that could be done at this time was that the sub-skills such as pronunciation, vocabulary, grammar and fluency have a very low level, also in the interaction with their classmates, the students used Spanish as the main language to start the conversation.

In the post-test, the results obtained were determined through the use of the rubric as an essential evaluation tool. The sequences achieved a significant advance of the sub-skills in the two educational contexts, since its design guaranteed the active participation of the students in the different moments of the class. The designed graphs allow comparing the pretest and the posttest of the educational institutions where the proposal was implemented; each sub-skill shows the relevance of the strategy implemented in the classroom.

The graphs and the results of the pretest and the post-test of both contexts are presented below.

Graph No 1. Sub-skill Pronunciation is shown below. Pre-test and post-test present the score of the students' pronunciation sub-skill with the results obtained according to the score in the rubric (See annex 7) in both educational contexts in which this research was carried out.

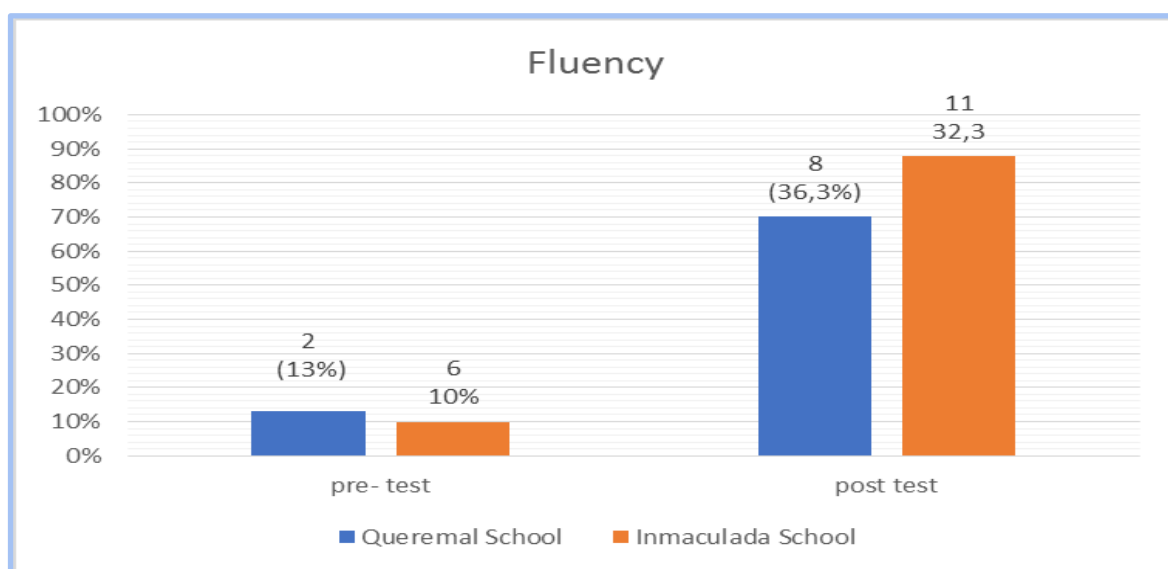
Graph 1. Sub-Skill Pronunciation



In the analysis of this *Graph No. 1. Pronunciation*, it can be seen that the students in the pre-test carried out with the diagnostic activity "the party" (see annex 7) show a low level in the pronunciation sub-skill in both educational institutions; in the Queremal school only 14% obtained a favorable result, that is to say, 3 students, in the same way in the Inmaculada school the result obtained in the pre-test was 18%, which is equivalent to only 6 students. The results obtained were compared with the post-test (see annex 8) where a positive change was obtained in both educational institutions: in context 1 there was a positive increase of 64%, which is equivalent to 14 students and in context 2 73.5%, which is equivalent to 25 students, who

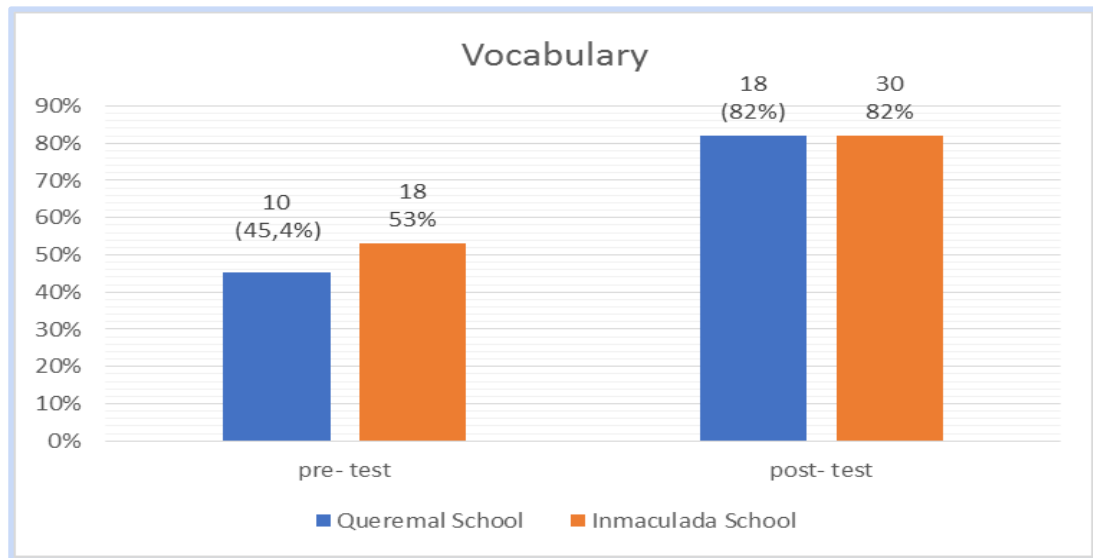
managed to improve in this sub-skill which are very positive results in this research work, because our students made a very natural process in the pronunciation of words in the classroom with their classmates and teacher. This process refers to what was exposed in our theoretical framework by the author Pourhossein (2016) who emphasizes that the pronunciation sub-skill should not only be seen as the correct production of sounds or individual words in imitation of a native speaker but also which should be seen as a natural part of communication in which teachers set achievable goals that are applicable and appropriate to students' needs with the goal of intelligible pronunciation, actively encouraging students' actual oral production.

