FACULTAD DE CIENCIAS DE LA EDUCACIÓN

Improving speaking skills through games in young learners from 5th and 6th Grade of Primary of Melvin Jones school

Tesis para optar el Grado de
Magister en Educación con mención en Enseñanza de Inglés como Lengua
Extranjera

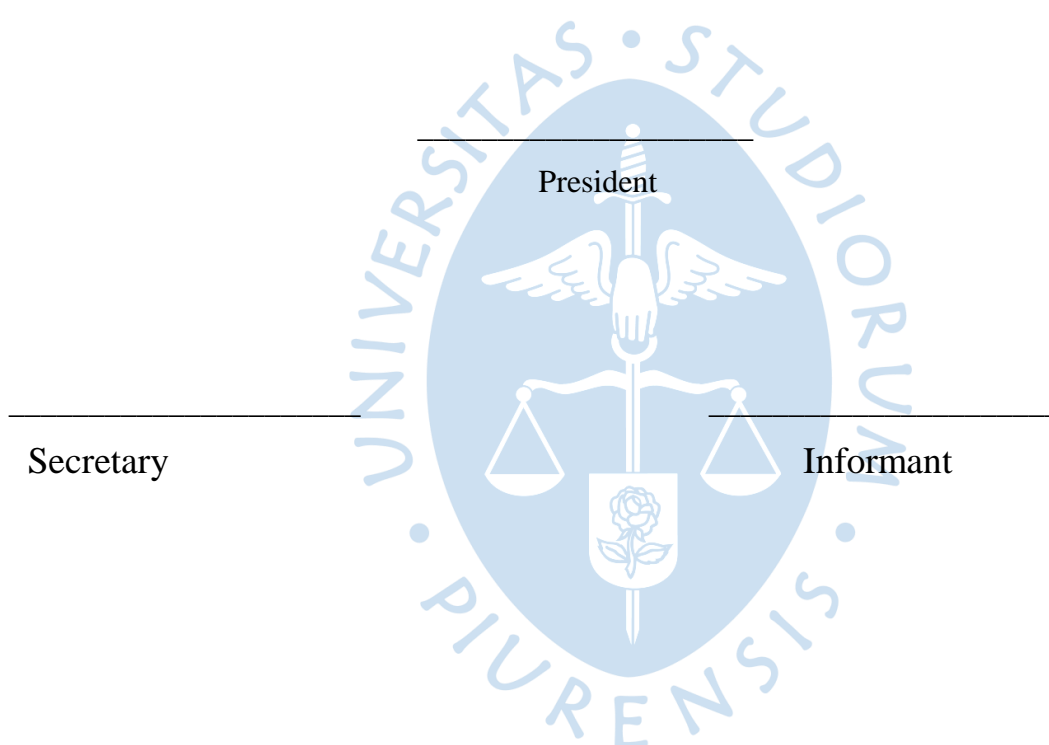## Claudett Samantha Bautista Guerrero de Fernández

Asesor(es):
Dr. Majid Safadaran Mosazadeh

Lima, octubre de 2019

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<u>APPROVAL</u>

The thesis entitled, **"Improving speaking skills through games in young learners from 5th and 6th Grade of Primary of Melvin Jones school"**, presented by C**laudett Samantha Bautista Guerrero de Fernández**, in accordance with the requirements of being awarded the degree of Master in Education with a mention in Teaching English as a Second/Foreign Language**,** was approved by the thesis director: **Dr. Majid Safadaran Mosazadeh**, and defended on October 15th, 2019, before a Jury with a following members:

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President

_____   _____
Secretary   Informant

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Thank God for the strength and perseverance given to be able to finish the research. Also, to my family for all the support and encouragement they always gave me and to all the people who with their good wishes helped to conclude this investigation.

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Resumen Analítico Informativo

Improving speaking skills through games in young learners from 5th and 6th Grade of Primary of Melvin Jones school.
Claudett Samantha Bautista Guerrero de Fernández.
Asesor(es): **Dr. Majid Safadaran Mosazadeh.**
Tesis.
Magister en Educación con mención en Enseñanza de Inglés como Lengua Extranjera.
Universidad de Piura. Facultad de Ciencias de la Educación.
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Palabras claves: Inglés/Enseñanza/Habilidad oral/Primaria/Perú Lima/Investigación.

Descripción: Tesis de Maestría en Educación perteneciente a la línea de investigación sobre la enseñanza del inglés como lengua extranjera. El autor presenta el resultado de la investigación sobre la mejora de la habilidad de hablar a través de juegos en estudiantes de quinto y sexto grado de primaria de la escuela Melvin Jones en el año 2016.

Contenido: El texto de la tesis se divide en cuatro partes: la primera se refiere al resumen de la investigación sobre la mejora de la habilidad de hablar a través de juegos en estudiantes jóvenes de quinto y sexto grado. La segunda parte está dedicada al marco teórico que define los términos principales de la investigación y explica la importancia de los juegos para mejorar la habilidad de hablar, la tercera parte trata sobre la metodología de la investigación, la descripción de la muestra, la población y el instrumento utilizado y la última parte trata sobre los resultados obtenidos después de aplicar el taller propuesto.

Metodología: Investigación aplicada, diseño cuasi-experimental con pretest y post-test con dos grupos, experimental y control.

Conclusiones: La aplicación del plan de acción mejoró el nivel de habilidad para hablar en las áreas de comunicación, fluidez, gramática y vocabulario.

Fuentes: Muestras de escuelas Melvin Jones y La Salle. Análisis y recopilación de información de encuestas, entrevistas, artículos de revistas y libros revisados en la bibliografía de tesis.

Fecha de elaboración resumen: 4 de octubre de 2019.

ANALYTICAL - INFORMATIVE SUMMARY

Title: Improving speaking skills through games in young learners from 5th and 6th Grade of Primary of Melvin Jones school.
Author: Claudett Samantha Bautista Guerrero de Fernández
Thesis Director: Dr. Majid Safadaran Mosazadeh
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Institution: Universidad de Piura. Facultad de Ciencias de la Educación.
Date of Dissertation: October 15th 2019

Key Words: English / Teaching / Speaking Skill (Primary) / Perú Lima/ Investigation/

Description: Thesis of Master degree in Education belonging to the line of investigation on Teaching English as a Foreign language. The author presents the result of the investigation about the improving of speaking skill through games in young learners from 5th and 6th grade of primary of Melvin Jones school.

Content: The text of the thesis is divided into four parts: the first refers to the investigation outline about improving speaking skill through games in young learners from 5th and 6th grade. The second part is devoted to the theoretical framework defining the main terms of the research and explaining the importance of games to improve Speaking skill, the third part is about the methodology of the investigation, the description of the sample, population and the instrument used and the last part is about the results obtained after applying the workshop proposed.

Methodology: Applied research, quasi-experimental design with pretest and post-test with two groups, experimental and control.

Conclusions: The application of the plan of action improved the level of speaking skill in the areas of communication, fluency, grammar and vocabulary.

Sources: Samples of schools Melvin Jones and La Salle. Analysis and information   gathering of surveys, interviews, journal articles and books reviewed in the thesis bibliography.

Date of drafting of the summary: October 4th , 2019

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Introduction

"Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information "(Brown, 1994; Burns & Joyce, 1997,p.54). So, in order to achieve the complete process is necessary to connect with listening skill too. The communication will be successful depending on the receptiveness of other people due to interactive nature.

It is one of the skills that sometimes have limited opportunities for students to practice in class even though some curriculums work a communicative approach. For McDonough and Shaw (1993) speaking is "undervalued or in some circles taken for granted. There is a popular impression that writing, particularly literature, is meant to be read and as such is prestigious, whereas speaking is often thought of as colloquial, which helps to account for it lower priority in some teaching contexts"(p.151), because some schools prior other areas of language teaching, for example: grammar, which is included among written area of language. Speaking is one main point in communication so teachers should help learners improve this skill and overall oral competency. If we think in a functional way, the first thing we learn from a very young age is to speak and years later the learning of the written part begins. The same must happen with the learning of the second language, since oral communication will be the first to be put into practice during the interaction with the people around us. In English-speaking countries many immigrants are accepted to work simply because of their satisfactory level of oral communication even more, Zuzana Cepla in The Immigration forum (2017) states that English language skills are considered fundamental in order to reach a career in America.

For Lindsay and Knight (2006 p.58). "We speak for many reasons- to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on. Summarizing, speaking is important due to several reasons, among then, it is possible to highlight that is a tool which helps expressing ideas, opinions, wishes or desire to do something, negotiating or solving a particular problem and   establishing and maintaining social relationships and friendships.

For McDonough and Shaw: "Speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end"(p.152). It might be added that needs a listener and speaker who use their skills effectively to reach success in

communication. Motivation is, therefore, an important part since Speaking skill is produced by the desire for communication.

Playing games in class can bring positive consequences, first, is positive for health. They help to develop students' personality and sense of loyalty. For Andrew Wright, David Betteridge and Michael Buckby (2006) "Language learning is hard work ... Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work" (p.2)

The present investigation has as general objective to determine if games can improve speaking skills of students of 5th and 6th grade of Primary Education. The specific objectives consist of verifying if games improve the performance of these students in communication, fluency, grammar and vocabulary areas, because of the significant impact of games on the attitude of students.

The general hypothesis of this research is that the use of games influence the improvement of the speaking skill of 5th and 6th grade students of Primary Education, the specific hypotheses are that playing games will improve the performance in Communication, Fluency, Grammar and Vocabulary of students of 5th and 6th grade of Primary Education, the verification of these hypotheses would deserve a rethinking of the system of teaching English as a foreign language because it will allow more time in the planning of games that promote oral activity and the increase of hours to teach English during the week .

It is unfortunate that students do not have the opportunity to receive comprehensive English language instruction due, among other reasons, that in their daily lessons their teachers do not show interest in focusing on the speaking skill that would favor a better climate and learning because they prefer to devote more time to the work of other language skills that they consider more time consuming.

If it is taken into account learning units from some schools it will noticeable that Grammar or Vocabulary become the areas that concentrate efforts and time, this happens from lower grades so that the system of a certain way is customary harming oral communication without realizing it. By focusing on the learning of orthographic rules and grammatical structures in a written way, the opportunity to promote meaningful activities are reduced to practice activities from the coursebooks.

This situation causes students to lose interest in a language in which it is increasingly difficult for them to express themselves, through an appropriate development of speaking skill that would otherwise enable them to share their ideas and concerns beyond the reading of

books of text; materializing an enriching interaction with their teachers and with their own classmates.

This research is carried out to raise the level of oral proficiency in English, taking into account the limitations of the students to spin sentences naturally and the lack of vocabulary. Conversations in class might be considered by some students in frustrating tasks, students can lose interest and motivation to continue learning due to lack of confidence or fear of making errors during the oral activity (Tsui in Nunan,1999).

The handling of Grammar or Vocabulary in itself does not guarantee in any way control in their possibilities of genuine communication accumulating information without practice due to some teachers reduce their activities to fill in worksheets or coursebooks instead of providing opportunities to express using English effectively in a real context.

This is why the evaluation of the games and their positive impact on the speaking and the other aspects of learning English deserve attention and their verification; so it would justify an update in the teaching plan for daily lessons a one which includes more games giving plenty time for oral activities in my opinion.

In the first chapter the design of the research is presented, considering the formulation of the general problem, the objectives and hypotheses, the justification of the research as well as its limitations and antecedents.

The second chapter develops the theoretical framework going into concepts related to language skills, speaking, grammar, vocabulary, fluency as well as games and their types, it delves into the characteristics of students of 5th and 6th grade Primary.

In the third chapter corresponding to the Research Methodology, it is explained that the method used is the Experimental with Quasi-Experimental design detailing the sample of the study: students of 5th and 6th grade of Primary Education.

In the fourth chapter corresponding to the discussion of results, information is provided on the data collection process, the action plan, the content of the sessions, as well as the applied statistics to determine the results and express them by means of graphs and tables.

The conclusions will show that the hypotheses and objectives were achieved. For children, playing games can be the way not just for having fun, indeed it can be an excellent way to learn and as consequence to acquire language (Becker, Becker and Watts, 2006). Teachers can create contexts where learners put in practice language which is useful and meaningful. Through this research, it will be demonstrated that children can improve their Speaking skill through games. This investigation started observing a class in Melvin Jones Primary School, learners were from 10 to 11 years old.

It was noticed the lack of participation in speaking activities, sometimes because of the fear to talk in front of other classmates or the poor knowledge of language structures needed to interact with peers.

<center>**Chapter 1**</center>

<center>**Investigation Outline**</center>

1. Formulation of the problem

One important skill to develop in English is Speaking because is the one which allows to interact immediately with other people if you travel abroad in order to study or work or having vacations. You will need to communicate orally. Knowing the necessity to acquire the language and the quantity of time assigned in schools to learn English, something that could be understood, for this reason, that there is an important time for the development of activities that promote oral activity in meaningful contexts for students and Games are powerful resources to enhance young learners to learn a language.

Many teachers do not have the firm conviction of the favorable influence of the games on the methodology of teaching English as a foreign language, nevertheless, they must equip their students with all the available tools to obtain optimal performance. Others, reduce the practice for speaking skill with worksheets that highlight grammar structures and the acquisition of vocabulary which are useful are required too but forget to give the opportunity to communicate effectively through engaging activities like games.

In response to this problem, the present research seeks to demonstrate that the use of games during English classes fulfill a favorable role to acquire a language, having as a sample students of 5th and 6th grade of Primary in Melvin Jones school in Lima. It is also necessary to know the positive effect of the games in each of the aspects related to the teaching of English. There was a need to evaluate the results in Communication, Fluency, Grammar and Vocabulary, areas that make up the Speaking skill. If they progress, the student will have more resources to express himself. As well as confidence increase, dialogues will gradually acquire Fluency, of course in parallel with the Vocabulary expanded. In addition, the motivation and the challenge to be understood works equal in the learning of the mother tongue nor acquiring English language so it is important teachers bear in mind how to maintain them during learning process and as consequence, areas of Speaking skill like Grammar for example, which is usually the most difficult to learn, will be assimilated naturally and successfully. Students will appreciate and perceive English in a closer and useful way in their daily communication in class.

When the hypothesis of the investigation is verified, a multisectoral work should be coordinated, including the Ministry of Education, the elaboration of modern curricula that

promote constant interaction in the classrooms, and the training of teachers in the implementation of the games will be convenient.

1.1. General problem. To what extent games improve speaking skills in students of 5th and 6th grade of Primary of Melvin Jones school in Lima?

1.2. Specific problems

1. To what extent games improve communication of 5th and 6th grade of Primary of Melvin Jones school in Lima?
2. To what extent games improve fluency of 5th and 6th grade of Primary of Melvin Jones school in Lima?
3. To what extent games improve the grammar and vocabulary of 5th and 6th grade of Primary of Melvin Jones school in Lima?

2. Hypothesis

2.1. General Hypothesis. Games improve speaking skills in students in 5th and 6th grade of Primary of Melvin Jones school in Lima

2.2. Specific Hypothesis

- The use of games improves communication of students in 5th and 6th grade of Primary of Melvin Jones school in Lima.
- The use of games improves fluency of students in 5th and 6th grade of Primary of Melvin Jones school in Lima.
- The use of games improves the grammar and vocabulary of students in 5th and 6th grade of Primary of Melvin Jones school in Lima.

3. Delimitation of the Objectives

3.1. General Objective. Determine the influence of games in the improvement of speaking in students of 5th and 6th grade of Primary of Melvin Jones school in Lima.

3.2. Specific Objectives. The purpose for this study is:

- To determine the influence of games in the improvement of communication in students of 5th and 6th grade of Primary of Melvin Jones school in Lima.

- To analyze the influence of games in the improvement of fluency in students of 5th and 6th grade of Primary of Melvin Jones school in Lima.

- To evaluate the influence of games in the improvement of grammar and vocabulary of students in 5th and 6th grade of Primary of Melvin Jones school in Lima.

4. Justification of the investigation

For Chaney (1998) Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".(p.13) That means it is used to produce language for particular purposes. The activities that are proposed must also take into account the cultural field, that is, the customs of the contexts where they are carried out and also the rules of behavior for communication to be effective.

According to Hadfield (1999) speaking is a kind of bridge for learners between classroom and the world outside. In order to build the bridge, in the speaking activities, the teacher must give them practice opportunity for purposeful communication in meaningful situation. In other words, a mandatory task for teachers is to make competent learners using the language, that involves being effective expressing ideas, exchanging information through conversations with other peers. (p.7)

Even for international examinations, the speaking task is carefully designed. Starting with the setting of table and chair, it has to be assured the rapport between examiner and the candidate, then, the place must be located far away playgrounds or noisy places. A stopwatch, is a necessity, on the activities, they include questions of personal information, dialogues using colorful images, telling stories using simple vocabulary and pictures and it is of short duration. Indeed, is required that teachers plan a specific moment during the class where learners are meant to practice the oral language but that rarely happens. If we check some webpages of some private schools it will be noticeable that only few schools realized international examinations importance and prepare learners for that experience. After my experience as teacher I found that some teachers have the wrong idea that speaking is reduced to repeat some phrases or memorize dialogues. They forget that "interacting" is a key for developing this skill. Teachers should try to create an appropriate environment where students can have real- life communication experiences. Also, it is important to provide learners with authentic activities which are meaningful for them. Unfortunately, the reality gives us evidence that learners are having difficulties with this important skill.

Being able to communicate in a language different from the mother tongue, particularly English that opens possibilities to those who dominate it because knowing the language make people able to have opportunities like study abroad or work, must oblige educators not to skimp on any effort that seeks a complete and effective way to make students acquire language.

According to Adrian Doff (1988) in his book Teach English emphasizes the importance of games in English language teaching. The progress in the performance, because of the games, would bring significant implications, benefiting each of the parties, the teachers would see how the lessons taught are assimilated motivating them to work harder. On the other hand, students would perceive their English classes as more dynamic and entertaining having a space used for communication with all their companions. The success in the educational methodology would imply that both learners and educators gain mutual trust in the achievement of objectives, without the students perceiving that they must deploy a great effort to achieve it.