Graph 2. *Sub-Skill Fluency*



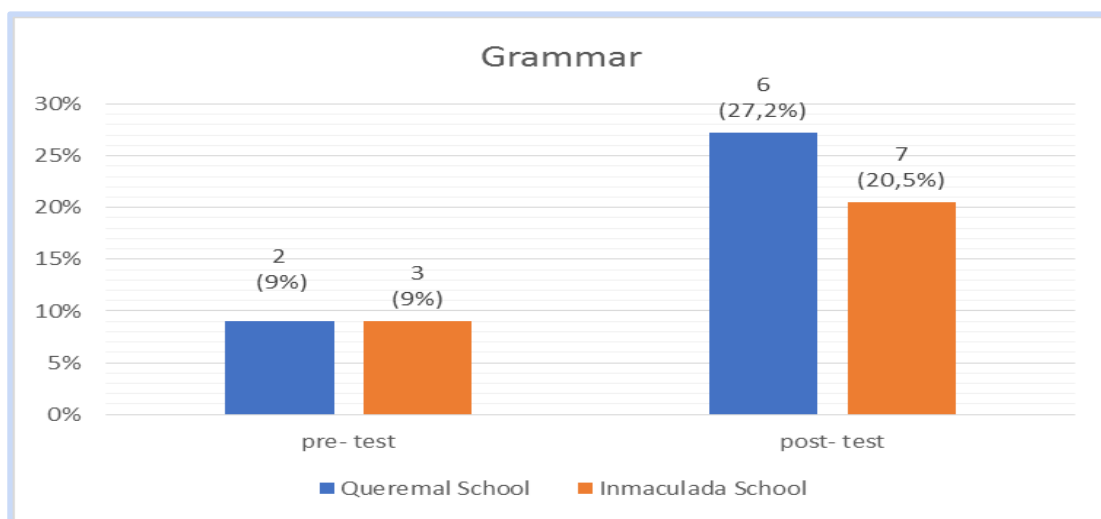
Graph 2 corresponds to fluency. This sub-skill presents in the pre-test carried out in the Queremal school, a result of 13%, which is equivalent to 2 students in the classroom who obtained a favorable performance during the initial implementation, while in the Inmaculada school the initial result was 10%, which is equivalent to 6 students. The post-test shows that in context 1, 36.3%, which is equivalent to 8 students, managed to improve their level; in context 2, the result obtained was 32.3%, which is equivalent to 11 students. When analyzing the results obtained in the rubric, in both schools it can be seen that there were advances in fluency, but it must be recognized that the participating boys and girls are in a process of language acquisition and that the development of this sub-skill is gradual and therefore requires more time to carry out more activities that allow better development of this sub-skill.

Graph 3. Sub-Skill Vocabulary



The results obtained in this sub-skill are shown in graph 3. Vocabulary. In the Queremal school, during the application of the pre-test, 45.4% of the students, that is, 10 students, knew some words of the vocabulary, while in the Inmaculada school 2, 53%, that is to say, 18 students. These results may be a consequence of the little vocabulary that students have acquired since the beginning of their school years since the English area does not have enough academic hours of teaching in most schools in the public and rural sectors. In the post-test, it can be seen that positive results were obtained in both schools. In the Queremal school, 82%, which corresponds to 18 students, improved in this sub-skill, while in the Inmaculada school, 82%, that is, 30 students, achieved a positive result in the same aspect. This result obtained in both contexts shows the relevance of the sections used in the classroom, which were interesting for the students. Another aspect to highlight in this process is related to the concern of the students to acquire the appropriate vocabulary to express their ideas, that is, the students were interested in finding new words that would allow them to communicate in English. During the meetings in both contexts, the students interacted permanently, becoming the protagonists of the process this happened thanks to the strategy of implementing games in the English classes since the students felt much safer when talking with their classmates and they wanted to participate in the games and therefore were interested in learning more words to be able to play in class.

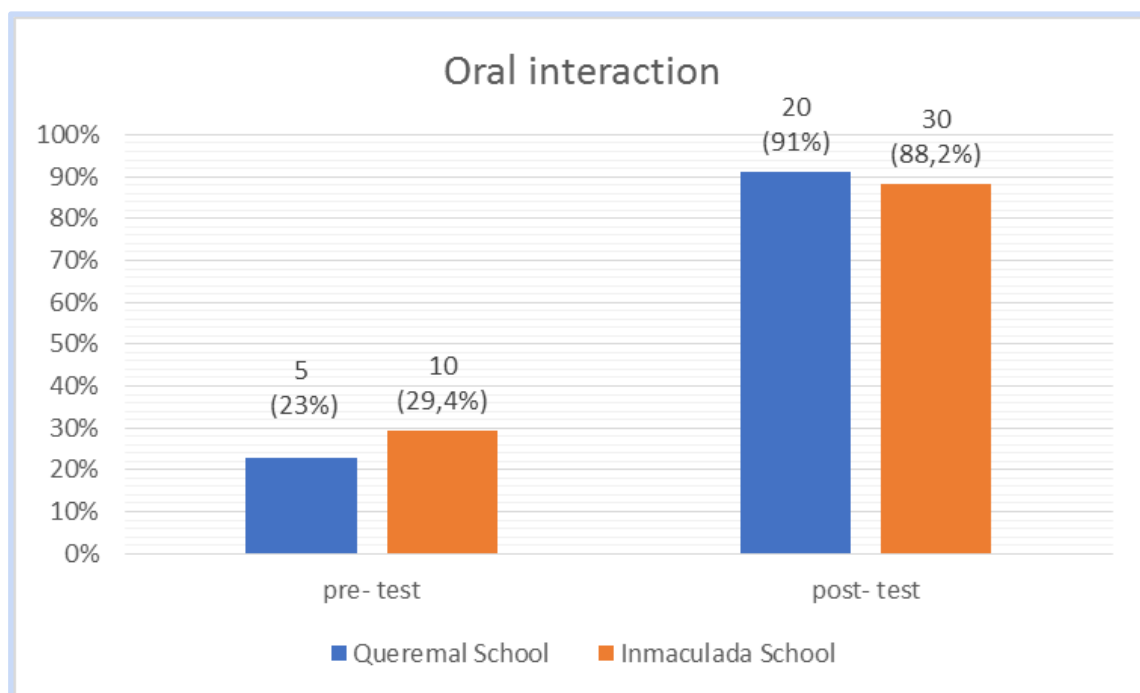
Graph 4. Sub-Skill Grammar



Graph 4 shows the results obtained in the grammar sub-skill in the Queremal and Inmaculada schools. In the Queremal school, during the application of the pre-test, 9% (2) students obtained a favorable result, while in the Inmaculada school the result obtained in this sub-skill was 9% (3) students. This sub-skill showed a low level in both schools because in the rubric most of the students were located in the evaluation criterion "It is difficult for them to use the grammatical structures studied in class." except for the number of students shown in the graph.

In the post-test, the Queremal school obtained an increase in improvement in this sub-skill with a result of 27.2%, which is equivalent to 6 students. In the Inmaculada school, the result obtained was 20.5%, which is equivalent to 7 students. In this sub-skill, a gradual advance could be evidenced, since the sections implemented with the use of the games allowed the students to review and build the structure of the sentences, through a careful process in which the boys and girls observed and performed the writing process of the words that were seen during the activities implemented in the didactic sequence, however, it is important to mention that this sub-skill requires more time in the execution of the activities, which we consider should be more focused on this grammatical part but using strategies that are attractive to students because according to what was observed in our research, most students are a little indifferent and uninterested in the writing process. Therefore, these results demonstrate the need to continue implementing this strategy in the classroom but more focused on this sub-skill.