Melvin Jones school is a private institution located in Lima, students, boys and girls attend there from first grade of Primary to fifth grade of secondary, where learners in primary level have English lessons 5 hours per week. It was observed there was good work about grammar structures, but less work with other skills. Just few students try to participate in class, two or three, their classmates like to be in silence and only participate when they cannot avoid teacher's questions. During the observation of a class students do not look comfortable to participate in speaking activities; they use the mother tongue to gain confidence and others remain quiet or doing things like coloring or drawing. Their vocabulary and pronunciation is not correct, they try to read the words as if they did in their mother tongue. They speak with a lot of pauses, and it is difficult for them to create sentences. When the teacher asks questions, they try to translate them before answering the questions seeking teacher's approval. There were no speaking activities observed, only tasks where they had to repeat the conversations.

As a consequence, it was decided to implement a program where speaking activities were promoted through games. Games are important because they allow children to cooperate and interact in a natural way. Children develop the ability to say what they mean to say and to express themselves clearly. Games create opportunities for learners to acquire language in a meaningful way. W.R Lee (in Uberman, 2002) holds that language games make students use the language instantly without thinking about the correct form of the language itself. They can reduce anxiety in using the target language so learners will get more opportunities to express their opinion and feeling. (p.20)

5. Limitations of the investigation

Even though importance of speaking skill is known, there was rejection in other institutions to let apply the plan of action (workshop). They did not find that a speaking workshop could be useful for students. One of the reasons for an institution to refuse was that they did not see any utility in holding a workshop to develop oral skills, which would be different if a reading comprehension workshop was proposed. The director of the institution, which is a prestigious private school in Surco had the idea that it is more advantageous to work with children on reading comprehension than on oral communication and supported their opinion with the fact that the results of the application of the proposal (plan of action) would be seen in international exams and not oral work, wrong thing, because even it is known that international exams evaluate speaking skill too. Unfortunately, there is no awareness of the importance of developing oral skills in children and the director of the institution mentioned previously could not see the favorable connection for the development of other skills.

Another limitation was the lack of other studies conducted in our context comparing with the ones made in different countries, after searching through the internet. While it is a good thing to start with a new proposal based on the product of personal work, it is always necessary to know the experience of others to better define the route of the research.

Something that could have been negative for the research was the cutting of the action plan (workshop), since at the beginning more work sessions had been scheduled, it was expected to have twelve sessions; but, due to the educational projects of the institution the dates and work development had to be adapted. If the initial number of sessions had been respected, the results obtained at the end of the investigation would have been stronger and the beneficiaries would have been the children because they would have taken advantage of the time to reinforce Speaking skill. At the end, the children had eight sessions of the plan of action plus two sessions, one for the pre-test and one for the post-test.

For the control group there were 20 students from La Salle school, which is a private institution located in Breña. It is a school that provide English classes 5 hours per week. and for the experimental, 20 from Melvin Jones school, a private institution too, located in San Luis. These institutions were chosen because the purpose of the research is to demonstrate that Speaking Skill can be improved through games. Both institutions have similar characteristics that make them favorable for the study. The two schools are private, they are mixed institutions, in both institutions the ages of the students in the grades selected range

between 10 and 12 years, being private institutions parents prove to have a higher socio-economic level than that of families accessing public education. Both schools also have an infrastructure designed and built to provide education. San Luis and Breña are districts whose population has similar characteristics at socioeconomic level. Institutions care about having qualified professionals and agreements, both applied active methodology with their students. The vision of both institutions shows coincidences in wanting to provide quality education, training people with values using technological resources thinking about responding to the needs of the future. La Salle is based on Christian values (The promotor of the school belongs to the brothers of La Salle) and Melvin Jones, Leonistic (The promoter of the school is the Lions Club, an association developed internationally) values that have in common integrity, respect, love for life and others, providing service to the community. It was decided by Melvin Jones as an experimental group because it is an institution that presents a little more difficulty, for example they have a section per grade while the La Salle site allows to have three, greater number of teaching staff, workshops Sports and Cultural.

The same researcher was in charge of collecting the information provided in the pre-test and post-test and the sessions of the action plan.

6. Antecedents of the investigation

Using Communicative activities to develop English Speaking Ability of Matthayomsuksa three students, Pranee, 2011, this investigation was developed in Thailand with 102 students. They had improved their Speaking ability significantly because Communicative activities provided them with Speaking skill. The students practiced Speaking in different situations such ordering food, shopping, asking and answering questions in order students see that English was important for them and they can use it in real situations. This research is related with the present investigation because both of them emphasize the importance of improving speaking skill through different activities. This research was developed in Thailand where economic situation forced associations and companies look for international cooperation and learning English became a necessity. The purposes for this investigation were to study the effects of using communicative activities to develop English Speaking ability of Matthayomsuksa three students and to study the opinion of students through communicative activities. It was an experimental study of a single group which was evaluated with a pre and post test for a quantitative data collection. There were differences in the results obtained between the pre and post test. Students were satisfied with the activities proposed to work

English speaking skill ability, students became more confident about what to say and how the language was used. The researcher at the end advised to work in real contexts, at least, outside the classroom and for teachers to conform to the steps of presentation, practice and communication.

La enseñanza del inglés como lengua extranjera en la titulación de filología inglesa: el uso de canciones de música popular no sexistas como recurso didáctico, Silva, 2006 demonstrated that use of songs make easier the learning of communicative competence (from sociolinguistics perspective) motivate college students and reduce their anxiety (from psycholinguistics perspective) and improve their training as Foreign language teachers (from a sociocultural perspective)(p.5).

This research was developed in Spain, its objective was to demonstrate that use songs to teach English was beneficial for students, the use of survey was necessary to find out the importance of music for university students of first and second year in Malaga university. Musical activities are linked to the progress of students in Communication, which is one of the objectives of this research, demonstrating that it is possible to reduce the anxiety that a teaching lacking in dynamics can produce, it offers an interesting perspective of teachers' progress as well, which is part of the pedagogical enrichment. For the present research was considered to apply games which were expected would benefit Communication, among the games, songs and chants have been included in the action plan designed that is another reason to consider the work of Silva as antecedent for this research.

Dubin (1974) pointed out: "One can utilize songs as presentation contexts, as reinforcement material, as vehicles through which to teach all of the language skills and as medium through which to present some of the most important cultural themes that pervade language and modern life".(p.1-2) For Silva, music was the tool to make students acquired language and for the present research, songs were included as part of games with young learners, songs helped them to learn the vocabulary and some grammatical structures in order to communicate among peers.

Aprendizaje y técnicas de enseñanza del inglés en la escuela, Guillen, 2006, Encuentro. It is an article designed to give ideas about how to improve English teaching strategies with children and to understand how the second language acquisition is produced. At the end, there are routines and activities proposed to present English to the little ones. The study concluded that routines provide teachers the opportunity to create a linguistic environment using the second language in class. These routines imply visual and listening materials like cards, signs, songs, poems, rhymes, mimics that learners should identify using English language. That is

why it is important the use of routines mainly for children that have little knowledge of language. Routines help them to gain confidence to start speaking in class with their partners. In addition, the grammar structures used in the routines previously mentioned are linguistic resources that children can apply in school. The activities and the linguistic stimulus around the grammar structures, help the teacher in their duty making children acquire the second language. (p.57)

The importance of the classroom environment is stressed, which is vital for students to feel motivated, and the help that the teacher can receive is also valued.

According to Guillen, the routines applied during his investigation helped learners to acquire la language, among the routines the use of cards, songs and rhymes was planned. In the current investigation, the use of songs, rhymes and some cards were included too as part of games, mainly at the beginning of each session during the workshop executed. Here is where the connection between the two studies should be identified. In both, there is significant importance to focus on grammar and promote motivation in learners.

Descripción de los elementos curriculares en la enseñanza bilingüe del inglés: aproximación a la situación en la Comunidad de Madrid, Fernández, 2009 . It is a study developed in Madrid, in San Andres and Julio Pinto school. The main purpose is deepen the analysis of the methodology of teaching English as a foreign language in Early stages of Primary Education. It describes and compares the elements that intervene in second language acquisition process in the first cycle of two bilingual public schools. Some of the conclusions found were:

After observing centers studied it was determined there was few evidences of level of homogeneity between the methodologies of teaching English, at least for the first cycle of primary education do not have data to confirm a methodological uniformity except as regards its eclecticism and variety of techniques and methods, which actually is a manifestation of lack of uniformity. It was found that teachers tend to make uneven use of the target language and the mother tongue in their classes, although the researcher thought that to understand this fact in all its magnitude would be interesting further work on the relationship between language use and degree of mastery by teachers and students.

Many of the skills used in language learning are easily transferable to other learning situation. This conclusion brought the current investigator the fact that some parents do not know how to help their children learn English due to they did not acquire the language. They were not aware that they can help them using strategies in their mother tongue because of the

transfer principle. In this context, Content and language integrated learning (CLIL) appears and allows the children, therefore, apply to other learning experiences the procedures used to acquire non-linguistic content in a language different to their mother tongue. CLIL provides flexibility to educational practice. Mehisto, P., Marsh D.and Frigols, M., (2008) stated that language learning is actually a compendium of several methodological approaches such as immersion, bilingual and multilingual education, a framework in which to apply and synthesize the knowledge acquired through these approaches using programs with language exposure of low intensity and short-term to long high-intensity programs can be adapted for its application in all educational stages or in a series of learning units within a single area.

The lack of uniformity in the teaching techniques is questioned, in this respect the processes with the corresponding training would have to be standardized, the qualification system is also questioned. This point has been observed in the institution where the present research was worked. It might be appealing to investigate in what extent the lack of uniformity in strategies can influence not only the improvement of Speaking skill but other skills.

Metodología aplicada por los docentes en la enseñanza-aprendizaje de lengua extranjera (inglés), Severino, Rosario and De León, 2012, applied in the first grade teachers of México Technological Institute. The main purpose of the study was to analyse the methodology of the First grade teachers of Mexico Technological Institute teaching foreign languages, Students reported that they had difficulty learning the language, they had trouble reading, writing, understanding and speaking. They do not understand the teacher and apparently it is due to the type of teachers they have, whose lack of preparation generates little interest in the students. Five objectives were proposed:

Describe the methodologies used by teachers for teaching foreign language. It was concluded that most teachers are not aware of such methodologies, confuse the methodologies and strategies that would apply but that are not implemented effectively in the classroom. If it is known that students need to develop critical thinking and problem solving, the absence of methodologies will not contribute with that purpose. There is a wide range of factors that make teachers do not implement strategies, one of them, there are many teachers working as foreign language teachers but they belong to other educational areas, as a result, they suffer from lack of sufficient knowledge to give students quality learning. The lack of knowledge hinders the proper methodology of language learning. Learning and teaching methodologies must change in schools, if most students do not assimilate what they are taught, better

methodology will help students improve brain power. It is related to the present study because shows the problem with strategies used by the teachers caused by the lack of preparation and knowledge.

Determine the aspects that influence learning of a foreign language. Some of them are: lack of motivation, problem of low level of reading comprehension skills, low self-esteem, social and economic concerns, fear to express themselves, the overcrowding, lack of educational resources, lack of space, poor attitude: the student and teachers, etc. So all these consequences must be taken into account and implement a better methodology that yields meaningful, productive and competent result of teaching and learning, teachers must possess the ability to reduce such aspects that disrupt the educational development.

Identify the educational resources used by teachers during the process of acquisition by learners of a second language, these resources facilitate the teaching process, a good choice and use of them will improve the competitiveness of students in the target language. According to the surveyed students on educational materials used by teachers, 81% revealed not having used books during the educational process stating that teachers do not use anything.

Evaluate the factors presented in the strategy of the domain of English in language learners during the teaching and learning of foreign languages in Mexico Technological Institute, these factors affect students psychologically and emotionally, these strategies or methodology should be modified or changed entirely for the educational process becomes more interesting and less monotonous, to achieve greater and beneficial cognitive performance of students.

Assess the factors of the strategy used in the domain of Foreign language during the learning process in Mexico Technological Institute, because they are affecting both psychologically and emotionally students, these strategies or methodology should be modified or changed entirely so the educational process becomes more interesting and less monotonous, as consequence, learners will achieve greater and beneficial cognitive performance.

Establish what cognitive domain students possess to read, understand, write and speak in English, according to the Second language curriculum, one of the goals or objectives is to contribute with the interaction between students and other cultures, just as encourage personal overcoming through bilingualism, engaging in the international labor world of globalization.

In the same way, the teacher has to identify their productivity through knowledge acquired by students, in this case students must possess the following yields to write, read, understand and speak in English. After identifying and establishing the dominance of English language learners, it should be noted that 78% possess the qualities of writing, reading and speaking basic content, however they are in difficulty to understand what the speaker says. (p.78-80)

The inadequate preparation of teachers in the different areas of English learning was considered by the author, pointing out that critical thinking was not developed, this research highlights the key role of educators, and the games are a practical strategy, the joint coordination for the design of the school curriculum is also targeted, the monotony and lack of motivation found coincide with the thought of this research, the students get tired and do not have the courage to learn.

The work of Severino, Rosario and De León also emphasizes the difficulties of listening, due to the lack of practice, the opportunity of the teacher to focus on interaction with other cultures supports the position of the games that are played to put special emphasis on them, having the interaction among students.
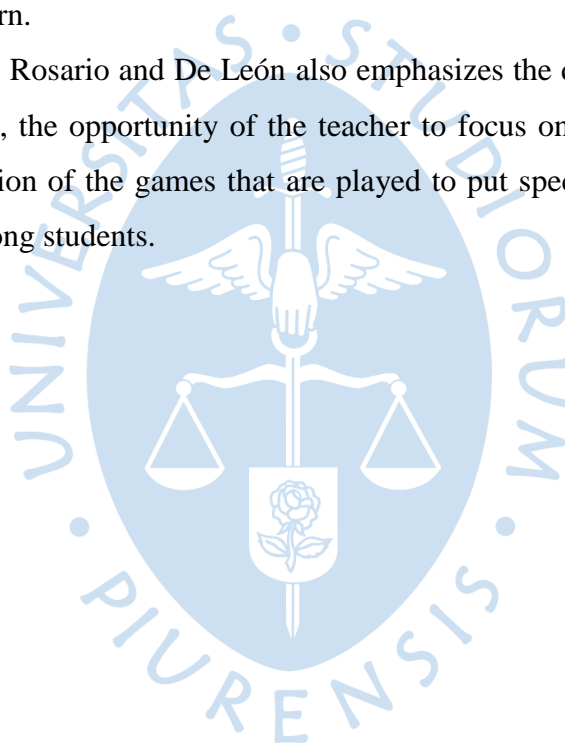
Chapter 2

Theoretical Framework

1. Characteristics of children in 5th and 6th grade

In order to develop this research, it is important to have in mind the characteristics of the chosen population. For this purpose, the contributions of Piaget in Handbook of Child Psychology (1983) were important. Here there are some of them:

- Increased ability to interact with peers. Children at this age prefer to interact with other children and spend as much time as possible playing. It is much easier to socialize with other children through the game. They initiate a greater separation from their parents. They may begin to question parents about the way they do things. It is easy to observe in classes, every opportunity presented is taken to play. In addition, they not only question their parents but also the rules of the class and their teachers. And with social networks, the time they use to stay in touch with their friends is even greater when they are in their homes.

- Increased ability to engage in competition. That is why the strategy of participating in games in the class works properly. Each time a game is proposed in the class, almost all the students are happy to participate and the students are motivated.

- Has a strong group identity. The group of friends becomes more important and it is the moment when they ask themselves to stay for the night or to spend the afternoon in the house of a friend. They establish stronger and more complex friendships and relationships with their friends or peers. On an emotional level, it is increasingly important to have friends, especially those of the same sex. In recent times it is more common than every Friday, at the end of classes, students agree to spend evenings together playing and some parents support these attitudes. During recess it is easy to observe that children of these ages participate in games in small groups. It is also observed as something common that at the beginning of recess the children look for their friends in other classrooms and wait for them to go out together and begin their displacement.

- Increased ability to learn and apply skills. Begin to have a much more logical, complex and mature thinking, so they will be able to see different perspectives for the same situation. Although he/she has a more complex thought, his/her thoughts are still based on real things rather than just ideas, that is, on things that can happen directly to him/her or identify with the senses.

– At age ten, children are consolidating previously learned concepts and are able to develop new skills at a steady pace. Although they need motivation for studying, they can get very good results.

According to Chip Wood (2007), there is a list of characteristics to add like children are expressive and talkative, like to explain things, able to listen, read independently, work well in groups, enjoy family, friends and teachers. They are sensitive to and able to resolve issues of fairness.

According to Piaget Cognitive Stages of development, children in 5th and 6th grade are between 10 and 12 years old. So they are in a Concrete Operational Stage.

Concrete Operational Stage:

– Ages between 7 to 12.

– They have a concrete reasoning.

– They are less egocentric and become to be more aware of external events.

– They begin to realize that one's own thoughts and feelings are unique and may not be shared by others.

– They cannot think abstractly or hypothetically.

– They practice concrete operations like conservation, seriation, classification, reversibility, decentering and transitivity.

2. Language Skills

"The aim of a language teaching course is very often defined with reference to the four "language skills": understanding speech (listening), speaking, reading and writing." (Henry Widdowson 1985.p.1)

Listening and reading are known as the Receptive skills; while speaking and writing are known as the Productive skills.

a) Receptive skills:

Listening and reading are known as receptive skills because learners do not need to produce language to communicate. They receive and understand.

b) Productive skills:

Speaking and writing, known as active skills too, are used to produce language. Learners used the language acquired to produce messages through speech or written texts.