Graph 5. Sub-Skill Oral Interaction



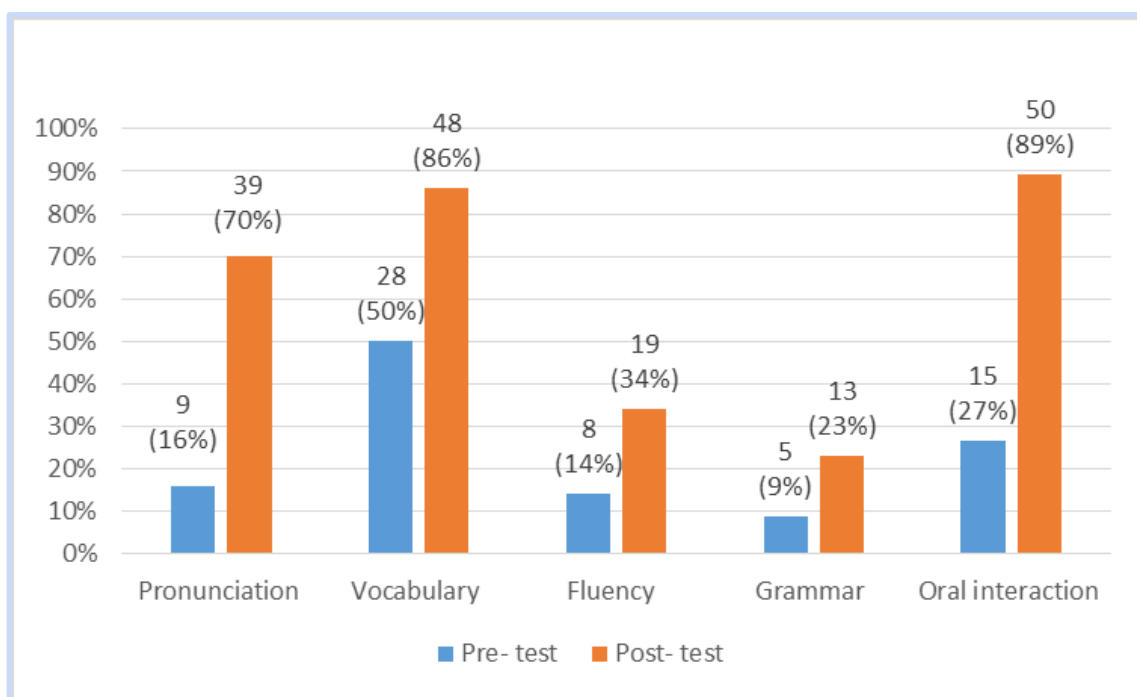
Graph 5 shows the results obtained in the oral interaction sub-skill. At the Queremal school, during the implementation of the pre-test, 23% (5) students interacted with their classmates, while at the Inmaculada school, the result obtained was 29.4% (10 students). In these results, it was possible to observe that most of the students, when they were asked to speak with other classmates, preferred to use their mother tongue, Spanish, and even so, they were embarrassed to speak with other classmates and even more so when they were asked to do so using the English language, they felt insecure since they affirmed that they did not know how to speak English, in addition to the fact that their classmates could make fun of them. In the post-test, the following results were evidenced, in the Queremal school 91% (20) students and in the Inmaculada school 100% (34) students managed to obtain a significant advance in oral interaction. The results obtained in the two educational institutions allowed us to observe that the students felt greater security in the different moments of the classes, leaving aside their fears in each of the games and activities implemented in the didactic sequence, it is important to mention here the role of the teacher as a guide and motivator in this process, giving the student confidence for their development and motivation in the different sections, this helped to promote meaningful learning environments for them, where participatory and cooperative work was evidenced which strengthened oral interaction. That is why it can be affirmed that the

directed strategies achieved the objectives proposed by the research team to develop oral interaction through the implementation of games.

6.2 Comparison of the pre-test and post-test of the oral skills

Graph No. 5 is presented below, which consists of the performance results between the Pre-test and the Post-test of the oral sub-skills applied in this research project. This graph shows a general comparison of all the students who participated in this research in both educational institutions and of the oral sub-skills of the students between the initial test and the final test that the students carried out through the implementation of the games in the sequence didactic.

Graph 5. Comparison between the Pre-Test and Post-Test



Below is Graph No. 5, which consists of the performance results of the pre-test and the post-test of oral ability in the students of the Queremal school with 22 participants and the Inmaculada Concepción school with 34 students, for a total of 56 students. This graph presents a comparison of the students' speech sub-skills between the initial test and the final test that the students performed by implementing the games in the didactic sequence.

It can be seen that the students substantially improved their oral skills, which were the results of the evaluation rubric. The pronunciation sub-skill went from 16% (9) of students to 70% (39) of students who had a great advance in this sub-skill, the important factors for the development

and strength that influenced this result was the orientation of teachers to students regarding a good pronunciation of words to obtain effective communication, also their motivation to communicate correctly with others to be able to stand out in games, also to learn from other classmates since they observe and correct mistakes among themselves.

The vocabulary in the initial part was obtained by 50% (28) of students and in the post-test 86% (48) this means that the advance was very significant because the vast majority of students learned new words to use in their dialogues, here the games were a fundamental part since they felt motivated to play with their classmates and by participating they were able to learn and remember the words studied in class, it was also very important to link the vocabulary to their contexts and situations of daily life so that it would be useful and could practice inside and outside the school.

Fluency and grammar were the sub-skills with the lowest percentages, however, significant advances were obtained, if the short time of the classes is taken into account since they were only one hour per week to carry out the implementation of the didactic sequence. In the pre-test, fluency was obtained by 14% (8) students versus the post-test with 34% (19) students and grammar with an initial percentage of 9% (13) students and at the end with 23% (13) students. These results show us that although there was progress, we must continue working on them much more, these results are due to some factors such as the level of writing in English in which the students are and for this reason, it is difficult for them in most of the cases of writing in the English language, another factor is the lack of motivation that students find to write, most prefer to speak than write in English and finally another aspect to consider is the lack of time in class to be able to work on this sub-skill that requires focused activities to ensure that students can be motivated to learn to write in a second language.

Fluency, although it improved in the students, is also another sub-skill that requires working in greater depth since the students still do not have a complete command of English therefore in oral interaction, it was possible to show that although they managed to transmit the idea of their partner in an understandable way, they sometimes found it difficult to express themselves more spontaneously.

Oral interaction was the sub-skill that showed the best performance in the students, in the pre-test it obtained 40% while in the post-test it obtained 100%, this is because all the students participated in the dialogues and games that allowed them to achieve having a significant and real oral interaction between them and the teachers, during the execution of the didactic sequence and the games it was possible to show that the students managed to obtain an exchange of words and ideas to communicate in an understandable way. In the execution of the

games, the students were able to carry out and participate in daily conversations such as personal presentations, provide and obtain information about the family, professions, nationalities, role-playing games, among other topics.

6.3. Design and Implementation of the Didactic Sequence

This didactic sequence was designed with the purpose of improving the oral skills of the elementary school students of the Queremal and Inmaculada Concepción educational institutions. The central tool of the classes was the game since it represents a fundamental strategy for integral formation of the boys and girls of basic primary school, allowing the interaction of the students in the different moments.

6.3. 1. Introduction to the Didactic Sequence

This didactic sequence (see annex 3) is directed to work in public and rural elementary schools; therefore, they have a very basic level of the English language taking into account the context and the learning needs of the students.

It is important to mention that this didactic sequence was designed to describe the extent to which the use of games strengthens oral skills in a second language, such as English, in fourth-grade students from two educational institutions in the official sector. The Basic Learning Rights that guided the proposal were selected based on a detailed analysis of the context because it was necessary to determine the needs of the participating students to start with the approach of the sequence. The BLR that address this purpose were:

- Formulate and respond, orally or in writing, to questions related to "who, when and where", after reading or listening to a short and simple text whenever the topic is familiar to them.

- Exchange simple opinions on a topic of interest, using simple and well-known phrases.

The sequence is part of investigative work, based on the use of games in the classroom to strengthen oral skills in primary school students. Each stage is made up of the theme, objectives and vocabulary that will be learned by; the students, a game proposed in each unit, in addition, the class is distributed in a few moments that allow the student to be guided towards the achievement of learning target. The moment of exploration is used to know the previous knowledge of the students, it is a space that seeks to involve the student from the beginning in the process, later the development of the activity continues, where the guiding game of the

work is found presented, then there is a moment where the student appropriates the concept, through the practice of what has been learned. Another fundamental aspect of the sequence focuses on the opportunity that the participating boys and girls have to be protagonists in the acquisition of a second language, where the teacher participates as a guide in the training process.

A didactic unit was designed using two types of teaching methodologies that have been established by the two Educational Institutions in which this research project was carried out, which are teaching for understanding which is taught at the Inmaculada Educational Institution. Concepcion and active pedagogy which is exercised by the Queremal Educational Institution.

The Inmaculada Concepción educational institution adopts the Teaching for the understanding model as a tool that guides the work proposal with students. This methodological approach focuses its attention on training based on skills and performance, arguing that the process carried out by the student to solve a problem represents the fundamental axis for understanding. In this model, it is intended that the student build knowledge, through the search for answers to the different questions that appear in the classroom. Soto (2009) affirms that "The development of understanding has been considered as one of the highest aspirations of education, and also one of the most difficult to achieve" (p.122). In this sense, we find the game an interesting tool for the primary school student, allowing the search for answers to their questions, through teamwork and the creation of a pleasant environment for teaching.

The Educational Institution in PEI has established Active Pedagogy as a teaching methodology. This methodology is based on the principles of active learning, providing children with opportunities to advance at their own pace and with a curriculum adaptable to the socio-cultural characteristics of the learners. Active Pedagogy promotes the development of a strong relationship between the school and the community, both through the involvement of parents in school life and by seeking that children apply what they learn to their real-life and deepen their knowledge of their own culture

(Villar 1995). The games designed in this didactic sequence are related to this methodology since the student is the leading actor in the development of the proposed activities and games, their previous knowledge and the relationship of the topics with their context are also taken into account, in addition, involves their relatives in all activities so that learning does not remain only in school and in this way is more real and meaningful for the student.

This didactic unit consists of eight games during two months for each weekly hour of English class, they have a duration of 15 to 20 minutes, in the remaining 40 minutes the other activities proposed in the didactic sequence will be developed. This sequence is organized

taking into account that the topics are given consecutively, allowing the students' learning to be a gradual process, where the previously seen topics are reviewed. These games are playful and recreational, such as rounds, dramatizations, puppets, board games, riddles, role plays, among others, the materials used to apply this didactic sequence were mostly flashcards, school supplies, cardboard, posters, recyclable material, among others. These games have the objective of promoting the oral ability of the students in the English language, they were also adapted taking into account the ages of the students which range between 9 to 11 years of age since children at this age are interested in learning through games and recreational activities and also taking into account the methodologies used in each institution which promote comprehension and active learning in students through the execution of activities that develop motivation in learning a second language.

The didactic sequence resulted from this study (see annex 3).

6.4 Questionnaire

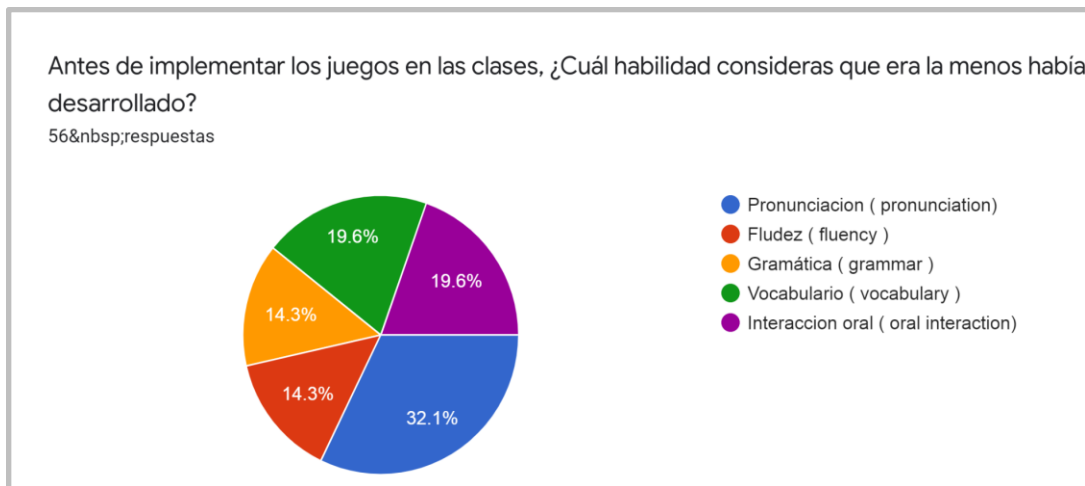
Below are the graphs of the results of the virtual questionnaire (see annex 9) applied to the students about their perceptions about the application of the games in the classes to strengthen and develop speaking skills in the English language. This graph presents the results of questions that were asked to students from both institutions to assess their own experiences.

***Graph 6** Do you consider that your ability in English improved thanks to the games played in the classes?*

In the result of this graph, 100% of the students think that the use of the games in the classes helped them to develop their oral ability in class to be able to speak and interact orally in a second language with their classmates as a teacher.