3. Speaking

Speaking is an important skill because it is necessary for communication purposes. Learners should be taught in pronunciation, vocabulary, grammar, fluency, accuracy and comprehension. It allows carrying out a conversation in a foreign language if you have acquired the language, and not just foreign but the mother tongue too. Bailey and Savage (1994) explained is an "activity requiring the integration of many subsystems…all these factors combine to make speaking a second or foreign language a formidable task for language learners…yet for many people, speaking is seen as the central skill"

According to Byrne (1986):

"Oral communication is a two-way process between speaker and listener where both the speaker and the listener have a positive function to perform…the speaker has to encode the message he wishes to convey in appropriate language, while the listener (no less actively) has to decode (or interpret) the message"(p.8). That means that speaking implies an interactive process. It is important to have in mind that listening and speaking cannot be disassociated. For Nunan (1989): "successful conversations require good listeners as well as good speakers".(p.32) Throughout the communication process, the speaker who issues the message also becomes the receiver of the information, which is why it is an activity in which roles are shared. For teachers it must become a priority to seek to promote situations in which students speak in contexts close to the real ones and develop activities that work on listening skills such as oral ones, since it would be best to promote them in an integrated way.

For conversations it is necessary to apply the turn-taking rule. It is annoying when one speaker denies the other participant to take part in. It is important to give them the same opportunity for interaction. It could seem that conversations are spontaneous events, but require organization and code of conduct.

About integration with other skills, it is the most flexible because it can be used as target skill or be part for assessing another one like listening using speaking as preparation or in reading tasks. Bearing in mind that when we communicate, we use more than one skill and take it to a real level of communication. The listener not only listens but also reacts to what a speaker says and asks questions to clarify the information needed. An activity that can be used, for example, is to complete information gaps, in which they need to interact with peers where, when speaking, they put the skills into practice. In the case of reading, it can be proposed as an activity to discuss a book of the reading plan school they have read using new vocabulary or the target language planned or telling a story to a classmate.

For Nunan (cited in The Internet TESL Journal, 2006), learners need to produce English speech sounds and sound patterns, use word and sentence stress, intonation patterns, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. It is expected that learners organize their thoughts in meaningful and logical sequence using language quickly and confidently with few unnatural pauses, which is called fluency.

In order to teach speaking, teachers promote interaction where communicative language teaching and collaborative learning are applied.

The proper environment for this purpose is to create real-life situations using authentic activities and meaningful tasks that promote oral language. In this way the activity will be more motivating for students promoting effective language acquisition. Working in pairs or in a team helps students who avoid expressing themselves for fear of error or for the little vocabulary they master. They will strengthen with the help of the target language and feel more comfortable participating in the activities.

Kayi Hayriye (2006) emphasized some recommendations for English teachers who want to develop oral language:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

  It is important that teachers design significant activities where learners can work with peers too. Teachers should be careful when deciding the materials to use in class, they need to help learners to communicate in real situations. Collaborative work can be beneficial, mainly for students with some difficulties. They can gain confidence and practice through interaction with classmates. Although it is not so simple for teachers to plan these types of activities, it is important that they do so for the benefits that their students will obtain, especially for those who have more difficulty expressing themselves.

- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation. For this purpose, will be essential always set a specific moment during the lesson plan and give prompts. Rhymes, riddles, dialogues or role plays are good examples to encourage participation in speaking activities. Students with basic level will need help because sometimes the lack of vocabulary stop their participation during the class. For this it is important that the teacher is always monitoring these types of activities to detect which students need more support and ensure that they are taking part in the activities. In addition, teachers can take into

account the learning style of each student to be able to vary the activities and make them more useful. The important thing is to create the habit in which the students will know that there will be a moment of the class destined to work the oral expression.

- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students. The role of the teacher has changed during the last years, the time of a teacher center class is over. Students are the center of the class now. the teacher must plan activities where the students acquire knowledge being the protagonists. The idea of increasing student speaking time is to give students greater opportunity to strengthen oral skills. It must be remembered that for many of the students, class time is the only opportunity they have to practice the language and for that reason they do not need to listen speeches of the teachers, it is already proved that they acquired the language, the objective is to ensure in their lesson plan create the greatest opportunities for students to use target vocabulary in meaningful activities.

- Indicate positive signs when commenting on a student's response. Because learners will feel encourage to learn and they will be willing to participate in the activities of the class. If the teacher emphasizes the good points of each student, they will take it into account to apply them in the different activities, but if the teacher focuses only on highlighting what the student did not do well, it could create greater insecurity to participate. In addition, teachers should provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice…" It is important to let students know about their progresses in class. Not only oral feedback but written will be appreciated by students and parents who are eager to help their children to improve in the acquisition of the language. Positive statements will have an excellent effect on the attitude of the student to the course.

- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more. Sometimes learners who have a basic level remain in silence because do not know how to participate during the class and it becomes difficult to know if they are understanding the target points. Through these questions, students will only have the alternative to try to learn. For this it is important that the teacher helps the student insisting that students use the target vocabulary that has been planned for the activity.

- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech. If the correction of pronunciation becomes frequently, learners might lose their confidence during speaking

task possibly and it can affect the progress of their fluency. A strategy that is recommended to teachers in many training workshops is to take note of the mistakes the student makes in order to be able to communicate it assertively. If a student is interrupted for a correction constantly it could affect the motivation and limit the progress acquiring language.

- Involve speaking activities not only in class but also out of class; contact parents and other people who can help. There are some institutions that arrange visits of native speakers to interact with learners through short plays or storytelling. These kinds of activities motivate learners to start a communication and as a consequence to put in practice target language taught previously in classes. Activities are not only design for the class, but teachers may also work with projects that involve learners making interviews or representations where parent supervision will be required. It is essential to coordinate with parents for the success of the tasks. There are schools that promote participation in student exchanges or competitions in different countries where they feel obliged and motivated to use a foreign language. Other institutions have a budget that allow students to participate in activities where they are exposed to put the language into practice.

- Provide the vocabulary beforehand that students need in speaking activities. So, learners can identify the meaning of the new words and try to put them in the new context. It is important that the teacher not only limits himself or herself to presenting the new vocabulary, but also to check comprehension of the target language presented.

- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language. These students are the ones that require the most attention from the teachers so they can give them the confidence and the help needed in order to find the best way to learn.

    If the teacher puts into practice all the recommendations provided, it is likely that he has more students willing to learn and having success acquiring the language.

    There are three major stages to teach speaking:

a) Introducing new language

b) Practice

c) Communicative activities

    About introducing new language, teachers should find out meaningful texts. They can ask to pronounce unfamiliar words and find out the meaning of the expression used in the text. It is suggested to present the vocabulary in familiar contexts. And the teacher should check the

comprehension of it. This stage provides the language input that gives students the foundation for their knowledge of the language.

The second major is practice, where students practice the new vocabulary in controlled context through drills or substitutions exercises. It is necessary students will have several opportunities to practice the new language and become familiar with it. The teacher will provide assistance to the students. They might work in pairs or small groups on a topic based task with a specific outcome.

Communicative activities will make students use the new vocabulary in different contexts or using their own information in order to develop fluency. Students can work together to develop a plan or complete a task. Here, the assistance of the teacher is minimal. The teacher should be aware that students in their desire to practice the target vocabulary will not perform a practice that does not sound natural.

There are different techniques to teach speaking like information gap using pictures, photographs, songs and role play. The three stages are related. For example, the practice requires the planning of communicative activities such as those mentioned above.

4.   Components of Speaking skill

According to Syakur (1987)," speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency". (p.5) When the speaking skill is worked, the mentioned components are identified, which together achieve a successful oral communication. Each of these elements will be developed as the teacher provides the tools so that students can communicate orally effectively. These tools are based on the strategies and materials that will help acquire new vocabularies and structures such as songs, drills, rhymes, etc.

Cemink´s voices Knowledge for together (2016) define the components in this way:

4.1.   Grammar. It is used to arrange a correct grammatical sentence in a conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. Grammar is the system of a language. It is called "the rules of the language", but in fact no language has rules. Language started by people making sounds which evolved into words, phrases and sentences. Grammar is the reflection of a language at a particular time.

It can be defined like a group of rules in a language for changing the words and joining them into the sentences. In terms of communication, the correct use of grammar

avoids the misunderstandings and make people interpret messages correctly. Conversation speed might be affected by grammar if the mistakes that can be produced are considerable so, it becomes slow and speakers may suffer from fear of expressing ideas and thoughts. The correct use of grammar shows a sign of respect for speakers and listeners. Grammar rules help students to develop a habit of thinking logically and help them to become accurate when they speak.

4.2. Vocabulary. Vocabulary means the appropriate diction which is used in communication. Without sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. It is known that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed (Wilkins, 1972). It refers to the words used in language.

For students, the vocabulary should be very familiar and use in everyday conversations in order to understand spoken discourse. Students need to know the words, meanings, how they are spelt and pronounced. Teachers have to be sure students acquire new vocabulary. Some words are easier to learn than others because of similarity with the mother tongue. But it can also represent a difficulty since some words may be similar but have a different meaning in both languages.

4.3. Pronunciation. Refers to the way in which people make sounds. Pronunciation is the way students produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes will make extremely difficult to be understood by a speaker from another language community (Gerard,2000).

Even if the vocabulary and grammar are limited, if the pronunciation is correct and with good intonation, effective communication will occur between the speaker and the listener. Pronunciation may include many aspects like articulation, rhythm, intonation and phrasing, and more peripherally even gestures, body language and eye contact.

Correct pronunciation may be defined like the reproduction of language sounds, so the message will be passed easily and understood by the listener. Children are quicker learners and tend to acquire pronunciation in a faster way than adults.

4.4. Fluency. It can be defined as the ability to speak easily and accurately. It is reading words with no noticeable cognitive or mental effort. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown. 1997). Fluency in oral reading includes additional dimensions involving the "quality" of oral reading including intonation and expression.

It is important to define accuracy too which is the ability to produce correct sentences using correct grammar and vocabulary. Accuracy is relative, for example, a child in early primary is not capable of the same level of accuracy as an adult. Teachers who concentrate on accuracy help their students to produce grammatically correct written and spoken English. Typical accuracy activities are: grammar presentations, gap-fill exercises, frame dialogues.

Wilson (1983) defines speaking as development of the relationship between speaker and listener. In addition, speaking determines which logical linguistic, psychological a physical rules should be applied in a given "communicate situation". It means that the main objective of speaking is communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual. (p.5)

5. How to assess speaking

Teachers should plan activities short and fun promoting interaction with a friend. They can do role plays involving games they play frequently so they will be motivated to participate. Harmer (1984) says about role plays and simulations that are useful activities to increase the confidence of hesitant and shy students. Something positive in these activities is that students can assume different roles and feel committed to speak for an audience. Different tasks like describing a picture, a person, a place and telling a story using pictures should be used.

It is advisable to record students "speeches" and listen more than once. It is a good way to assess speaking in order to pay attention to different aspects in speaking like pronunciation,

fluency, etc. Learners can be asked to record their own conversations using their own smartphones, this can be encouraging for them so they can email the files and the teacher can review them later.

But if that it is not possible because it is time consuming the use of rubrics are recommended. Speaking assessment is usually reported as an overall mark on bands scales or score points, in order to provide valid, reliable and consistent results of assessment, that show the learners' speaking achievement/level (Council of Europe, 2014). Rubrics should be created based on the expectations for each assignment or task and teachers can adjust them to the needs of their class or the regulations put forward by their school or Ministry of Education.

In order to create a rubric is important to choose the criteria that will grade learners and list them along the left side of the page, for example: vocabulary, pronunciation, accuracy or communication. Then, in the top of the page, it should be included an even number of columns that will represent the potential skill level of students. For example: Pronounce all the words correctly, pronounce most of the words correctly, pronounce some words correctly and the words are pronounced with a lot of mistakes.

As long as the teacher is familiar with the rubric and its contents, he/she can listen to the presentation and pay attention to it while placing quick check marks in the correct areas as the student performs. Later, the mark or grade can be calculated as an average or based on whichever proportion is assigned to the different areas.

6. Games

Games are activities in which participants take part for enjoyment, learning or competition. Games often have goals, structure and rules to declare the results and winners.

Games are designed to create a compelling complex problem space or world which players come to understand through self-directed exploration. They create a compelling need to know, ask, examine and assimilate certain skills and content areas. Much of the activity of play consists in failing to reach the goal established by game's rules. And yet players rarely experience this failure as an obstacle to trying again and again, as they work toward mastery. There is something in play that gives players permission to take risks considered outlandish or impossible in "real life." There is something in play that activates the tenacity and persistence required for effective learning. In other words, games are planned to motivate learners to play all the times they need to achieve their goals, they should be guided by the teacher using different subjects at once and of course, being funny and interesting for them. Learners will

not feel disappointed if they fail at the beginning. It is expected children will play as long as they feel experts in the matter. (Institute of Play, 2016)

There are three key moments in game play with important implications for learning.

- The first is when a would-be player approaches a game and expresses a wish to participate: "Can I try? Can I join in?" In the case of the classroom, it is important to take into account also what type of student is expressing his desire to play, because if he is a hesitant student, the teacher has to be ready to take advantage of the attitude shown by the student. It is also important that the teacher plans games in which the entire class can participate.

- The second moment comes when a player asks, "Can I save it?" In other words, "I'm deeply invested in this experience, which has value and meaning, and I'd like to pick up where I left off." At this stage it is easy to see the interest that has been aroused in the student and the teacher has to take advantage of it because the student through the game will learn what has been proposed for that activity. In addition, by achieving that interest, the student will show willingness to participate in future activities.

- The third moment comes when a player attains a level of mastery and offers advice to a novice: "Want me to show you how?" A corollary to this moment occurs in the community of practice that arises around games, when one player asks another, "How did you do that? Will you teach me?" We can see that one of the students managed to acquire the proposed learning and naturally participates in collaborative work with their peers, seeks to help them and through that not only benefits their partner but also he strengthens what they have learned. Occasionally, students who are shy and have doubts remain in silence with their minds away of the class, it is difficult for them to approach a teacher, but with a partner, communication becomes easier and they feel involved with the game and the learning process.

Games are already widely used by teachers, parents, schools and other institutions with an interest in learning. They function as doorways into content areas, introductions into specific skill sets and/or nodes in larger knowledge networks. In fact, games and learning have enjoyed an association that predates digital technology by thousands of years. To be effective, game environments must be structured around how children learn.

There is a set of basic principles that describe the learning process (Carnegie Mellon University Eberly center, 2016). There are four of these key principles which are going to be explained:

Principle 1: Previous knowledge can help or make difficult students learning. It is said that it can help if prior knowledge is accurate on a specific topic but if the knowledge is incorrect this will affect the achievement of learning. If it happens, it will be necessary for the student to reflect and produce a change in order to satisfy a necessity. Thinking about the class, it is important the work of the teacher to know how much information the child handles to detect if the previous knowledge is incorrect and can help the student before presenting the new learning.

Principle 2: Student motivation is fundamental to determine the path to learning achievement. Motivation is the force that generates that students persevere in their learning and keeps them attentive to carry out all the activities that benefit them without having to do it by obligation if not by the fact that it will improve them. In the games field, according to game-based learning experts, is the fact of receiving feedback which maintain highly motivated learners. It can occur that students play over and over again until they get improvement in their performance, in order to develop consistent and productive thinking process. It is clear that motivation is a fundamental part of learning achievement. The teacher has the task of looking for games or activities that may be interesting for students. That way there will be interest in improving and mastering the game and as consequence, they will be learning by personal initiative and not because of the pressure or feel compelled to learn.

Principle 3: To achieve mastery, students must acquire component skills and learn how to integrate them so they can apply what they have learned in the appropriate time. Learning is a process that happens step by step, respecting the pace of each student. The problem that emerged was that training programs are developed in groups and as result, slower students struggle with the process and the faster students get bored. The focus tends to necessarily be on learning facts or rules, with limited opportunities to apply them. On the other hand, a good learning based on games adapts to your student So it will be seen as a consequence that each student advances becoming aware of their achievements and showing willingness to take new challenges. The game propitiates the best environment where to carry out the learning since it is a significant environment in which students can apply what they have learned. The desire to improve game performance will strengthen the development of skills that will result in learning achievement. Emphasis is placed on the pace of learning of each student and therefore the teacher knows that he must respect it and requires providing extra activities so that students who manage to finish the planned can continue their learning without interrupting those of slow participation.

Principle 4: The practice should be directed towards clear objectives since along with the timely feedback will produce an improvement in the quality of student learning. On the other side, the nature of traditional training does not allow constant, individualized and highly motivating level of feedback. In addition, traditional methods of classroom training and the type of tutorial do not provide students with the opportunity to repeatedly practice thinking processes and skills in a realistic environment. Talking about games, the additional comments, which come from alerts, scores and post-game reports, encourage students to continue practicing until they master the learning objectives of the game, and provide them with the information required to achieve their goal. On this principle, highlights the importance of feedback, which the student will take into account to improve their performance in the game.

Another point of view similar to the one before is explained by James Paul Glee (2007), who describes 36 learning principles that well-designed games embody. Following are four, taking as an example the loading dock game. This is an interactive game where players should try to park a truck and there will be obstacles to let the players fail in their attempts:

Subset Principle: Learning, even at its start, takes place in a simplified subset of the real domain. For example, the loading dock game should represent an actual loading dock, where players can easily set their strategies thinking in their job performance. Nevertheless, the simplified version is required in order to omit unimportant details, due to players need to focus on aspects of the simulation that are relevant to the learning objective. The importance of planning before carrying out an activity is noted, in the case of the game it is taken into account which strategies are the ones that will be useful.

Active, Critical Learning Principle: Active and critical learning should be promoted through the learning environment. In the loading dock example, the players are not expected to complete a quiz to identify the incorrect or correct behavior happened in the loading dock game. They actually think, act, experience consequences and pursue goals in a variable game environment. The nature of the game allows an active and critical performance of the participant. Direct attention to the goal of the game.