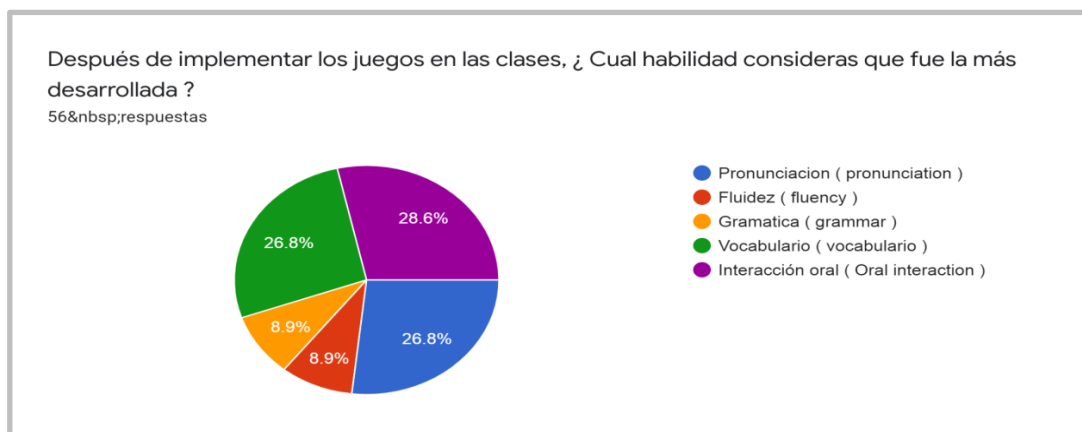


Graph 7. Before implementing the games in the classes, which skill do you consider to be the one you had least developed?



In the results of this graph, we can observe that for the majority of students the skill that according to them they had less developed before the implementation of the games in the classes was pronunciation, followed by oral interaction and grammar. Analyzing these results and relating them to the pre-test, we can affirm that at the beginning of the implementation of the games, the students did not know how to pronounce many of the words, nor did they know enough vocabulary to use in the conversational games, however, they did interact orally to carry out conversations because in the vast majority of times they used the Spanish language, which is their mother tongue.

Graph 8 After implementing the games in class, which skill do you consider was the one you developed the most?



In this last graph of the questionnaire, the majority of the students affirm that the skill that they managed to develop the most during the application of the games was oral interaction, followed by pronunciation and vocabulary. During and after the application of the didactic sequence, a great advance and development in oral interaction could indeed be evidenced, since the students felt more and more confident to engage in simple conversations and dialogues with their classmates in English and Spanish use was decreasing over the course of the classes, the pronunciation was a sub-skills that obtained a significant level of improvement since the students were interested in pronouncing the words in the most correct way possible to be able to make themselves understood by their classmates and teacher and Finally, the vocabulary sub-skill also made a great advance because the students learned new words, which allowed them to express themselves and communicate with each other.

The sub-skills such as grammar and fluency show a lower percentage in terms of the level of progress in oral skills, however, it is important to say that the students did manage to improve in these sub-skills during the implementation of the didactic sequence, however, we consider that with the continuity of this strategy of games in the classroom, a much better level in these sub-skills can be achieved later on.

It is important to mention that the aforementioned advances are thanks to the development of the didactic sequence in the classes with the implementation of the games, which were a key tool to strengthen the oral sub-skills in our students because they allowed them to enjoy themselves. the classes reducing their insecurities when expressing themselves in another language, the activities carried out in the classes were designed sequentially, that is, from a set of related topics, taking into account the level of English of our students, their contexts and

needs Learning. All this process could be seen reflected in the measurement mechanisms such as the pre-test and the post-test, but it is important to mention that the results of this research work are in themselves the fruit of the joint work of teachers and students in the implementation of the didactic sequence.

6.5 Other Gains from the Didactic Sequence Implementation

For us as primary school teachers from the official and rural sectors, it was very enriching to carry out this research project in each of our classrooms because it allowed us to innovate in our pedagogical practice by focusing on the area of English, which is not very usual that happens in public primary schools and even more so in rural areas because most teachers do not have degrees in foreign languages and prefer to carry out projects in other areas in their classes in which they may have greater knowledge, often leaving English language learning outside. On the other hand, it was very motivating and satisfying to see the response of our students to this research project because their faces reflected the emotion that it was time for the English class, in some breaks we could see them playing the games we used to do. In class, they always asked us questions: teacher, how do you say this word in English? How can I pronounce this word? among other questions, which was very significant for us as teachers in being able to see the children 's interest in learning a second language. It is important to mention that as we developed the didactic sequence, teamwork and better coexistence in the classroom could also be strengthened, we believe that this was due to the fact that the students established a very close interaction between them through the games because they used a very friendly flow of communication between them, strengthening their bonds of friendship.

An aspect to highlight in our research work is the inter-institutional relationship in both schools such as Queremal and Inmaculada because as teachers we exchange experiences, and ideas, we compare the attitudes, behaviors and learning of our students; this allowed us to work as a team, search for and create games according to the context and needs of our students. Thanks to all this process we managed to design a didactic sequence as an innovative strategy that can be implemented in a playful and simple way by teachers who want to strengthen the learning of English as a second language at the elementary school level.

7. CONCLUSIONS

This research project aimed to describe to what extent games, as a didactic strategy, strengthened oral skills in 4th-grade students from two public schools in Valle del Cauca. During this process, a pretest and a posttest were implemented that allowed determining the conditions of the students related to the purpose of the investigation; Subsequently, some didactic sequences were carried out that sought to strengthen these skills. Each section was organized in a few moments that guaranteed the participation of the students, and also allowed interaction with the language inside and outside the classroom, through the design of activities directed in an articulated manner. This investigative process was important as an essential tool to determine the progress made by the participants, which is why it can be said that a positive result was achieved since the different sequences allowed interaction between partners and guaranteed progress in the different sub-skills and the students also expressed security during the implementation of the activities.

In this process, the analysis of the results was fundamental to determine the pertinence of the sequences, likewise, the questionnaire applied to the students was relevant to know their perceptions and the impact of the use of the game as a didactic strategy to develop their oral skills. In these spaces, the learning of a second language was based on fun encounters, allowing students to put aside their fears and insecurities when expressing themselves with others. The results obtained in the questionnaire were determined through a series of questions that made it possible to demonstrate the relevance of the different didactic sequences. In the first question, the students expressed that their English skills improved thanks to the use of games. This question obtained an excellent rating, where 100% of the students thought that the games were pertinent during the implementation of the didactic sequences, in the same way the students expressed feeling comfortable in the spaces designed by the research team, since they could communicate and be protagonists of class moments.

Each meeting caused a positive impact on the participants of this research, which was evidenced in the expressions of joy when the English class began, likewise the students permanently communicated their pleasure in carrying out the activities, recognizing that before the implementation of the sequence, they felt fear during their classes, but that its application guaranteed their active participation, recognizing the learning of a second language as an essential tool for life.

During the implementation and analysis of the results, an advance was evidenced in the sub-skills such as pronunciation, vocabulary, oral interaction, as well as grammar and fluency, reaching an interesting level that demonstrates the importance of the active participation of students in the acquisition of a language. In the different meetings, the participants strengthened collaborative work, the search for answers to their questions, since it was possible to observe the interest in advancing at different times.