Probing Principle: Learning is a cycle of probing the world, it involves an active action; reflecting so, on this basis, forms a hypothesis; then, re-probing the world to test it; and finally, accepting or rethinking the hypothesis. For example, an effective loading dock game must present a functional environment in which players may choose from and evaluate many different actions. By experimentation, which means, making choices and experiencing the consequences, learners will accomplish the goal to find the right course of action. It can be

compared with a metacognition of the game, since it reflects on the processes, strategies that were formulated and worked to achieve its goal.

Practice Principle: Learners get lots of practice in a context where the practice is attractive (in a virtual world that is compelling to learners on their own terms and where the learners experience ongoing success). For example, to encourage practice and thus, development of good habits, the loading dock game must gradually increase the difficulty level of the challenges. This keeps players engaged and encourages them to continually hone their skills. The practice perfects the development of the skills by what makes the participants of the game able to face new challenges and overcome the degree of difficulty of the actions of the game.

Summing up, participating in a game requires the same learning processes, it begins with being clear about the goal they will achieve, planning the strategies to be applied, having active participation and rethinking strategies as depending on their functionality or not. , until achieving the proposed goal but knowing that new challenges will appear with the peace of mind of knowing that the skills have been strengthened.

For Lee Su kim (1995) there are many advantages of using games in the English classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

For all the above, games are a great tool for learning. It awakens motivation and interest, they are useful for working all the types of skills required, they promote a reflective attitude about performance, they achieve social development and in the case of language acquisition they improve communication.

7. Types of games

Brewster and Ellis (2002) in Creative Games for The Language Class; classify many different games into two main types: accuracy-focused games and fluency-focused games. Accuracy-focused or language control games aim to score more points than others, usually to

find a winner. This kind of games tends to focus on comprehension (listening and reading) as well as production (speaking and writing).

They categorized games by the resources required to play them. There are eight types of games under this categorization for example, guessing games and listening games, simple pencil and paper/blackboard games (spelling games, consequences), picture games, word cards, game using sentence cards, dice games, board games, and games using chart or matrices. Some teachers put these games into practice by varying the types according to the skill they are working with the students. It is a facility that the required materials are simple to prepare. In my experience, guessing games dice games and board games are the ones which attracts a lot of interest of children.

In Children's games by Toth (1995), she divides games into two kinds. The first one is competitive games, in which players or teams race to be first to reach the goal. The second one is cooperative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language. The interesting thing is to combine the two types of games since children love to play and know who won. In 5th and 6th grade, children like to participate in men's games against women and also in teams. For this age it is necessary to emphasize the communicative part and not the correctness of the language to avoid that at some point the students lose the interest of participating because they are afraid of error.

But for Hadfield (1999) in Intermediate vocabulary games, she explains two ways of classifying language games, divides them into two types: linguistic and communicative games. Linguistic games focus on accuracy, such as supplying the correct production of a structure. On the other hand, communicative games focus on successful exchange of information and ideas. In communicative games correct language use is secondary to achieving goal.

In the second categorization, Hadfield differentiates language games based on the techniques used in the games. As with the classification of games as linguistic games as communicative games, some games will contain elements of more than one type:

1. Sorting, ordering or arranging games, for example, students have a set of cards with different topics and they sort the cards based on the topics.
2. Information gap games where one or more people have information and other people need to complete a task.

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3. Guessing games that are a variation on information gap games, for example, "20 Questions Game".

4. Search games which are the other variant on two way info gap games, with everyone giving and seeking information.

5. Matching games where the participants need to find a match for a word, picture, or card.

6. Labeling games which are form of matching, in that participants match labels and pictures.

7. Exchanging games where students barter cards, other objects or ideas.

8. Role-play games that involve students playing roles that they do not play on real life, such as dentist.

9. Board games that are mainly involve moving markers along a path.

According to the researcher, Communicative games were the most appropriate for working with children, among the above-mentioned lines such as information gap, guessing games, search games, matching games or board games are the ones that most attract children's attention. Of all the types of games presented, they can be put into practice without opposing each other.

For this investigation, it was taken into account that the games were competitive and cooperative and relate them to the communicative category. Due to the characteristics of the 5th and 6th grade children, the games chosen were communicative like information gaps, guessing games, search games, role plays and board games.

Chapter 3

Methodology of the investigation

1. **Data Collection**

This was an experimental research. A control and experimental group had been used and the results from both groups were compared. The control group was formed by students from a private school with 5 hours English class in a week. The experimental group was formed by the students in Melvin Jones which is a private school with 5 hours of English class in a week too. Both institutions used a book as a material. In both cases, students are not used to taking International exams but according to the contents they were working it is assumed their level corresponds to A1 at the beginning of the research. The experimental group and the control group had different teachers because they were from different institutions.

The first action taken was observation, the researcher observed the attitudes of learners, how they reacted in speaking activities. After that, the plan of action (program) was elaborated in order to improve speaking skill. It was applied to the experimental group. The first day of the program, students completed a survey about their preferences to learn English and a pre-test which established the level of speaking ability. At the end of the program, during the last session, learners took a post test. It was the same test used in the pre-test. The same test was used for the pre-test because the nature of the subject to be developed and that it is the same group of students who would take it. According to the type of action research, this was the proper way to evaluate the progress of learners in the program. It was necessary to verify the influence of games in improving speaking ability. In the pre-test, the results allowed establishing the level of speaking ability and the survey helped with the design of the sessions.

2. **Investigation Type**

The research is of an applied type, because it is based on an educational context, specifically with students at the primary level. The method that has been used is the experimental one. It was decided to work the experimental method because the objective of this type of investigation is to control the phenomenon to be studied, employs hypothetical-deductive reasoning (Sánchez y Reyes, 2006). It uses representative samples, experimental design as a control strategy and quantitative methodology to analyze the data. The group of students of Melvin Jones school in 5th and 6th grade was chosen as the experimental one. It is the group which is expected to be affected by the application of games for improving

Speaking Skill. And in the other side, a group of students from La Salle school was chosen as the control one so, they did not carry out the action plan.

3. Design of the investigation

The quasi-experimental design was applied with pre-test and post-test with two groups, one experimental and the other control. The scheme is the following (Sánchez y Reyes, 2006):

$$G_1 \quad O_1 \quad X \quad O_2$$
$$\text{-----------------------}$$
$$G_2 \quad O_3 \quad - \quad O_4$$

Where:

G_1 : Experimental group

G_2 : Control group

O_1 : Experimental group Pre test

O_2 : Experimental group Post test

O_3 : Control group Pre test

O_4 : Control group Post test

X : Application of the Games

- : Without application of the games.

4. Variables

4.1. Independent variable. The games (program)

4.2. Dependent variable. Improvement of Speaking: - Communication

– Fluency

– Grammar and vocabulary

5. Population and Sample

5.1. Population. The population was made up of 2850 5th and 6th grade primary school students from the private educational institutions of the districts of San Luis and Breña, in Metropolitan Lima.

5.2. Sample. The sample consists of 40 students of 5th and 6th grade of primary school, for its determination the non-probabilistic and intentional sampling was applied.

The experimental group consisted of 20 students from the Melvin Jones School of the San Luis district and the control group, by 20 students from the La Salle School of the district of Breña. Both groups have students whose ages range between 10 and 12 years. There were 10 boys and 10 girls from experimental group and 7 boys and 13 girls from the control one. The samples belong to La Salle and Melvin Jones schools. La Salle School is located in Breña and Melvin Jones in San Luis. Both institutions are private, parents have a socioeconomic level that allows them to pay for this type of education. They have very similar characteristics in terms of mission and vision too, since both institutions train their students taking into account values that seek the development of the person, using technology resources, enhancing their skills and making them able to respond to future needs. The two institutions have infrastructures designed with the objective of providing education with La Salle having more infrastructure. In Melvin Jones there is a section by grade level while La Salle has 3. The average number of students in Melvin Jones is 25 while Salle is 30.

In both institutions, learners have 5 hours of English class in a week. Every class uses a book as a supporting material. They use active methodology but do not take part of the International exams of Cambridge. Because of the age of the students in the research, they might be considered in A1 level according to the CEFR. Due to the similarities in their characteristics both schools were selected for this investigation, they presented convenient reasons for the researcher. Melvin Jones school was chosen as experimental group and La Salle school, control. In addition, the results of the pre-test that will be shown later will corroborate that they were similar, contributing to support the choice of groups for the study.

The sampling was non-probabilistic and intentional.

6. Techniques and instruments for data collection

6.1. Techniques. In the present investigation, the following techniques were used:

Survey technique, which is applied simultaneously to each of the students, to investigate the data required in the study, according to the dimensions and indicators such as: communication, fluency and grammar and vocabulary (Appendices 2,3). The survey was chosen because it allows collecting information from any type of population. The data can be standardized so it can be statistically analyzed. The survey consisted of 10 statements and the students had to mark to what extent they agreed with them. The objective was to be able to know the attitude of the students regarding the learning of English, to know their preferences relating with the activities that are carried out to work the speaking skill and the level of complexity about some speaking skills. Because they were children the design of the survey

was really easy to fill in, they had to mark with an X the face which demonstrate how they feel about the statement presented.

   Participant observation, Observation can be defined as the systematic use of our senses in the search for the data we need to solve a research problem (Sabino, 1992). In that sense it was that this technique was chosen, in order to determine the needs of the students and thus be able to adapt the action plan that was applied in a workshop. A direct observation was selected because the researcher is an active part of the observed group and assumes their behavior. Both techniques are standard and are recommended by the Ministry of Education.

   6.2.   Instruments. The instruments that were used were:

a) **Speaking Test,** to determine the communication, fluency and grammar and vocabulary. (Appendices 2, 3, 10, 11)

   About the speaking test, it was divided in three parts:

   The first part was a questionnaire; learners had to answer personal information:

English Speaking test part 1

   Interview Questions for Speaking Test (5-10 minutes)

1.   Could you tell me your name?

2.   How old are you?

3.   How many sisters or brothers do you have?

English Speaking test part 2 (Appendix 4)

   For the second part of the test, students were asked to play a guessing game with the teacher. In this guessing game, learners had to look at a picture and choose one person without telling the teacher their choice. The teacher was going to guess who the person was by asking questions to learners.

   The questions were:

●   Is it a boy or a girl?

●   How old is he/she?

●   Is he/she happy or sad?

●   What does she/he look like?

●   What is he/she wearing?

●   What is he/she doing?

● Would you like to be his friend? Why?

Then, it was teacher's turn. The teacher chose one person from the picture and the learners had to ask questions to identify the teacher's person. Learners had to ask similar questions to the ones used by the teacher. As a material for this part of the test, one picture of Movers sample exam was used (Appendix 4)

English Speaking test part 3 (Appendix 5)

In the last part of the test, learners had to tell a story using a sequence of pictures the teacher gave them. As a material for this part of the test a set of picture from Starters sample was used (Appendix 5).

The speaking test had a duration between 10-15 minutes.

The English Speaking Test used in this action research was adapted from a thesis "USING COMMUNICATIVE ACTIVITIES TO DEVELOP ENGLISH SPEAKING ABILITY OF MATTHAYOMSUKSA THREE STUDENTS" by PRANEE NANTHABOOT.

As pre-test and post-test it was used the same instrument which was divided in three parts; each one was scored from 1 to 5. It was the same test used with the experimental and control group. For the qualification of the pre-test and post-test, the following rubrics were used:

● **Behavior (Communication)**

Score	Behavior (Communication)
1	Not able to understand or speak
2	Only catches part of normal speech and unable to produce continuous and accurate discourse
3	Gist of dialogue is relevant and can be basically understood. Needs to ask for repetition or clarification.
4	Present the case clearly and develop the dialogue coherently and constructively. Some hesitation and repetition due to a measure of language but interacts effectively.
5	Can initiate, expand and develop a theme; speaking proficiency equivalent to that of an educated speaker. Express ideas clearly and relevant to the topic.

● **Fluency**

1	Speech is so halting and fragmentary as to make conversation virtually impossible.
2	Usually hesitant; often forced into silence by language limitations.
3	Speed and fluency are rather strongly affected by language problem.
4	Speed of speech seems to be slightly affected by language problems.
5	Speed as fluent and effortless as that of a native speaker.

- **Grammar and vocabulary**

1	Error in grammar and word- order so severe as to make speech virtually unintelligible. Vocabulary limitations so extreme as to make conversation virtually impossible.
2	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict self to basic patterns. Misuse of words and very limited vocabulary make comprehension quite difficult.
3	Makes frequent errors of grammar or word order which occasionally obscure meaning. Frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary.
4	Occasionally makes grammatical and/or word-order errors which do not obscure meaning. Sometimes use inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
5	Makes few (if any) noticeable errors of grammar or word-order. Use of vocabulary and idioms is virtually that of a native speaker.

The researcher was in charge of completing the rubrics of each dimension, evaluating the answers of each student during the pre-test and post-test as it can be seen in appendix 6. Then, for better organization of the results, the investigator completed an English speaking ability evaluation format, writing the scores obtained by each student in the pre-test and post-test. (Appendixes 7 and 8).

This instrument was chosen because its results include the work of all the components of speaking. In addition to allowing students to perform different actions such as giving basic personal information, playing a guessing game with images leading the student to make descriptions in an entertaining way and in the third part tell a story based on images. It is a test similar to that applied in the Cambridge international assessments for young learners.

b) **The Action Plan (Games guide):** it was a set of games designed to improve Speaking skill. This plan was executed along 8 sessions. (Appendix 9)

It was designed taking into account the needs of the students and also their interests and preferences. The proposals of different authors and the characteristics of children of that age were taken as references as well as the experience of the researcher.

6.3. Data Processing Techniques. In the experimental and control groups, the corresponding parameters have been estimated: Average, variance, standard deviation and the corresponding averages difference. The first three were developed because these procedures belong to descriptive statistics and the last one to inferential statistics.

6.4. Operationalization of variables.

Independent variable Games (program)

Conceptual definition.- Strategy that allows to achieve significant learning.

Operational definition.- Strategy that allows to achieve significant learning in the students, following the indications of the guide of the games, the motivation actions and the training events.

Table 1.   Operationalization of the independent variable

Dimensions	Indicators	Ítems	Instruments
Motivational	Motivation	1 - 10	
Practice	Playful activities	1 - 10	Games guide The Plan of Action
Evaluative	Evaluations	1 - 10	

Dependent variable

Speaking skill

Conceptual definition.- For Byrne, Oral communication is a two-way process between speaker and listener where both the speaker and the listener have a positive function to perform…the speaker has to encode the message he wishes to convey in appropriate language, while the listener (no less actively) has to decode (or interpret) the message.

Operational definition.- According to Syakur (1987), "speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency".

Table 2.   Operationalization of the dependent variable

Dimensions	Indicators	Items	Index	Instrument
Communication			1 – 4	
Fluency			1 – 4	English Speaking Test
Grammar and Vocabulary			1 – 4	

6.5. Selection of instruments

6.5.1. *The Plan of Action (Games guide)*. For the validation of this instrument the opinion of the following experts was used

Dr. Julio Cesar Vasquez Luyo

Dra. Doris Irma Gamarra Gomez

M. Sc, Jose Luis Alvarez Campos

Validation of the Plan of Action by expert judgment

The qualifications of the validation of experts are shown in Table 3.

Table 3.   Qualification of experts for the Plan of Action

Experts			
Expert 1	**Expert 2**	**Expert 3**	**Average**
97 %	100 %	97 %	98 %

The **Plan of Action** obtained the qualifications shown in Appendix 12, achieving an average value of 98% (Very Good validation) (Table 3) which, for some authors, such as Sierra (1996), is a high magnitude.

6.5.2. *English Speaking Test*. The instruments that were selected, in accordance with the design and purposes of the research, were three instruments: Communication, Fluency and Grammar and Vocabulary , which were applied to all students of the experimental group and control group.

The technical data of the instrument made by Pranee Nanthaboot, is presented below:

> **Technical sheet**
>
> Name**: English Speaking Test**
>
> Author: **Nanthaboot, Pranee**.
>
> Advisory and supervision: **Dr. Somsak Khaewnuch**
>
> Origin: **Graduate School, Srinakharinwirot University, Bangkok**.
>
> Directed: **30 students of Watsantikaramwitthaya School, Paktho District, Ratchaburi Province.**
>
> Administration: **Individual and collective**.
>
> Application duration: 2**nd semester, academic year 2011**.
>
> Score: Multiple selection
>
> Dimensions: **Communication,**
>
> **Fluency,**
>
> **Grammar and Vocabulary**

Instrument technical sheet

6.5.3. *English Speaking test reliability analysis*. To determine the reliability of the survey applied to the students of the private educational institutions of 5th and 6th grade of the districts of San Luis and Breña, the instruments have been applied to a pilot group of 10 students, through the Reliability Test, based on comparable parts of a test, for which Spearman-Brown formula is used. (Agudelo, 1978, p.55):

$$r_{nn} = \frac{n r_{11}}{1 + (n-1)r_{11}}$$

Where:

r_{11} : Correlation between the parties

n : Number of times the total test is larger than the parts

a) **Reliability of the Communication dimension.** The Communication Questionnaire reached a value of $r_{11} = 0.756$ y $r_{nn} = 0.861^{**}$, highly significant, and shows that the instrument is very reliable.

Validation: 0,98

Table 4.   Reliability of the Communication dimension

Coefficient	Value
r_{11}: Correlation between the parties	0.756
r_{nn}: Reliability of Spearman-Brown	0.861

The result obtained from the Spearman-Brown reliability coefficient is equal to 0.861, consequently, the instrument is reliable, that is, it has internal consistency since it is greater than 0.70, that is, it fulfills the objectives of the investigation.

b) **Reliability of the Fluency dimension.** The Fluency Questionnaire reached a value of r_{11} = 0.815 y r_{nn} = 0.898**, highly significant, and shows that the instrument is very reliable**.**

Table 5.   Reliability of the Fluency dimension

Coefficient	Valor
r_{11}: Correlation between the parties	0.815
r_{nn}: Reliability of Spearman-Brown	0.898

The result obtained from the Spearman-Brown reliability coefficient is equal to 0.898, consequently, the instrument is reliable, that is, it has internal consistency since it is greater than 0.70, that is, it fulfills the objectives of the investigation.

c) **Reliability of the Grammar and Vocabulary dimension.** The Grammar and Vocabulary Questionnaire reached a value of of r_{11} = 0.831 y r_{nn} = 0.908**, highly significant, and shows that the instrument is very reliable.

Table 6.   Reliability of the Grammar and Vocabulary dimension

Coefficient	Value
r_{11}: Correlation between the parties	0.831
r_{nn}: Reliability of Spearman-Brown	0.908

The result obtained from the Spearman-Brown reliability coefficient is equal to 0.908, consequently, the instrument is reliable, that is, it has internal consistency for being greater than 0.70, that is, fulfills the objectives of the investigation.

7. Procedure

7.1. Stages of execution of the research. The stages of execution of the research are three: Pre test, Application of the games and Post test.

a) **Pretest:** With the experimental and control groups

b) **Application of the games:** with the experimental group.(action plan-program)

The Plan of Action (Program)

The plan of action was a group of games carefully designed in 8 sessions, it conformed a program. The pre-test was done before the beginning of the program and at the end the students completed the post-test in one session each. During the sessions they sang songs and repeated rhymes to make funnier every class as part of the games planned. This process lasted around 2 months. (For more details of the plan see appendix 9)

Session 1 (Duration 2 hours and a half)

    Activity: Description of people and objects

    Materials: timer, pieces of paper

    Objective: Describe people and objects using adjectives

Session 2 (Duration 2 hours and a half)

    Activity: Similarities and differences

    Materials: timer, pictures, cards

    Objective: Talking similarities and differences

Session 3 (Duration 2 hours and a half)

    Activity: Directions

    Materials: timer, pictures, memory game, cards

    Objective: Telling directions

Session 4 (Duration 2 hours and a half)

    Activity: Food

    Materials: timer, pictures, papers, video, worksheet

    Objective: Ask and ordering food

Session 5 (Duration 2 hours and a half)

    Activity: Likes and dislikes

    Materials: timer, pictures, papers, colors, worksheets, cards

    Objective: Express likes and dislikes

Session 6 (Duration 2 hours and a half)

    Activity: Storytelling

    Materials: timer, pictures, songs, balloons

    Objective: Telling stories

Session 7 (Duration 2 hours and a half)

    Activity: Vacation plans

    Materials: paper, worksheet, dice, board game

    Objective: Talk about the future

Session 8 (Duration 2 hours and a half)

    Activity: Famous people

    Materials: paper, timer, hat.

    Objective: Talk about famous people.

c)   **Post test:** With the experimental and control groups

    7.2.   **Data collection process**. The data collection has been programmed and executed under the direction of the researcher, with the support of the specialized personnel required for each activity, after carrying out coordination actions with La Salle School that participate in the research.

    The activities were developed in 2014, according to the following programming:

1.   Evaluations at the beginning of the investigation (entrance test or pre-test)

2.   Workshop with experimental group

3.   Evaluations at the end of the investigation (exit test or post test).

Chapter 4

Results

1 Data analysis

1.1. Characteristics of the sample

Gender

We analyzed the composition by gender of the experimental (Melvin Jones) and control groups, finding that girls (23) outnumber boys (17), especially at La Salle School (Figure 1).
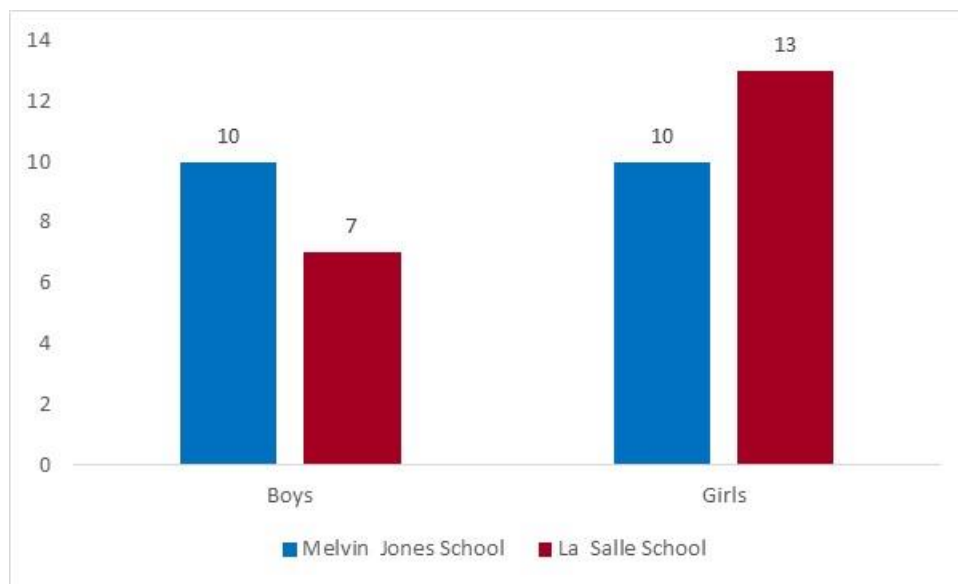
Figure 1.   Distribution of boys and girls in the experiment

1.2. Presentation of results

1.2.1. *Pre Test*

a) **Pre Test Communication.** Figure 2 shows the results of the application of the pre-test between experimental and control groups. The first group reached 2.20 on average and the second reached 2.55; the graph shows a great similarity in both groups.
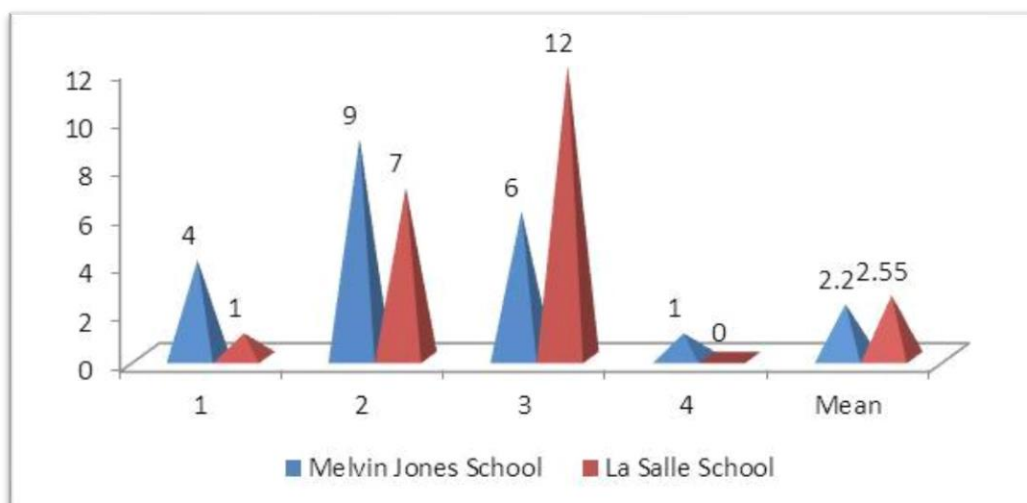
Figure 2.   Pre test Communication

b) **Pre Test Fluency**. Figure 3 shows that the result obtained (average) by the experimental group was 1.75 and by the control group it reached a score of 2.05.

These results show a great similarity between both groups. That means, fluency is an area that students have reached almost the same level of progress in experimental and control group, being the control group the ones which accomplished higher expectations.
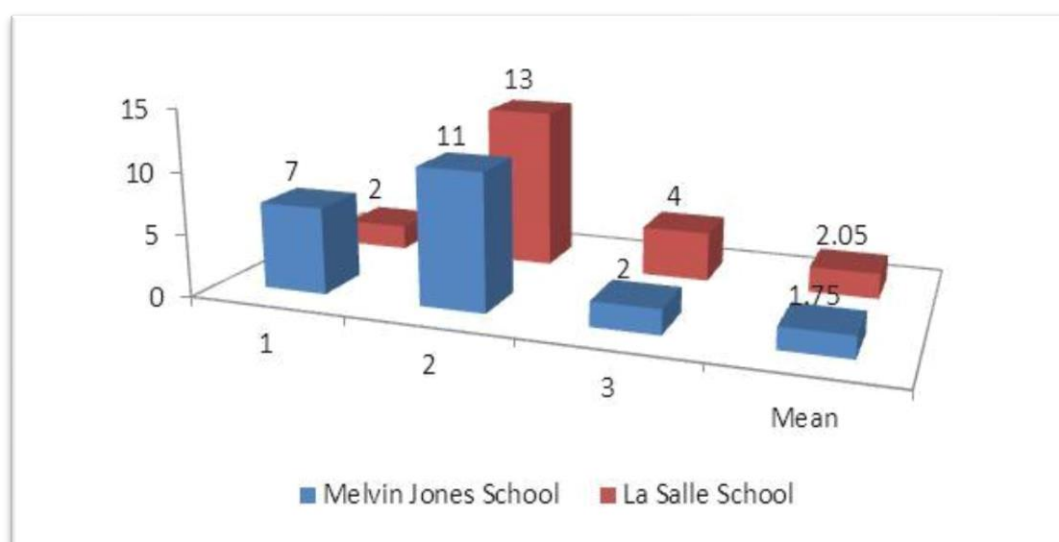
Figure 3.   Pre test Fluency

c) **Pre Test Grammar and vocabulary.** Figure 4 shows the results corresponding to the experimental (1.75) and control (1.90) groups.

It can be observed visually that both groups are reaching almost the same level of progress using grammar structures and vocabulary but the control group exceeds with a little difference in their behavior.
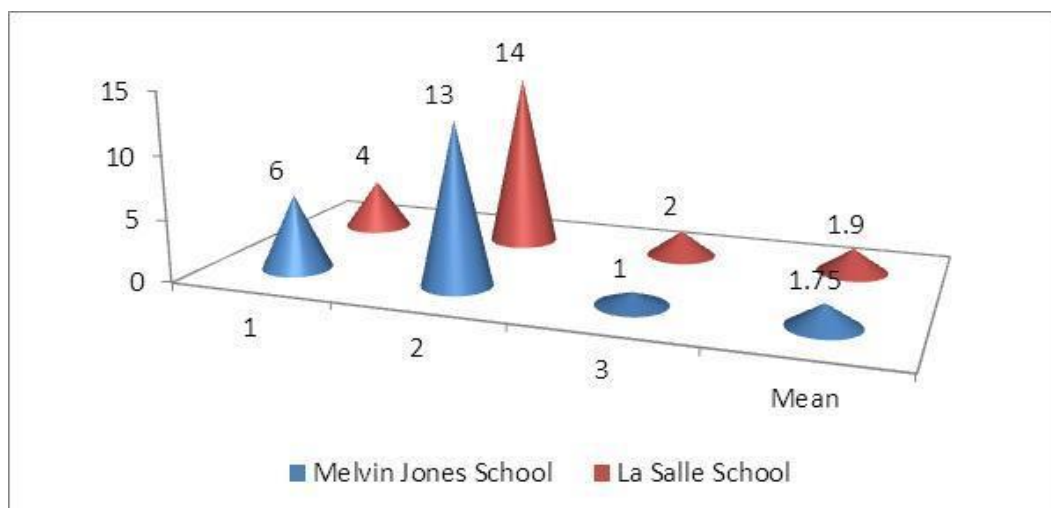
Figure 4.   Pre test Grammar and vocabulary

d) Pre Test Speaking ability. In Figure 5 you can see the results corresponding to the experimental (1.90) and control (2.17) groups.

It can be observed that both groups show much similarity in their behavior. In this area, once again it is noticeable that control group has shown a small difference in their level of progress but it is not significant.
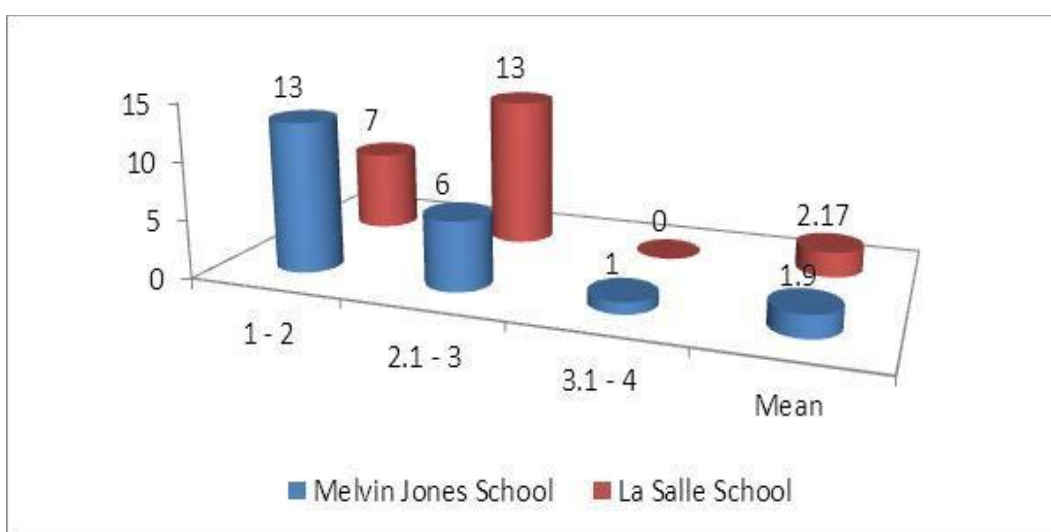
Figure 5.   Pre test Speaking ability

1.2.2. *Post Test*

a) **Post Test Communication.** In Figure 6 we can see that the experimental group achieved an average score of 3.25 and that the control group achieved 2.60.

The difference between both groups indicates that the experimental group far exceeds the control group in environmental knowledge qualifications.
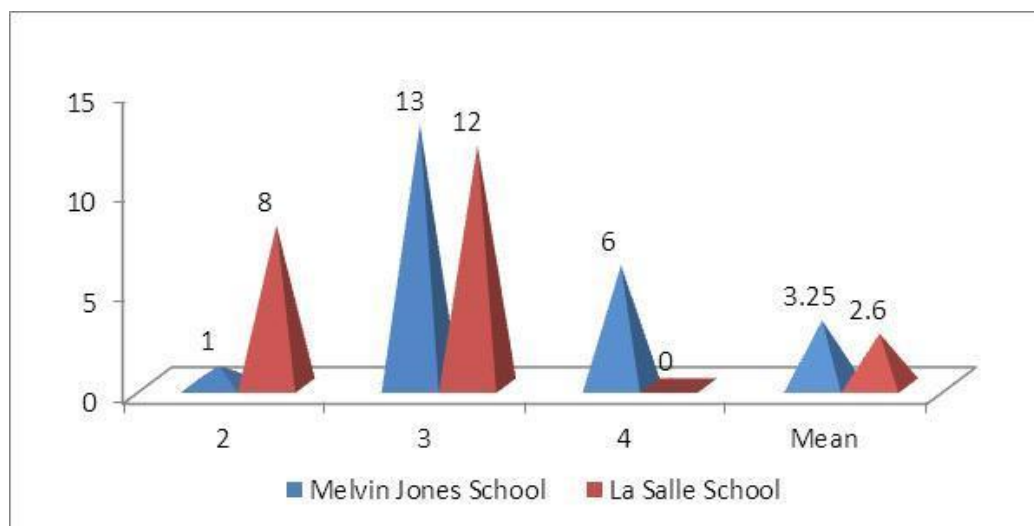
Figure 6.   Post test Communication

b) **Post Test Fluency.** Figure 7 shows the results corresponding to the experimental and control groups, the former having achieved an average value of 3.10 while the control group reached 2.30.

The difference can be considered as significant, which can be determined after the corresponding comparison of averages, by means of a statistical test.
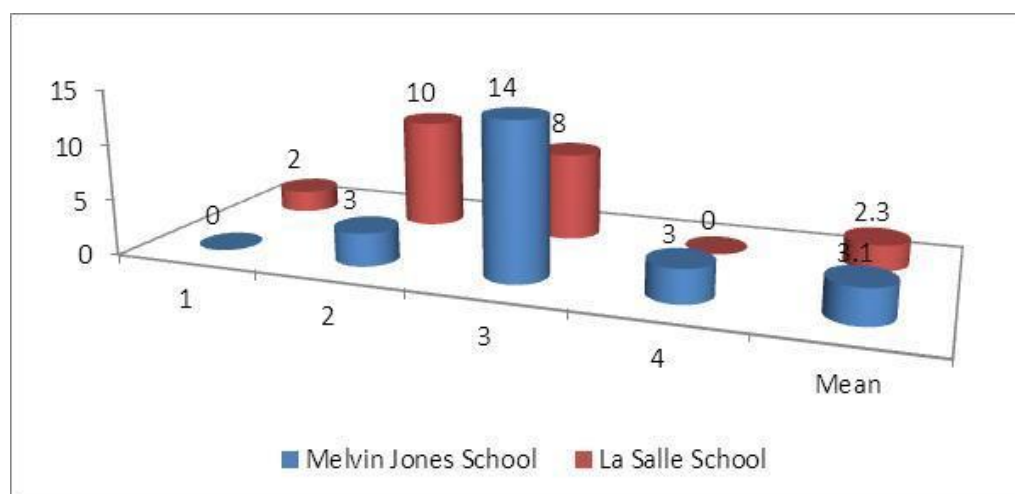
Figure 7.   Post test Fluency

c) **Post Test Grammar and Vocabulary.** Figure 8 shows the results obtained by the experimental group with an average of 2.95 and control with 2.15.