This research allows us to recognize the importance of English from primary school, identifying the need for teacher training as an essential subject in the process, likewise, our research work promotes the relevance of the creation and implementation of policies that impact public schools. of our country, through the construction of spaces in which teachers can design effective strategies for their students. Colombia needs to guarantee the continuity of bilingualism projects, by providing schools with the necessary resources to carry out the work proposals.

As elementary school teachers, we accept the challenge of this master's degree that helped us recognize the relevance of our contribution to school environments. During the construction of the different didactic sequences, it was necessary to establish an organized work taking into account the BLR, the needs and interests of the different schools where the proposal was implemented, we must also recognize that we were afraid of the results that could be obtained, but when observing the participation of the students and the gradual acquisition of the language, we strengthened our theory based on the relevance of the game as an effective tool for learning English in primary school, therefore, we consider that the progress obtained could be more and better if the time of the English classes would have been not only one hour of class, which greatly limits the quantity and execution of the activities so that the students can develop their knowledge and skills in the acquisition of a second language in a broader way.

Another relevant aspect in this process is related to the importance of the teacher in the acquisition of the language, who must be prepared to guide the training of their students, through the design and implementation of effective strategies that promote the use of the language inside and outside the classroom, so you must integrate research into your practices as an effective teaching tool.

As researchers, we learned that our training represents an excellent contribution to education in public schools in our country, but it is necessary to provide the opportunity for primary school teachers to have training spaces in English because our work is essential to ensure that learning of a second language such as English in our, is a reality. For this reason, it seems important to us to highlight the inter-institutional work that was achieved in both schools

because this allowed us to work together to design and create the games according to both institutional contexts, thus benefiting a broader group of students. Therefore, we invite teachers to be encouraged to establish this type of inter-institutional relationship with other colleagues to share and create significant strategies that contribute to the learning of a second language from the basic primary level so that our children have the opportunity from ages know and learn a new language that in the future can help them to interact with other people and cultures.

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9. ANNEXES

9.1 Documento de consentimiento informado

INFORMACIÓN

Un menor de edad a su cargo ha sido invitado(a) a participar en la investigación Implementation of games as a didactic strategy to improve oral skills in fourth grade students at a public school. Su objetivo es describir en qué medida los juegos, como estrategia didáctica, fortalecen las habilidades orales en estudiantes de 4° grado de dos escuelas públicas del Valle del Cauca. El menor de edad a su cargo ha sido seleccionado(a) porque describe el criterio de selección de los participantes.

Las investigadoras responsables de este estudio son **Jeimy Dufay Díaz Sánchez y María Rosa Chala Palacio, estudiantes de la Universidad Icesi.**

Para decidir participar en esta investigación, es importante que considere la siguiente información. Siéntase libre de preguntar cualquier asunto que no le quede claro:

La participación del menor de edad a su cargo consistirá en una prueba de la habilidad del habla en inglés al comienzo y al final del proyecto, la aplicación de una secuencia didáctica, formada por 8 secciones y finalmente un cuestionario con preguntas sobre los avances alcanzados durante el trabajo investigativo.

Beneficios: La participación del menor de edad a su cargo, permitirá generar información para mejorar la práctica de enseñanza del inglés en esta institución y las demás instituciones que consulten los resultados de esta investigación.

Confidencialidad: Los datos y opiniones del menor de edad a su cargo serán confidenciales, y mantenidas en estricta reserva. En las presentaciones y publicaciones de esta investigación, el menor de edad a su cargo no aparecerá asociado a ninguna opinión particular.

Conocimiento de los resultados: Usted tiene derecho a conocer los resultados de esta investigación. Para ello, puede dialogar con el docente encargado.

Yo, _____, acepto que el menor de edad a mi cargo participe voluntariamente en el estudio "Implementation of games as a didactic strategy to improve oral skills in fourth grade students at a public school."

Declaro que he leído y he comprendido las condiciones de mi participación en este estudio.

Firma representante del menor

Firma investigadoras

9.2 Oral Pre-Test

Compilation of topics

Explication: A final test was designed in which the information of the students was collected in relation to the performance they obtained after the implementation of the didactic unit. For this, it began with the observation of the students during the development of the different activities implemented, later for this post-test the teacher asked the students to bring to class the family photograph, the lottery and the puppet, which would be located in different classroom spaces, then the teacher asked the students to rotate through the space asking the questions studied in the different didactic sequences related to topics such as personal presentation, giving and receiving personal information, professions, family members, tools school supplies and personal pronouns.

Evaluation : For this activity, an evaluation rubric was designed which aims to measure the level of performance that students have based on the Basic Learning Rights (BLR). This rubric consists of the five sub-skills that were observed and analyzed. It also contains four rating scales which are excellent, good job, you can improve much more and keep trying to do better.

9.3 Didactic Sequence

Session Overview			
Session : 1	Time : 1 hour	Topic: This is me.	Grade : 4
Objective: Answers and asks simple questions about personal information			
Language objective: Participate in simple dialogues asking for and giving personal information.			
Oral skill : Ask and answer questions about your personal information			
Game: Question ball.			
Materials: ball, flashcards, cell phone, school supplies.			
Vocabulary: What is your name ? How are you ? Where are you from ? How old are you?			
Contents: Introduces himself to others and asks questions.			
<p>Sequence of activities</p> <p>Exploration moment : In pairs, students must observe the following image and organize the dialogue.</p> <p style="text-align: center;">See image in annex 3.</p> <div style="text-align: center;"> </div>			
Closure: For this activity, students will record a video with a member of their family, practicing the personal introduction questions studied in class.			

Didactic unit: Let's play with puppets				
Session: 2	Time: 1-hour	Topic: Personal pronouns	Grade: 4	
Objective: Answers and asks simple questions about personal information.				
Language objective: Participate in simple dialogues asking for and giving personal information.				
Oral skill: Ask and answer questions about your personal information				
Game: Dramatization with puppets.				
Materials: cardboard, ruler, markers, colors, puppets.				
Vocabulary: I am, she is, he is.				
<p>Activity: Dramatization with puppets This activity will be done transversally with the artistic area. In groups of four, the students must perform a drama with puppets that they have made with recycled material in the artistic class. The dramatization consists of the students having to personify a short story where the characters are getting to know each other and they have to introduce themselves with questions such as what's your name? How old are you? Where are you from? among others. For this activity, students can interact between both languages, Spanish and English.</p>				
<p>Closure: As a closing activity, students must work in groups of four. Each student in each group must read and organize one of the sentences of the following expressions and say it out loud. The first student to give the correct answer wins a point. The group with the most points wins the game. These are examples of some of the expressions that students must organize and read aloud.</p>				
she amazonica is	chocoano he is	are where you from?	am Colombian I	name is what your ?