The difference that is presented in favor of the experimental group can be attributed to the result of the experiment performed.
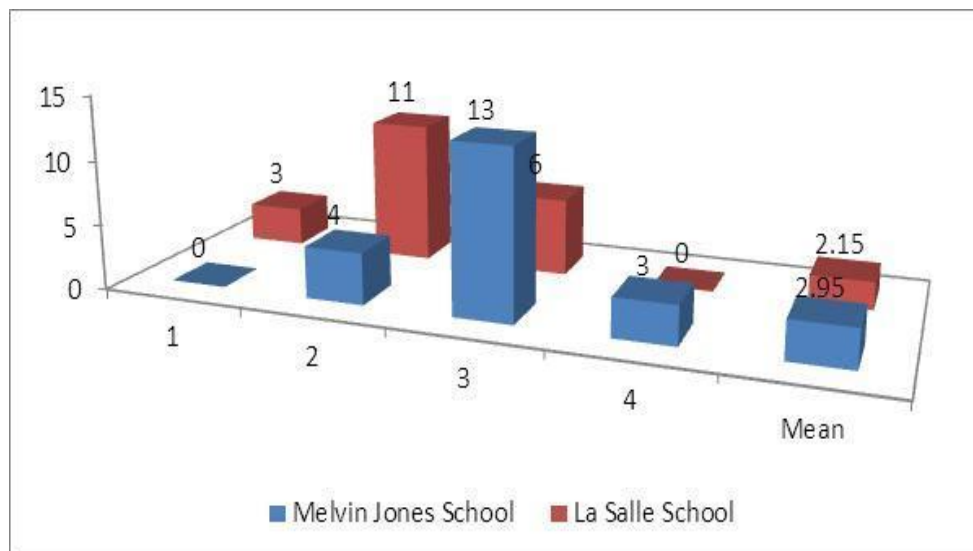
Figure 8.   Post test Grammar and vocabulary

d) **Post Test Speaking ability.** Figure 9 shows the results obtained by the experimental group with an average of 3.07 and control with 2.35.

The difference that is presented in favor of the experimental group can be attributed to the result of the experiment performed.
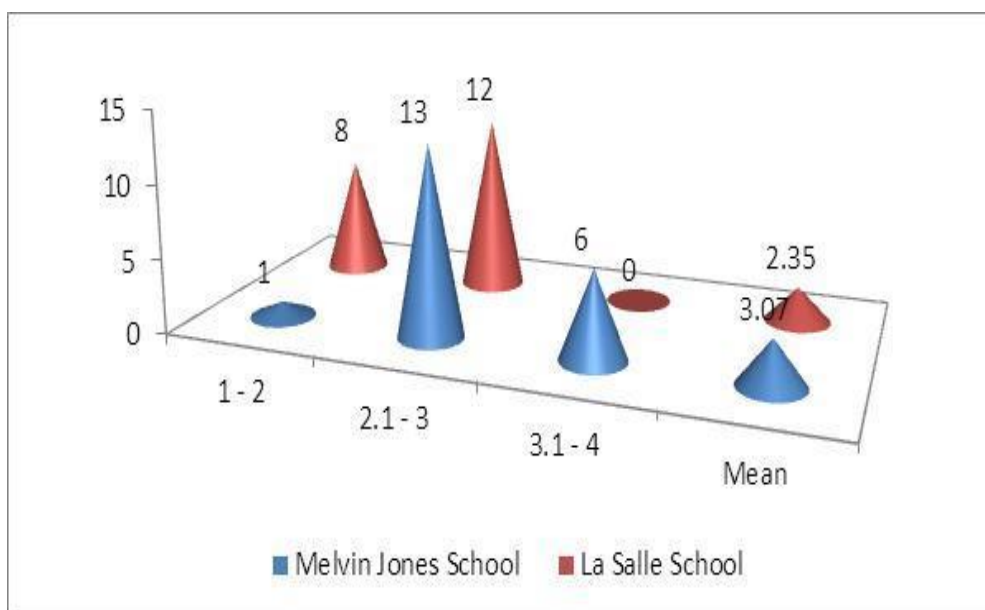
Figure 9.   Post test Speaking ability

1.3. Difference of means

1.3.1. *Difference of Pre Test*

a) **Pre Test Communication.** The results of the knowledge test that was applied to the experimental and control groups have been evaluated by the means difference test (t test), for which the following hypothesis was formulated:

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

With µ1 the average of the experimental group and µ2 the average of the control group.

Table 7 shows the results of the t test, having determined that the calculated value of t is lower than the level α = 0.05; consequently, the differences between both groups are not statistically significant and the alternative hypothesis is rejected.

Table 7.   Comparison of pre test means Communication

Group	N	Media	Variance	t tabular		tc	Significance
				α = 0,05	α = 0,01		
Experimental	20	2,200	0,695	1,686	2,426	-1,5198	n.s.
Control	20	2,550	0,366				

n.s.: Not significative.

b) **Pre Test Fluency.** The results of the test of attitudes applied to the experimental and control groups were also evaluated through the test of difference of means, for which the following hypothesis was formulated:

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

With µ1 the average of the experimental group and µ2 the average of the control group.

Table 8 shows the results of the t test, having determined that the calculated t value is lower than the level α = 0.05; then, the differences between the two groups are not statistically significant and therefore the alternative hypothesis that there is a difference between the means of the experimental and control groups for the test of skills in the pretest is rejected.

These results allow us to accept that the groups under evaluation were similar; We have the confidence to consider therefore that both groups were in adequate conditions to start with them the proposed research work.

Table 8.   Comparison of pre test means Fluency

Group	n	Media	Variance	t tabular		tc	Significance
				$\alpha = 0,05$	$\alpha = 0,01$		
Experimental	20	1,750	0,408	1,686	2,426	-1,5253	n.s.
Control	20	2,050	0,366				

n.s.: Not significative.

c)   Pre Test Grammar and vocabulary

The results of the test of attitudes applied to the experimental and control groups were also evaluated through the test of difference of means, for which the following hypothesis was formulated:

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

With µ1 the average of the experimental group and µ2 the average of the control group. The t test was used.

Table 9 shows the results of the t test, having determined that the calculated Z value is lower than the level $\alpha = 0.05$; then, the differences between both groups are not statistically significant and therefore the alternative hypothesis is rejected. These results allow us to accept that the groups under evaluation were similar and therefore were in adequate conditions to start with them the proposed research work.

Table 9.   Comparison of pre-test means Grammar and vocabulary

Group	n	Media	Variance	t tabular		tc	Significance
				$\alpha = 0,05$	$\alpha = 0,01$		
Experimental	20	1,750	0,303	1,686	2,426	-0,8604	n.s.
Control	20	1,900	0,305				

n.s.: Not significative.

d) Pre Test Speaking ability

The results of the test of attitudes applied to the experimental and control groups were also evaluated through the test of difference of means, for which the following hypothesis was formulated:

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

With $\mu1$ the average of the experimental group and $\mu2$ the average of the control group. The t test was used.

Table 10 shows the results of the t test, having determined that the calculated Z value is lower than the level $\alpha = 0.05$; then, the differences between both groups are not statistically significant and therefore the alternative hypothesis is rejected. These results allow us to accept that the groups under evaluation were similar and therefore were in adequate conditions to start with them the proposed research work.

Table 10.   Comparison of pre-test means Speaking ability

Group	n	Media	Variance	t tabular		tc	Significance
				$\alpha = 0,05$	$\alpha = 0,01$		
Experimental	20	1,899	0,305	1,686	2,426	-1,6020	n.s.
Control	20	2,167	0,253				

n.s.: Not significance.

1.3.2. *Difference of Post Test*

a) Post Test Communication. The results of the knowledge test applied to the control and experimental groups were evaluated through the mean difference test, for which the following hypothesis was formulated:

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

With $\mu1$ the average of the experimental group and $\mu2$ the average of the control group.

Table 11 presents the results of the t test, having determined that the calculated t value exceeds the level $\alpha = 0.01$, so the differences between both groups are statistically significant, and it is accepted the alternative hypothesis that the mean of the experimental group is higher than the mean of the control group for the knowledge test in the post test.

The differences are attributable to the performance of the experiment in the group that shows the highest score.

Table 11. Comparison of post test means Communication

Group	n	Media	Variance	t tabular		tc	Significance
				$\alpha = 0,05$	$\alpha = 0,01$		
Experimental	20	3,250	0,303	1,686	2,426	3,9010	**
Control	20	2,600	0,253				

**: Highly significant

b) **Post Test Fluency.** The results of the test of attitudes applied to the control and experimental groups, were evaluated through the test of difference of means, for which the following hypothesis was formulated:

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

With µ1 the average of the experimental group and µ2 the average of the control group

Table 12 shows the results of the t test that determines that the calculated t value exceeds the level $\alpha = 0.01$, therefore the difference between both groups is highly significant and the alternative hypothesis is accepted that the mean of the experimental group exceeds the mean of the control group for the test of attitudes in the post test.

Table 12. Comparison of post test means Fluency

Group	n	Media	Variance	t tabular		tc	Significance
				$\alpha = 0,05$	$\alpha = 0,01$		
Experimental	20	3,100	0,305	1,686	2,426	4,1679	**
Control	20	2,300	0,432				

**: Highly significant.

c) **Post Test Grammar and vocabulary.** The results of the test of attitudes applied to the control and experimental groups, were evaluated through the test of difference of means, for which the following hypothesis was formulated:

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

With µ1 the average of the experimental group and µ2 the average of the control group.

Table 13 shows the results of the t test that determines that the calculated t value exceeds the level α = 0.01, therefore the difference between both groups is highly significant and the alternative hypothesis is accepted that the average of the experimental group exceeds the mean of the control group for the test of attitudes in the post test.

Table 13.   Comparison of post test means Grammar and vocabulary

| Group | n | Media | Variance | t tabular | | tc | Significance |
				α = 0,05	α = 0,01		
Experimental	20	2,950	0,366	1,686	2,426	3,9611	**
Control	20	2,150	0,450				

**: Highly significant.

d) Post Test Speaking ability. Comparison of post test means Grammar and vocabulary

The results of the test of attitudes applied to the control and experimental groups, were evaluated through the test of difference of means, for which the following hypothesis was formulated:

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

With µ1 the average of the experimental group and µ2 the average of the control group.

Table 14 shows the results of the t test that determines that the calculated t value exceeds the level α = 0.01, therefore the difference between both groups is highly significant and the alternative hypothesis is accepted that the mean of the experimental group exceeds the mean of the control group for the test of attitudes in the post test.

Table 14.   Comparison of post test means Speaking ability

| Group | n | Media | Variance | t tabular | | tc | Significance |
				α = 0,05	α = 0,01		
Experimental	20	3,066	0,276	1,686	2,426	4,1841	**
Control	20	2,350	0,310				

**: Highly significant.

2. Discussion of results

2.1. Pre Test Communication. According to the results of the tests applied to evaluate the Communication and the determination of the difference of means between the experimental and control groups in the pretest, there is a great similarity between both groups and can be considered similar from the point of statistical view.

This condition of the experimental and control groups allows us to conclude that both groups are suitable to be considered in an investigation.

2.2. Pre Test Fluency. For the Fluency, the results of the tests applied and the determination of the difference of means between the experimental and control groups in the pretest, it is also found that there is a great similarity between both groups.

This condition of the experimental and control groups also allows us to deduce that both groups are suitable to be considered in an investigation.

2.3. Pre Test Grammar and Vocabulary. For the Grammar and Vocabulary, the results of the tests applied and the determination of the difference of means between the experimental and control groups in the pretest, it is found that there is a great similarity between both groups.

This condition of the experimental and control groups also allowed us to deduce that both groups were suitable to be considered in an investigation.

2.4. Pretest Speaking ability. For the Speaking ability, the results of the tests applied and the determination of the difference of means between the experimental and control groups in the pretest, it is found that there is a great similarity between both groups.

This condition of the experimental and control groups also allowed us to deduce that both groups were adequate to be considered in an investigation.

2.5. Post Test Communication. By means of the corresponding test it was determined that the calculated value of t exceeds the level $\alpha = 0.01$; therefore, the difference between both groups is highly significant and the alternative hypothesis is accepted that the mean of the experimental group exceeds the mean of the control group for the Communication test in the post test.

The difference can be explained by the effect of the activities planned in relation to the games that were held at Melvin Jones School.

Mention may be made of Severino, Rosario and de León (2012), who mention that according to the results of evaluating the factors presented by the strategy in the domain of English language students during the teaching-learning process of foreign languages in the Technological Institute Mexico, these are affecting both psychologically and emotionally students, these strategies or methodology must be modified or changed in its entirety so that the educational process becomes more interesting and less monotonous, to achieve greater cognitive performance and beneficial part of the students.

The analysis of the results of knowledge in the post test, allows us to conclude that the first specific hypothesis raised in the research has been demonstrated, that the games have a significant influence on the improvement of the communication of the 5th and 6th grade students from elementary school.

2.6. Post Test Fluency. The results of the t test determine that the calculated t value exceeds the level $\alpha = 0.01$; therefore, the difference between both groups is highly significant and the alternative hypothesis is accepted that the mean of the experimental group exceeds the mean of the control group for the Fluency test in the post test.

The difference can be explained as a result of the activities planned in the theme of games that influenced the Melvin Jones School students with whom the activities were carried out, while those activities were not carried out with La Salle School.

In this aspect, Guillén (2006) indicates that routines and transitions are opportunities within the teacher's reach to create a linguistic environment rich in the second language at school. Both routines and transitions involve visual and auditory activities that include cards, posters, songs, poems, rhymes, and mime that learners must recognize and remember in English.

These results allow us to conclude that the second specific hypothesis raised in the research has been demonstrated, that the games have a significant influence on improving the fluency of 5th and 6th grade students.

2.7. Post Test Grammar and Vocabulary. The results of the corresponding test determine that the calculated value of t exceeds the level $\alpha = 0.01$; therefore, the difference between both groups is highly significant and the alternative hypothesis is accepted that the mean of the experimental group exceeds the mean of the control group for the Grammar and Vocabulary test in the post test.

The results are explained by the activities planned in relation to the games that influenced the Melvin Jones School students with whom the activities were carried out, while those activities did not take La Salle School into account.

These results are similar to the findings of Guillén (2006) when he says that on the one hand, the routines and transitions and on the other hand, the formulas and grammatical structures that are used while carrying out the ones and the others, constitute the linguistic data of the environment to which children have access in school. The activities and the

linguistic stimulus that accompanies them help the teacher in the task of teaching the second language and, being immersed in it, they also help the children to learn it.

These results allow us to conclude that the third specific hypothesis raised in the research has been demonstrated, that the games have a significant influence on the improvement of the grammar and vocabulary of 5th and 6th grade students.

2.8. Post Test Speaking ability. The analyzed results of Speaking ability, as well as the corresponding differences between the averages, can be attributed to the impact of the games that influenced the Melvin Jones School students with whom the activities were carried out, while those activities were not carried out with La Salle School, in a similar way to that mentioned by Silva (2006) when he concludes that using non-sexist popular music songs in the teaching of English as a foreign language in the degree of English Philology, facilitate the learning of communicative competence (from a sociolinguistic perspective), which motivate university students at the same time as they reduce their anxiety (from a psycholinguistic perspective), and which enrich the integral formation of future English language teachers (from a sociocultural perspective). Likewise, Silva (2006) ends by mentioning Dubin (1974: 2): "One can use songs as presentation contexts, as reinforcement material, as vehicles through which to teach all of the language skills -and as medium through which to present some of the most important cultural themes that pervade language and modern life ".

Therefore, we can conclude that what has been stated in the general hypothesis that the games have a significant influence on the improvement of the language of 5th and 6th grade primary school students have been demonstrated.

In appendix 10 there is a transcription of sample pre-test and in appendix 11 there is one of the post test of different students.

For more evidence of the results obtained by students, there is a sample of some results in appendix 7 and 8.

Conclusions

- First, the study found that results obtained in Speaking ability, allow to determine that the average of the experimental group significantly exceeds the average of the control group, in the post test, by effect of the games that were made with the students of the Melvin Jones School, so we accept the general hypothesis that games have a significant influence on the improvement of the language of 5th and 6th grade students.

- Second, the results showed that the average of the experimental group exceeds the average of the control group, in the post test, in Communication and the difference between both groups is highly significant, which accepts the specific hypothesis raised in the research, that games have a significant influence on improving the communication of 5th and 6th grade students.

- Third, it was determined that the average of the experimental group exceeds the average of the control group, in the post test, in Fluency and the difference between both groups is highly significant, which accepts the specific hypothesis raised in the research, that games have a significant influence on improving the fluency of 5th and 6th grade students.

- In fourth place, it was determined that the average of the experimental group exceeds the average of the control group, in the post test, in Grammar and Vocabulary and the difference between both groups is highly significant, which accepts the specific hypothesis raised in the research, that games significantly influence the improvement of the grammar and vocabulary of the 5th and 6th grade students of primary school.

- Fifth, the action research proposed, make learners in Melvin Jones improved speaking skill. It was a program of 8 sessions so it is possible to think that if some activities are included in the school's curriculum during the school year learners will be benefit.

- Sixth, about the control group, at the beginning of the research, learners had a better performance speaking but after the program applied the experimental group in Melvin Jones got remarkable improvement. The control group did not show any noticeable change.

- Seventh, the attendance during the sessions of the program was regular, but people who were absent or miss one session or two got lower results than the other who were all the classes.

- Eight, even though grammar was reinforced during classes it was difficult for learners to use the language structures in the speaking part.

- Ninth, it is necessary to integrate English skills to get learners acquisition of language.

- Finally, learners changed their attitude to English class. At the first session, they were quiet but songs and rhymes made them be in class with energy and gave their best effort.

Recommendations

- First, it is recommended to implement this program to other districts and especially to cities within the country not only in the capital, where the learning of the English language is encouraged and its results compared, thus establishing the importance of the development of speaking skills and modifying the strategies in the classrooms.

- Second, it is suggested the development of specific materials to develop oral activity. These materials must be standardized according to the ages of the students.

- Third, A follow-up study can be conducted on the students who participate in this research to explore possible long-term effects of the implementation on their academic lives.