Didactic unit: This is my family			
Session : 3	Time: 1-hour	Topic: The family	Grade: 4
Objective: Identify the family members.			
Language objective: Use the vocabulary corresponding to family members in English and personal pronouns.			
Oral skill: Mention the vocabulary related to family members in English			
Game: Tingo- tango.			
Materials: Cardboard, board, colors, markers, ball, family photography.			
Vocabulary: Father, Mother, Sister, Brother, Grand Father, Grandmother			
Contents: Vocabulary of the family members			
Sequence of activities			
Exploration moment: The students will bring to the classroom a family photo, which has been requested in advance, later the teacher will place an image of their family on the board and will begin with the presentation of it. Example: This is my family, He is my father, She is my mother, she is my grandmother. At the end of the presentation, students will be placed in small groups, in which they will present their family group.			
Activity			
Tingo-Tango			
The students will organize themselves in a circle, one of them will have a small ball in his hand, later the teacher will begin by saying: Tingo, Tingo, Tingo, when the word Tango is mentioned, the student who has the ball must show his family photograph and perform the presentation of the people that appear in the image, using the vocabulary studied in advance.			
Closure: For this moment, the students will organize a video in which they will present their family group, using the vocabulary studied.			
Example:			
<ul style="list-style-type: none"> ● My name is ● I am from ● I am ten years old ● This is my family ● She is my mom ● He is my dad 			

Didactic unit: I know the professions of my relatives.			
Session: 4	Time: 1-hour	Topic: Professions	Grade: 4
Objective: Recognize some professions in English.			
Language objective: Talk about different professions.			
Oral skill: Identify and use vocabulary related to professions in English.			
<p>Sequence of activities</p> <p>Exploration moment: For the moment of exploration, the teacher will take to the classroom images of different professions, later she will ask them to select the profession that they like or the one that a member of their family does. with the question: What is your favorite profession? Who does this profession in your family? Later, the teacher will read the professions and place them on the board</p>			
<p>Activity</p> <p>Lottery of professions For this activity we will carry out the lottery of the professions: The teacher will place the students in pairs, later she will start taking the profession out of a box, the students must locate the profession if it appears in the assigned table. The couple that completes the table must pronounce their professions to their partners. Then the students will rotate in the classroom establishing a dialogue with their classmates, in which they will use the following questions:</p> <ul style="list-style-type: none"> ● What is your favorite profession? ● What is the profession of your parents <p>Closure: To finish, each student will conduct an interview with different people from the school related to their profession. Conversation Example Hello ! My name is What is your name? Where are you from ? Where do you live ? What is your profession?</p>			

Didactic unit: Knowing about professions or occupations			
Session: 5	Time: 1-hour	Topic: Professions	Grade: 4
Objective: Recognize some professions in English.			
Language objective: Talk about different professions.			
Oral skill: Identify and use vocabulary related to professions in English			
Game: Guess who			
Materials: Board, block sheet			
Vocabulary: seller, singer, engineer, nurse, chef, teacher, pilot, police officer.			
Contents: The vocabulary of the professions.			
<p>Sequence of activities</p> <p>Exploration Moment:</p> <p>For the moment of exploration, the students will be organized in pairs, later they will ask the following questions:</p> <p>What is your favorite profession?</p> <p>What is the profession of your parents?</p> <p>Then the teacher will present the professions on the board again, requesting that they perform a mime or gesture according to the image.</p>			
<p>Activity:</p> <p>Guess who</p> <p>We will start with the game called "Guess who" For this moment the students will be placed in pairs, one of them will have on his forehead the image of a profession, the other must make gestures or mime so that the partner guesses the trade or profession, later, in an eighth of cardboard, the students will make a mini-billboard with the different professions, then they will expose their billboards to the opposite group saying the different professions in English.</p> <p>My favorite profession is</p> <p>My parents' profession is</p> <p>Closure:</p> <p>At this time, students will rotate in the classroom collecting the following information with their classmates:</p> <p>What is your name?</p> <p>How are you today?</p> <p>What is your favorite profession?</p> <p>What is the profession of your parents?</p>			

Didactic unit: Our school supplies			
Session: 6	Time: 1-hour	Topic: Pronoun it and vocabulary about school supplies	Grade: 4
Objective: Identifies the pronoun it and uses it in short sentences.			
Language objective Recognizes vocabulary from their school environment and uses it using the pronoun it.			
Oral skills: use the vocabulary studied in English to talk about school supplies			
Game: Guessing game			
Vocabulary: It is, a notebook, pencil, pen, ruler, book, bag, egg.			
Contents: Vocabulary of school supplies and the pronoun it			
<p>Sequence of activities</p> <p>Exploration moment: Images corresponding to personal pronouns are glued to the back of the board, students must form groups of four , and each student must go out and discover the image if a girl appears as an image, the student must say a short sentence with that word with the pronoun corresponding to the image.</p> <p>Activity</p> <p>The teacher shows posters of school supplies to the students and tells them the following sentences emphasizing the pronoun it: it is a pencil, it is a pen, it is a notebook and so on with the other school supplies. The teacher invites the students to also say the sentences and draw the vocabulary seen in class in the notebook.</p> <p>Guessing game: In this game, the teacher will show a student an image allusive to a school object, this student must observe it and without showing it, he must say a brief description of this element in his mother tongue and in English with the help of his teacher the other student You must guess the school object, according to the characteristics that your classmates say, example: it is used to write and is yellow. What is it? The student who guesses must give his answer in English, for example, it is a pencil.</p>			
Closure: At home, students with the help of their parents must make a collage of school supplies, then in the next class they must present their collage saying: it is a pencil and it is used to write, it is yellow, they can also make the presentation mixing both languages, English and Spanish.			

Didactic unit: Review the topics covered in class			
Session: 7	Time: 1-hour	Topic: Review the topics	Grade: 4
Objective: Interact orally on real situations in a second language.			
Language objective: Use simple vocabulary and expressions to communicate in English.			
Oral skill: Use vocabulary and simple expressions to speak in English.			
Game: Role-play			
Materials: Flashcards, school supplies.			
Vocabulary: Members of the family, personal information, school supplies, personal pronouns, professions.			
Contents: Members of the family, personal information, school supplies, personal pronouns, professions.			
<p>Sequence of activities</p> <p>Exploration moment: Students in groups of four will draw pictures of school supplies and then in pairs they must make simple descriptions of them. For example, at first, describe the members of the family who drew using expressions such as My dad's name is Jorge, he is a fireman, then they can describe the school supplies like this: it is an eraser, it is white.</p> <p>Activity</p> <p>Roleplay: In this game, the students must form pairs, the teacher gives them a card with a specific situation, for example, you are a new student at school and you want to meet friends. The two of you should have a brief conversation about the situation. Each couple will have a different situation on the topics previously seen in the classes and they must rotate through all the topics.</p>			
<p>Closure: The students will write a short story using the themes and vocabulary seen in the previous classes. The story can be written using both languages, Spanish and English, but the teacher must guide the activity to emphasize the use of expressions and vocabulary seen in classes.</p> <p>As a task, the students, accompanied by their relatives, must make a book with recyclable material, capture their history, and accompany it with images. This book will be exposed in the school in the book day activity.</p>			