- Fifth, investigation could be conducted outside the classroom, focusing in real-life situations where learners will acquire language in a significant way, and then investigate how their speaking skills develops.

- Finally, it would be recommendable to obtain the opinion of the students before and after the investigation to provide evidence of how the communicative activities might change their attitude to oral skill.
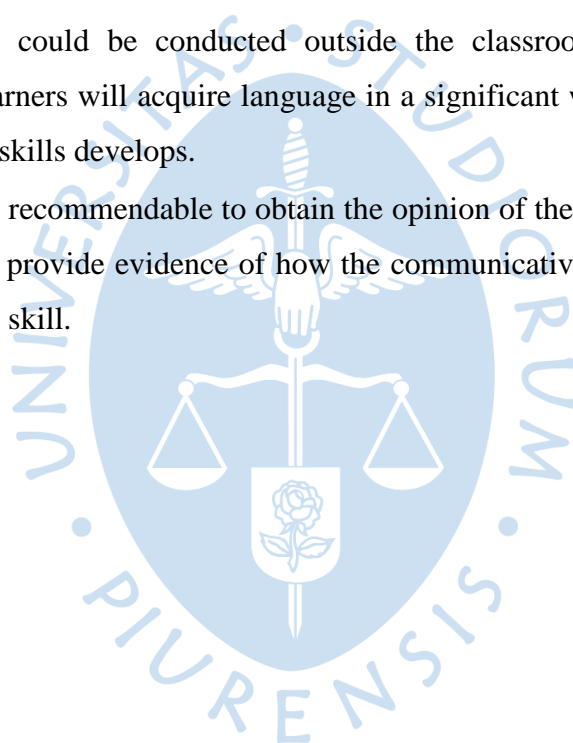
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Appendixes

Appendix 1.   Consistency Matrix   Improving speaking skills through games in young learners 5th and 6th grade primary school

Problem	Objectives	Hypothesis	Variables	Design	Population and sample
GENERAL PROBLEM To what extent games improve speaking skills in students of 5th and 6th grade of Primary of Melvin Jones school in Lima? **SPECIFIC PROBLEMS** 1. To what extent games improve communication in students of 5th and 6th grade of Primary of Melvin Jones school in Lima? 2. To what extent games improve fluency in students of 5th and 6th grade of primary of Melvin Jones school in Lima? 3. To what extent games improve the grammar and vocabulary in students of 5th and 6th grade of Primary of Melvin Jones school in Lima?	**GENERAL PURPOSE** Determine the influence of games in the improvement of speaking in students of 5th and 6th grade of Primary of Melvin Jones school in Lima. **SPECIFIC OBJECTIVES** 1. Determine the influence of games in the improvement of communication of 5th and 6th grade students. 2. Analyze the influence of games in the improvement of the fluency of students in 5th and 6th grade students. 3. Evaluate the influence of games in the improvement of grammar and vocabulary of 5th and 6th grade students.	**GENERAL HYPOTHESIS** Games improve speaking skills in students in 5th and 6th grade of Primary of Melvin Jones school in Lima. **SPECIFIC HYPOTHESES** 1. The use of games improve communication of students in 5th and 6th grade of Primary. 2. The use of games improve the fluency of students of 5th and 6th grade of Primary. 3. The use of games improve the grammar and vocabulary of students of 5th and 6th grade of Primary	Independient Variable The games. Dependient Variable Language improvement **INDICATORS** Independient Variable • Motivation workshop • Playful activities • Evaluations Dependent Variable • Communication • Fluency • Grammar and vocabulary	**MÉTHOD** Experimental **DESIGN** Cuasi-experimental OUTLINE: EG: O_1 X O_2 ------ CG: O_3 -- O_4 Donde: EG: Experimental group CG: Control group O_1, O_3: Pre test O_2, O_4: Post test X : With games -- : Without games.	**POPULATION (N)** 54 students of the 3rd and 5th cycle of primary education of the institute of higher education "María Madre". **SAMPLE (n)** 54 students of the 3rd and 5th cycle of primary education of the institute of higher education "María Madre"

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Appendix 2.   Survey

	1 😁	2 😀	3 🙂	4 😞	OBS
SURVEY					
I like English classes.					
I can understand classroom instructions.					
I like to participate in games.					
I like singing in English.					
I can say some words and sentences in English.					
I like to speak in front of others.					
I can talk about me and family.					
I can tell short stories.					
I can ask and answer questions.					
I can describe people and objects.					

NAME: ……………………………………………………………………………………………..

DATE: ……………………………………………………

Overall comments: _____

_____

_____

Teacher's signature ………………………………… Date: ……………………………

Key: 1-Always /   2-Almost always   /   3-Sometimes   /   4-Not yet

Appendix 3.   Samples of Survey

SURVEY

NAME: ...Brenda..

DATE: ....

	1 😆	2 😃	3 😐	4 ☹	OBS
I like English classes.			X		
I can understand classroom instructions.		X			
I like to participate in games.	X				
I like singing in English.				X	
I can say some words and sentences in English.			X		
I like to speak in front of others.		X			
I can talk about me and my family.				X	
I can tell short stories.				X	
I can ask and answer questions.			X		
I can describe people and objects.				X	

Overall comments: _____

_____

_____

Teacher's signature .... Date: ....

Key: 1-Always / 2-Almost always / 3-Sometimes / 4-Not yet

SURVEY

NAME: ...Michelle...

DATE: ....

	1 😄	2 😃	3 😐	4 ☹️	OBS
I like English classes.		X			
I can understand classroom instructions.			X		
I like to participate in games.		X			
I like singing in English.	X				
I can say some words and sentences in English.		X			
I like to speak in front of others.			X		
I can talk about me and my family.		X			
I can tell short stories.			X		
I can ask and answer questions.		X			
I can describe people and objects.			X		

Overall comments: _____

_____

_____

Teacher's signature .... Date: ....

Key: 1-Always / 2-Almost always / 3-Sometimes / 4-Not yet

Appendix 4.   Speaking test part 2

Source: Movers sample

Appendix 5.   Speaking test part 3
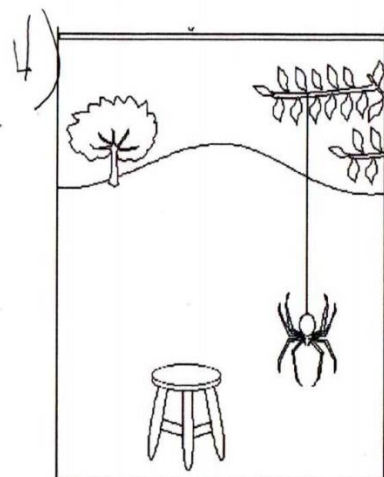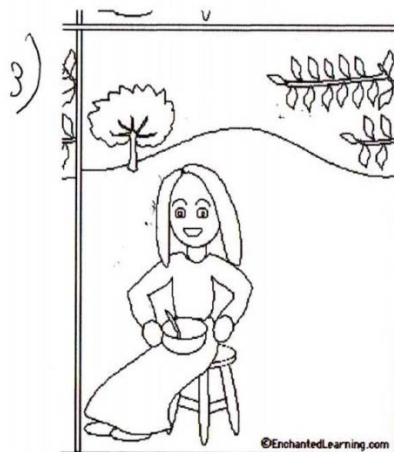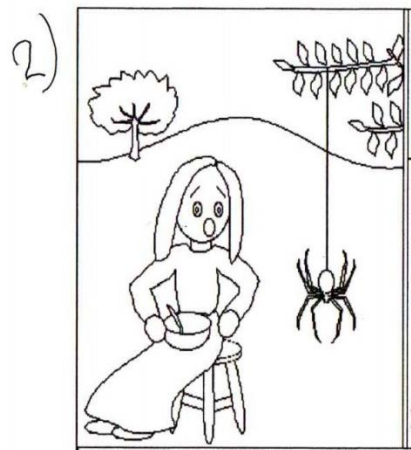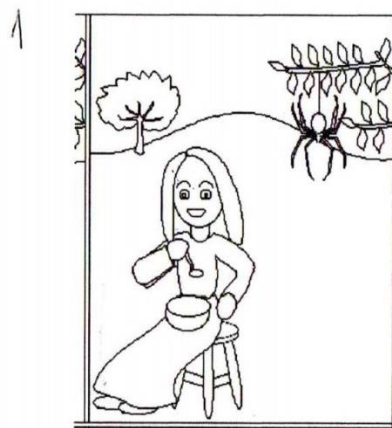
Source: Starters sample

Appendix 6.   English Speaking Rating Sheet

English Speaking Rating Sheet

Student...Carla...Flores...Rater......................Date...January...18th...Score..................

Score	Behavior (Communication)
1	Not able to understand or speak
2	Only catches part of normal speech and unable to produce continuous and accurate discourse
③	Gist of dialogue is relevant and can be basically understood. Needs to ask for repetition or clarification.
4	Present the case clearly and develop the dialogue coherently and constructively. Some hesitation and repetition due to a measure of language but interacts effectively.
5	Can initiate, expand and develop a theme; speaking proficiency equivalent to that of an educated speaker. Express ideas clearly and relevant to the topic.

Score	(Fluency)
1	Speech is so halting and fragmentary as to make conversation virtually impossible.
2	Usually hesitant; often forced into silence by language limitations.
③	Speed and fluency are rather strongly affected by language problem.
4	Speed of speech seems to be slightly affected by language problems.
5	Speed as fluent and effortless as that of a native speaker.

Score	(Grammar &Vocabulary)
1	Error in grammar and word- order so severe as to make speech virtually unintelligible. Vocabulary limitations so extreme as to make conversation virtually impossible.
②	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict self to basic patterns. Misuse of words and very limited vocabulary make comprehension quite difficult.
3	Makes frequent errors of grammar or word order which occasionally obscure meaning. Frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary.
4	Occasionally makes grammatical and/or word-order errors which do not obscure meaning. Sometimes use inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
5	Makes few (if any) noticeable errors of grammar or word-order. Use of vocabulary and idioms is virtually that of a native speaker.

Source: Nanthaboot, Pranee. (2012). *Using Communicative Activities to Develop English Speaking Ability of Matthayomsuksa Three Students*. Thesis M. A. Bangkok: Graduate School, Srinakharinwirot University.

Appendix 7.   English Speaking Ability Evaluation

English Speaking Ability Evaluation

☒ Pre-test   ☐ Post-test

Student:.... _Brenda_ .... Rater........................ Date.........................

Score / Behaviour	1	2	3	4	5
Communication		✗			
Fluency	✗				
Grammar and vocabulary	✗				

English Speaking Ability Evaluation

☒ Pre-test   ☐ Post-test

Student:.. _Luis Fabruzio_ .... Rater........................ Date.........................

Score / Behaviour	1	2	3	4	5
Communication		✗			
Fluency	✗				
Grammar and vocabulary	✗				

English Speaking Ability Evaluation

☒ Pre-test   ☐ Post-test

Student:.... _Michelle_ .... Rater........................ Date.........................

Score / Behaviour	1	2	3	4	5
Communication		✗			
Fluency	✗				
Grammar and vocabulary	✗				

Appendix 8.   English Speaking Ability Evaluation

English Speaking Ability Evaluation

☐ Pre-test   ☒ Post-test

Student: *Brenda* .... Rater .... Date ....

Score	1	2	3	4	5
Behaviour					
Communication			✕		
Fluency			✕		
Grammar and vocabulary			✕		

English Speaking Ability Evaluation

☐ Pre-test   ☒ Post-test

Student: *Luis Fabrizio* .... Rater .... Date ....

Score	1	2	3	4	5
Behaviour					
Communication			✕		
Fluency		✕			
Grammar and vocabulary		✕			

English Speaking Ability Evaluation

☐ Pre-test   ☒ Post-test

Student: *Michelle* .... Rater .... Date ....

Score	1	2	3	4	5
Behaviour					
Communication				✕	
Fluency			✕		
Grammar and vocabulary				✕	

Appendix 9.   The Plan of Action

The plan of action was carefully designed in eight sessions. During the sessions they sang songs and repeated rhymes to make funnier every class.

Session 1

Grade: 5th and 6th grade

Activity: Description of people and objects

Materials: timer, pieces of paper

Objective: Describe people and objects using adjectives

Introduction:

Learners play "what is your secret?". They receive one piece of paper and write one secret, for example: "I play the guitar". Then, everybody put the papers in a hat. Students take out a piece of paper randomly and try to find out who wrote the secret. Learners cannot ask directly about the secret, they can ask yes/no questions. They will have one minute to find out one secret, if they achieve they will keep the paper but if they don´t they will have to take a different paper.

Procedures

Stage 1:

Learners see in a PPT some vocabulary about adjectives to describe people and objects. (dark, blond, light, mustache, curly, beard, scar, straight, bold)

Stage 2:

The teacher plays with the learners. "There is a robber who escaped from jail; it is going to be a reward for the one who gives information to find him". Learners need to draw in a piece of paper the face of the person the teacher is going to describe. The paper should have in the upper part the word written "WANTED". Students show their pictures and compare with the teacher´s picture to determine which one is the best artist.

Stage 3

Students work in pairs. One of them is going to be the artist and the other one is going to give the instructions. The idea is the artist has to draw without looking a picture only by listening to his/her partner instruction. Then, they have to compare their drawings with the original pictures.

Four students stand up in front of the class and receive one folder each. Inside the folder there is a picture but one of them only has a piece of paper in blank. The four students should describe the pictures but the one who has the empty paper should invent being careful that nobody guess that is him who has the paper without a picture. The class needs to identify who is the liar asking questions to their partners about the pictures they have.

Session 2

    Grade: 5th and 6th grade

    Activity: Similarities and differences

    Materials: timer, pictures, cards

    Objective: Talking similarities and differences

Introduction:

Learners play with the teacher "The wrong story". The teacher will explain she will tell a story with untrue statements. Every time children listen to the untrue statements they will raise their hands and correct the teacher. For example:

Teacher: Yesterday I went to the cinema because I was sick.

Learner: That is not true. You don't go to the cinema when you are sick.

Then, students try to tell a story.

Procedures

Stage 1:

Learners watch a PPT with comparative and superlative structure, clothes and different adjectives. They see some pictures and compare them.

Stage 2:

In pairs, learners receive pictures that show similar actions and they mention the differences they find. They cannot see their partner pictures because they only need to describe the pictures and ask questions to their partner to find similarities and differences.

Stage 3

Learners are divided in four groups, each group has a speaker. The speaker will read some cards with names. They have to say characteristics of the word he reads in order to their group discover the word. The group which gets a high score will win the competition.

The second part of the game needs two participants. They have 10 seconds to memorize the clothes their parents are wearing. Then, they will be blindfolded and will request to describe

the clothes their partners use in the less time they can. The student who does the best description in the shortest time wins.

Session 3
Grade: 5th and 6th grade
Activity: Directions
Materials: timer, pictures, memory game, cards
Objective: Telling directions

Introduction:
Learners play a memory game about places in neighborhood. First, they observe the presentation with the pictures of places for a short time. Then, they receive a card with a question and try to find the answer in the board.

Procedures
Stage 1:
Learners watch a PPT with prepositions of movement and phrases used to tell directions.
Stage 2:
Learners work in pairs. They receive a big map. Then, they have to practice a conversation giving directions to their partners picking a card where it is explain the starting point and the place they need to arrive.
Stage 3
Learners are divided in four teams. Every team chooses one participant to draw in the board. The teacher will say a preposition of movement and the learner will draw on the board, the one who does correctly will win a point. In the second part of the game, two participants will be selected in each group. One is going to give a direction without saying the place the other need to arrive. If the student gets to the right place they will win a point.

Session 4
Grade: 5th and 6th grade
Activity: Food
Materials: timer, pictures, papers, video, worksheet
Objective: Ask and ordering food

Introduction:

Learners sing the song "Chocolate cake" to introduce the theme about food. The teacher puts some pictures on the board and asks some learners to participate in the game: I would like potatoes and chips, or I would like chocolate cake, etc. and the learners should run and point he correct pictures.

Procedures

Stage 1:

Learners watch a video about food and some expressions used in restaurants.

Stage 2:

Learners are divided in small groups. Every group receives a dialogue. One member of the group is going to be the waiter and the other two the customers. They need to act out the dialogue in a regular way like if they were in a restaurant. Then, the teacher is going to say that they will play the game "the movie director". In this game, the movie director (the teacher) is going to ask the actors to perform a scene in a restaurant. Then, the movie director will cut the scene and ask them to perform the scene in an angry way, after that, they will act the scene in a sad way. The acting should suffer variations (laughing, crying, etc.)

Waiter: Good morning, what would you like to order?

Customer 1: I would like a hamburger, French fries and a big coke, please.

Customer 2: For me, I just want a salad with a glass of tea with no sugar. Please.

Waiter: Ok. For you I'll bring the hamburger (addressing to customer 2) and for you the salad (talking to customer 1).

Customer 1: No, no, no. I want the hamburger, French fries and coke.

Customer 2: For me the salad and tea.

Waiter: Sorry, we don't have tea.

Customer 2: Ok, just bring me water.

Stage 3

Learners are divided in groups and create a new dialogue about ordering food. They practice the dialogue and present in front of the class.

Then, they add lines to the song "chocolate cake" learned in the introduction part.

Session 5

    Grade: 5th and 6th grade

    Activity: Likes and dislikes

    Materials: timer, pictures, papers, colors, worksheets, cards

    Objective: Express likes and dislikes

Introduction:

Learners receive a piece of paper where they draw their favorite person. Students need to write the name, age, occupation, 5 things they like about them and the things they don't like about them. They can talk about the things they enjoy doing together.

Procedures

Stage 1

The teacher presents a PPT about expressions used to talk about likes and dislikes. They learn new vocabulary.