Didactic unit: Review the topics covered in class			
Session: 8	Time: 1-hour	Topic: Review the topics	Grade: 4
Objective: Interact orally on real situations in a second language.			
Language objective: Use simple vocabulary and expressions to communicate in English.			
Oral skill: Ask and answer questions about the topics studied in class.			
Game: Change of house			
Materials: board, paper, colors			
Vocabulary: she, he, mother, professions, personal information, notebook, pencil,			
Contents: Members of the family, personal information, school supplies, personal pronouns, professions.			
<p>Sequence of activities</p> <p>Exploration moment:</p> <p>For this moment the students will be located in two rows, each one will have a group of questions or affirmations in English, located on the classroom desk, later the teacher will say a sentence or question to the last student in the row, who must transmit the message to the next until you reach the first student, he must find the question or sentence and paste it on the board. Colleagues can help you with this task.</p> <p>What is your name? Where are you from? She is my mother I am Colombian What is your favorite profession? What is the profession of your parents?</p> <p>Activity:</p> <p>Students will observe and copy the questions in their notebooks, then in pairs to answer the questions. Later the teacher will request that each student is located in a certain place in the room, where they will find some questions, which they cannot open until they hear the expression "change of house", at that moment the students must change places and take a question. to answer it in English or point to the object requested by the teacher.</p> <p>Example:</p> <p>What is your name? Where are you from? How are you? What is your favorite profession? Notebook, Pencil, etc</p>			

Closure:

For this moment of the class, we will carry out a self-assessment that allows us to know the final impressions of the students related to their performance in the different meetings.

Did I feel motivated during the development of the activities?

I easily understood the instructions
given for the development of the activities?

Did the activities in the proposed times?

What did I learn during the classes?

What difficulties did you have during the classes?

9.4 Didactic Sequence Lesson 1 Worksheet

Complete the conversation:

Row 1:
 Peter: Hello!!! I am _____.
 What's your name?
 (Hola. Yo soy Peter. ¿Cómo te llamas?)
 Ann: I _____.
 (Hola. Yo soy Ann.)

Row 2:
 Peter: I'm _____ years old.
 How old are you?
 (Yo tengo siete años. ¿Cuántos años tienes tú?)
 Ann: I _____.
 How are you?
 (Yo tengo seis años. ¿Qué tal estás?)

Row 3:
 Peter: I'm fine. Thanks you.
 And you?
 (Yo bien, gracias. ¿Y tú?)
 Ann: _____
 (Yo bien, gracias.)

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9.5 Oral Post-Test

Compilation of topics
<p>Explication: A final test was designed in which the information of the students was collected in relation to the performance they obtained after the implementation of the didactic unit. For this, it began with the observation of the students during the development of the different activities implemented, later for this post-test the teacher asked the students to bring to class the family photograph, the lottery and the puppet, which would be located in different classroom spaces, then the teacher asked the students to rotate through the space asking the questions studied in the different didactic sequences related to topics such as personal presentation, giving and receiving personal information, professions, family members, tools school supplies and personal pronouns.</p>
<p>Evaluation: For this activity, an evaluation rubric was designed which aims to measure the level of performance that students have based on the Basic Learning Rights (BLR). This rubric consists of the five sub-skills that were observed and analyzed. It also contains four rating scales which are excellent, good job, you can improve much more and keep trying to do better.</p>

9.6 Student Questionnaire

Cuestionario sobre el uso de los juegos para mejorar la habilidad oral en el idioma Inglés

Querido estudiante

El objetivo de esta encuesta es conocer tus opiniones y sugerencias sobre el uso de los juegos en las clases de inglés. Como docente te agradezco el tiempo y la participación en este proyecto.

Por favor te pido contestar las preguntas con total honestidad, ya que no hay respuesta buena o mala.

Con tus respuestas contribuyes al mejoramiento de las clases de inglés.

1. Te sentiste cómodo (a) participando en las clases? Ten en cuenta que 1 es el nivel más bajo y 5 el más alto. *

1

2

3

4

5

⋮

2. Te gustaron los juegos utilizados durante las clases? Ten en cuenta que 1 es el nivel más bajo y 5 el más alto *

1

2

3

4

5

3. Consideras que tú nivel de inglés mejoró con ayuda de los juegos realizados en las clases? *

Sí

No

Muy poco

4. Consideras que durante las clases perdiste el temor o pena para hablar en inglés con tus compañeros y profesora ? *

- Sí , mucho
- No, nada
- Muy poco

Escribe tu sugerencia o comentario sobre las clases de inglés . *

Texto de respuesta largo

3. Consideras que tú habilidad para hablar en inglés mejoró gracias a los juegos realizados en las clases?

56 respuestas



Después de implementar los juegos en las clases, ¿ Cual habilidad consideras que fue la más desarrollada ?

56 respuestas



Antes de implementar los juegos en las clases, ¿Cuál habilidad consideras que era la menos había desarrollado?

56 respuestas



9.7 Evaluation Rubric

Evaluation Rubric						
Speaking skill performance assessment Teacher : _____ Student : _____ Grade : _____ Class # _____						
Self-Recorded Video Evaluation Criteria						
Evaluation criteria	Excellent (4 point)	Good job (3 points)	You can improve much more (2 points)	Keep trying, you can do better (1 points)	Score	Comment
Pronunciation	His pronunciation is clear in the dialogues and in the oral interaction with classmates and teacher.	His pronunciation is clear. Make some mistakes in pronunciation that do not affect the clarity of the message.	Most of the time their pronunciation is not clear. The pronunciation mistakes you make affect the clarity of the message.	Does not speak clearly and make pronunciation errors that affect the clarity of the message.		
Vocabulary	Correctly uses the vocabulary studied in class	Uses the vocabulary studied in class most of the time correctly.	The use that he gives to the vocabulary studied in class indicates that he does not know the meaning of some terms.	The use that he gives to the vocabulary studied in class indicates that he does not know its meaning.		
Grammar	Uses the grammatical structures studied in class	Frequent use of grammatical structures	Most they sometimes use grammatical structures	It is difficult for him to use the grammatical structures studied in class.		
Fluency	It is difficult for him to express himself correctly, using the vocabulary	The pauses you make while conversing do not change the clarity of the message	Expressed with difficulty.	It is difficult for him to express himself correctly, using the vocabulary studied in class		

	studied in class.					
Oral interaction	The conversation that he uses in class is spontaneous.	Sometimes he hesitates to give his answer, but this does not affect the naturalness of the conversation.	Doubts in your participation show that your conversation They do not allow you to be spontaneous.	He always hesitates when answering. The waiting time for your participation does not allow you to have a spontaneous conversation		