Stage 2

The teacher writes on the board five expressions to talk about likes and dislikes. The expressions have to be in order, from the most disgusting to the most wanted. For example: " I hate, I don't like, I enjoy, I like, I love". Next to these expressions the teacher should draw stairs, one rung for each expression. Learners need to ask questions to the teacher looking that their answers begin with the expressions in the stairs. The questions should be specific like: Do you like spiders?. The teacher tries to get to the top of the stair answering the questions. Then, they play with his partners. They cannot repeat the questions.

Stage 3

The class is divided into pairs (A and B) and each student is given a worksheet. Students begin by answering questions about their favorite things. The students then work in their pairs. Student A starts by asking Student B the questions on their worksheet, for example: What's your favorite item of clothing? If Student B's favorite is the same, Student A scores points. When Student A has finished asking their questions, they swap roles. When they have finished, the students repeat the task with a new partner. At the end of the activity, the class finds out which two students are the most compatible and share the most favorite things.

Session 6

Grade: 5th and 6th grade

Activity: Storytelling

Materials: timer, pictures, songs, balloons

Objective: Telling stories

Introduction:

Learners are divided in four teams. They choose one student to participate in the game. Students are going to listen to songs which belong to different films for children. The learner who identifies the song has to blow a balloon. The first person who finishes can say the name of the film song.

Procedures

Stage 1

Learners see a PPT about the parts in a story, phrases they can use and questions that can help them to create stories.

Stage 2

The class is separated in groups. Every group receive pictures and with these pictures they create a story.

Stage 3

Every group presents the story to the class.

Session 7

    Grade: 5th and 6th grade

    Activity: Vacation plans

    Materials: paper, worksheet, dice, board game

    Objective: Talk about the future

Introduction:

They play the game "Can you guess what am I thinking about?". The teacher writes the name of an object in a piece of paper but their students cannot read it. Then, learners try to guess what object is asking questions that the teacher can only answer "yes" or "no". The teacher can give them a hint.

Stage 1

The teacher shows in a PPT structures to use when you talk about the future, using will, won't or going to.

Stage 2

Students play in groups of 4 with a board game. They roll the dice and move their chip according to the number count. They have to use a time expression and make a sentence using one of the future tense forms.

Stage 3

Students work in pairs. They receive a work technical with plans for the week. They have to create a conversation using the worksheet using future structures. Then, they create their own schedule and practice the conversation in front of the class.

Session 8

  Grade: 5th and 6th grade

  Activity: Famous people

  Materials: paper, timer, hat.

  Objective: Talk about famous people

Introduction:

The teacher put in a hat or bowl slips of paper with the name of famous characters. The class is divided in two teams. Every team choose one speaker, he or she should take out the piece of paper read the name and make their partner to guess who is the character, giving a hint and then, the team partners ask questions to identify the characters. They need to identify the most characters they can during one minute. The team who identifies more characters wins the game.

Procedures

Stage 1

Learners watch a presentation about questions they can ask a celebrity.

Stage 2

The class is divided in two teams. One team receives a paper where it is written the name of a famous celebrity. They cannot let their partners read the paper (other team). The other team should try to guess who they are by asking questions. Learners only can answer yes or no. If

the team achieves to find out who are the celebrities they will win. Then, the teams exchange their roles. The team who were celebrities, now try to discover who are the famous people.

Stage 3

The class is divided in pairs. One is going to be a famous person and the other is the interviewer. They prepare an interview with 5 questions and they present in front of the class. Learners have to act out the interview.

Appendix 10.   Speaking test transcription (example) Sample Pre-test

https://youtu.be/Atm_rm0yPg

Teacher: What's your name?

Student: Brenda

Teacher: Very good. Brenda, how old are you?

Student: Nine

Teacher: Nine years old. Very good. Do you have brothers or sisters? Yes or no?

Student: No

Teacher: No brothers, and sisters? A little sister, a girl like you?

Student: Yes

Teacher: Yes, you have one sister. Good, now we're going to play a game. In this game you are going to look at these pictures and you are going to choose one person but you don't have to tell me and I have to ask you questions. Ok. Is it clear? Yes or no?

Student: Yes

Teacher: Good. Now, look at the pictures and choose one person and don't tell me anything. Do you have your person? Don't tell me ok? I have to guess.

Is it a boy or a girl?

Is this person a boy or a girl?

Student: Girl

Teacher: Good. And how old is the girl? How old six years, seven years, eight years old? How old do you think is the girl?

Student: Seventeen

Teacher: Seventeen ok, and is she happy or sad? Happy like this (making the facial expression) or sad?

Student: Happy

Teacher: What does she look like? For example is she tall or short?

Student: Tall

Teacher: Tall?

Student: Short

Teacher: Ah, short? And the color of her hair?

Student: Mustard

Teacher: Blond. Now tell me what is she wearing? What is she wearing?

Student: Shirt

Teacher: What color is her shirt? What color? Color?

Student: Amarillo

Teacher: Yellow, good. What is he doing or what is she doing? Reading? writing? singing? What is he doing? I'm sorry what? Can you repeat? Is he or she walking?

Student: Walking

Teacher: And would you like to be his friend?

Student: Yes

Teacher: Why?

Student: Don't know

Teacher: You don't know, ok. Now, Is the person here?

Student: Yes.

Teacher: Good I win. I'm going to choose a person and you have to ask me questions. Ok? For example, is this a boy or a girl?

Student: Boy or girl?

Teacher: It's a girl.Ok, girl. Another question? I told it's a girl. A girl like you or like me because we are girls. Another question? For example I asked you, How old is she? How old, remember? I think she is 10 years old.

Student: Ten

Teacher: Ask me another question, for example How is she?

Student: How is she?

Teacher: Happy or sad?

Student: Happy or sad?

Teacher: She is happy. Another question. What is she wearing? repeat

Student: What is she wearing?

Teacher: Ok. She is wearing a purple shirt and purple short pants, purple.

Student: (Point to the picture)

Teacher: Good, you guess. It's time to tell a story. Look at the pictures. Here we have one, two, three and four pictures. This is a story about Laura. She is Laura and Laura went…

Student: To eat apples?

Teacher: Sorry?

Student: To eat apples

She is Laura. Laura is in the park. She is eating. Laura is eating in the park but here it's a spider. Now you tell me what happen here.

Student: La araña.

Teacher: In English. Remember she is Laura and this is a spider.

Student: Spider…

Teacher: Goes down…

Student: Goes down, is Laura asust.

Teacher: And Laura, what is she doing? Is she eating, no? Why? She is…

Student: asust

Teacher: Scared

Student: Scared

Teacher: She is scared and what happen later?

Student: Park

Teacher: Laura

Student: Laura is at the park

Teacher: Is at the park, very good. What happen with the spider? Is the spider there? Do we have the spider here? Do you see the spider here? Spider? What happen with the spider?

Student: No

Teacher: We don't know. What happen with the spider? The spider

Student: Left.

Teacher: When? Out, left, right and what is she doing? What is Laura doing now? She is…

Student: Comiendo

Teacher: She is eating.

Student: Eating

Teacher: Good. She is eating because the spider left. No more spider. And what happen here?

Student: Eats Laura

Teacher: Laura finished right and left. And the spider? What happen with the spider? What do you think?

Student: The spider is la araña.

Teacher: No, the spider is at the park.

Appendix 11.   Speaking test transcription (example) Sample Post-test

https://youtu.be/Azr31CF7dJw

Teacher: Hello

Student: Hello

Teacher: What's your name?

Student: Michelle

Teacher: Michelle, very good. How old are you?

Student: Eleven

Teacher: Eleven years old, very good. And do you have brothers or sisters?

Student: Yes

Teacher: Yes, brothers or sisters?

Student: Brother

Teacher: Brother, good. And how many brothers do you have?

Student: One brother

Teacher: One, good. Now, we are going to play a game. In this game you are going to look at these pictures and you have to choose one person but you don't have to tell me ok. I have to guess so I'm going to ask you questions. Now please look at the pictures. Do you have your person?

Student: Yes

Teacher: Ok, ready. Is this person a boy or a girl?

Student: girl

Teacher: A girl, good. And how old is the girl?

Student: Twelve?

Teacher: Twelve years old. Ok, and is she happy or sad?

Student: Happy

Teacher: Happy. And what is she look like? For example, tall, short, the color of her hair. What does she look like?

Student: Tall

Teacher: And the color of her hair?

Student: Blond

Teacher: Blond. And what is she wearing?

Student: white, white, white shirt and red skirt.

Teacher: Ok, good. And what is she doing?

Student: She is playing tennis.

Teacher: Very good. And is this your person?

Student: Yes

Teacher: Good. I win. Now we are going to play again but in this time I'm going to choose the person and you have to ask me questions. Ok?

Student: Ok

Teacher: Because you have to guess, like we did before. Is this clear?

Student: Clear

Teacher: Ok good. Let me see my person. Ok, we can start now, ask me questions.

Student: Is a boy or a girl?

Teacher: It's a boy.

Student: How old?

Teacher: How old is he? I think he is ten years old.

Student: What is he wearing?

Teacher: He's wearing a red shirt and I think they're green short pants and blue shoes. Another question?

Student: What is the color of his hair?

Teacher: Brown. His hair is brown.

Student: Is this?

Teacher: Very good, very good Michelle. Now, we are going to continue with the next part of the test. It's very easy. In this part you have to look at these pictures. Ok?

Student: Ok

Teacher: I think you remember these pictures. We practiced before, long time ago. We have four pictures and you have to tell me a story. I'm going to start. She is Laura and Laura is at the park. But, look at the picture. In picture one It's a spider there. So now please, continue with the story.

Student: Laura is scared and no is eating.

Teacher: Why, what happen?

Student: The spider, Laura see at the spider. And what happen here?

Student: Laura…

Teacher: What is she doing?

Student: Laura is eating.

Teacher: Where is the spider now?

Student: The spider is at the park but Laura don't see the spider.

Teacher: Ok and finally, what happen here?

Student: Laura finished to eat and the spider again..

Teacher: Is in the park.

Student: Aha.

Teacher: Ok. Thank you Michelle.

Appendix 12.   Validation Experts

UNIVERSIDAD DE PIURA
Facultad de Ciencias
de la Educación

FICHA DE VALIDACIÓN
DEL INSTRUMENTO

I. INFORMACIÓN GENERAL

1.1 Nombres y apellidos del validador : Dr. Julio C. Vásquez Luyo
1.2 Cargo e institución donde labora : Director Departamento Ciencias Ambientales, UNE
1.3 Nombre del instrumento evaluado : The Plan of Action
1.4 Autor del instrumento : Claudett Samantha Bautista Guerrero de Fernández

II. ASPECTOS DE VALIDACIÓN

Revisar cada uno de los ítems del instrumento y marcar con un aspa dentro del recuadro (X), según la calificación que asigna a cada uno de los indicadores.

1. Deficiente (Si menos del 30% de los ítems cumplen con el indicador).
2. Regular   (Si entre el 31% y 70% de los ítems cumplen con el indicador).
3. Buena   (Si más del 70% de los ítems cumplen con el indicador).

Aspectos de validación del instrumento		1	2	3	Observaciones Sugerencias
Criterios	Indicadores	D	R	B	
• PERTINENCIA	Los ítems miden lo previsto en los objetivos de investigación.			100	
• COHERENCIA	Los ítems responden a lo que se debe medir en la variable y sus dimensiones.			100	
• CONGRUENCIA	Los ítems son congruentes entre sí y con el concepto que mide.			100	
• SUFICIENCIA	Los ítems son suficientes en cantidad para medir la variable.			100	
• OBJETIVIDAD	Los ítems se expresan en comportamientos y acciones observables.			100	
• CONSISTENCIA	Los ítems se han formulado en concordancia a los fundamentos teóricos de la variable.			100	
• ORGANIZACIÓN	Los ítems están secuenciados y distribuidos de acuerdo a dimensiones e indicadores.		70		
• CLARIDAD	Los ítems están redactados en un lenguaje entendible para los sujetos a evaluar.			100	
• FORMATO	Los ítems están escritos respetando aspectos técnicos (tamaño de letra, espaciado, interlineado, nitidez).			100	
• ESTRUCTURA	El instrumento cuenta con instrucciones, consignas, opciones de respuesta bien definidas.			100	
CONTEO TOTAL (Realizar el conteo de acuerdo a puntuaciones asignadas a cada indicador)		C	B	A	Total

Coeficiente de validez : 97% = 3

Intervalos	Resultado
0,00 – 0,49	• Validez nula
0,50 – 0,59	• Validez muy baja
0,60 – 0,69	• Validez baja
0,70 – 0,79	• Validez aceptable
0,80 – 0,89	• Validez buena
0,90 – 1,00	• Validez muy buena

III. CALIFICACIÓN GLOBAL

Ubicar el coeficiente de validez obtenido en el intervalo respectivo y escriba sobre el espacio el resultado.

Validez Muy Buena

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FICHA DE VALIDACIÓN
DEL INSTRUMENTO

I. INFORMACIÓN GENERAL

1.1 Nombres y apellidos del validador : Dra Doris Irma Gamarra Gómez
1.2 Cargo e institución donde labora : DOCENTE FACULTAD DE PEDAGOGÍA -UNE
1.3 Nombre del instrumento evaluado : The Plan of Action
1.4 Autor del instrumento : Claudett Samantha Bautista Guerrero de Fernández

II. ASPECTOS DE VALIDACIÓN

Revisar cada uno de los ítems del instrumento y marcar con un aspa dentro del recuadro (X), según la calificación que asigna a cada uno de los indicadores.

1. Deficiente (Si menos del 30% de los ítems cumplen con el indicador).
2. Regular (Si entre el 31% y 70% de los ítems cumplen con el indicador).
3. Buena (Si más del 70% de los ítems cumplen con el indicador).

Aspectos de validación del instrumento		1	2	3	Observaciones
Criterios	Indicadores	D	R	B	Sugerencias
• PERTINENCIA	Los ítems miden lo previsto en los objetivos de investigación.			100	
• COHERENCIA	Los ítems responden a lo que se debe medir en la variable y sus dimensiones.			100	
• CONGRUENCIA	Los ítems son congruentes entre sí y con el concepto que mide.			100	
• SUFICIENCIA	Los ítems son suficientes en cantidad para medir la variable.			100	
• OBJETIVIDAD	Los ítems se expresan en comportamientos y acciones observables.			100	
• CONSISTENCIA	Los ítems se han formulado en concordancia a los fundamentos teóricos de la variable.			100	
• ORGANIZACIÓN	Los ítems están secuenciados y distribuidos de acuerdo a dimensiones e indicadores.			100	
• CLARIDAD	Los ítems están redactados en un lenguaje entendible para los sujetos a evaluar.			100	
• FORMATO	Los ítems están escritos respetando aspectos técnicos (tamaño de letra, espaciado, interlineado, nitidez).			100	
• ESTRUCTURA	El instrumento cuenta con instrucciones, consignas, opciones de respuesta bien definidas.			100	
CONTEO TOTAL (Realizar el conteo de acuerdo a puntuaciones asignadas a cada indicador)		C	B	A	Total

Coeficiente de validez : 100% = 3

III. CALIFICACIÓN GLOBAL

Ubicar el coeficiente de validez obtenido en el intervalo respectivo y escriba sobre el espacio el resultado.

VALIDEZ MUY BUENA

Intervalos	Resultado
0,00 – 0,49	• Validez nula
0,50 – 0,59	• Validez muy baja
0,60 – 0,69	• Validez baja
0,70 – 0,79	• Validez aceptable
0,80 – 0,89	• Validez buena
0,90 – 1,00	• Validez muy buena

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FICHA DE VALIDACIÓN
DEL INSTRUMENTO

I. INFORMACIÓN GENERAL

1.1 Nombres y apellidos del validador : *M. Sc. JOSE LUIS ALVAREZ CAMPOS*

1.2 Cargo e institución donde labora : *Docente - ESCUELA POSTGRADO-UNE*

1.3 Nombre del instrumento evaluado : The Plan of Action

1.4 Autor del instrumento : Claudett Samantha Bautista Guerrero de Fernández

II. ASPECTOS DE VALIDACIÓN

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2. Regular (Si entre el 31% y 70% de los ítems cumplen con el indicador).
3. Buena (Si más del 70% de los ítems cumplen con el indicador).

Aspectos de validación del instrumento		1	2	3	Observaciones
Criterios	Indicadores	D	R	B	Sugerencias
• PERTINENCIA	Los ítems miden lo previsto en los objetivos de investigación.			100	
• COHERENCIA	Los ítems responden a lo que se debe medir en la variable y sus dimensiones.			100	
• CONGRUENCIA	Los ítems son congruentes entre sí y con el concepto que mide.			100	
• SUFICIENCIA	Los ítems son suficientes en cantidad para medir la variable.		70		
• OBJETIVIDAD	Los ítems se expresan en comportamientos y acciones observables.			100	
• CONSISTENCIA	Los ítems se han formulado en concordancia a los fundamentos teóricos de la variable.			100	
• ORGANIZACIÓN	Los ítems están secuenciados y distribuidos de acuerdo a dimensiones e indicadores.			100	
• CLARIDAD	Los ítems están redactados en un lenguaje entendible para los sujetos a evaluar.			100	
• FORMATO	Los ítems están escritos respetando aspectos técnicos (tamaño de letra, espaciado, interlineado, nitidez).			100	
• ESTRUCTURA	El instrumento cuenta con instrucciones, consignas, opciones de respuesta bien definidas.			100	
CONTEO TOTAL		C	B	A	Total
(Realizar el conteo de acuerdo a puntuaciones asignadas a cada indicador)					

Coeficiente de validez : *97 %* = *3*

Intervalos	Resultado
0,00 – 0,49	• Validez nula
0,50 – 0,59	• Validez muy baja
0,60 – 0,69	• Validez baja
0,70 – 0,79	• Validez aceptable
0,80 – 0,89	• Validez buena
0,90 – 1,00	• Validez muy buena

III. CALIFICACIÓN GLOBAL

Ubicar el coeficiente de validez obtenido en el intervalo respectivo y escriba sobre el espacio el resultado.

Validez Muy Buena