

Programa “Speaking is wonderful”, basado en estrategias lúdicas y la expresión oral en estudiantes del colegio “Antonio Torres Araujo”, 2019

“Speaking is wonderful” Program, based on playful strategies and the oral expression in students of "Antonio Torres Araujo" school, 2019

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RESUMEN

La presente investigación se enfocó en demostrar que la aplicación del Programa “Speaking is wonderful”, basado en estrategias lúdicas, estimula el desarrollo de la expresión oral en estudiantes de primer grado de educación secundaria del colegio “Antonio Torres Araujo” de Trujillo. La investigación es cuantitativa, de diseño cuasiexperimental de dos grupos. La población estuvo conformada por 173 estudiantes y la muestra fue 74 estudiantes: 37 (grupo experimental) y 37 (grupo de control). Los instrumentos aplicados fueron: la rúbrica, el pretest y el postest, los cuales fueron validados por juicio de expertos, obteniendo una validez: 0,92 (V-Aiken) y confiabilidad: 0,78 (KR₂₀). Las pruebas de pretest y postest constaron de cuatro niveles: Inicio, Proceso, Esperado y Sobresaliente; En el pretest, el 54% de estudiantes evidenció bajo nivel en expresión oral Sin embargo, luego de aplicarse el postest el 62% mejoró su promedio a 16,6 puntos alcanzando el nivel “esperado”; A nivel de dimensiones se observó mejoras en la “pronunciación” (57%); “coherencia” (56%); “fluidez” (64%); “interacción” (65%) alcanzando el nivel “esperado”. En conclusión, el programa influyó significativamente (sig = 0.000 < 0.05%) en el desarrollo de la expresión oral en los estudiantes de primer grado de educación secundaria del colegio “Antonio Torres Araujo”.

Palabras clave: Expresión oral; estrategias lúdicas; imitación; creatividad; intercambio de roles

ABSTRACT

This research was focused on demonstrating that the application of the "Speaking is wonderful" Program, based on playful strategies, stimulates the development of oral expression in first grade high school students from the "Antonio Torres Araujo" school in Trujillo. The research is quantitative, with a two-group quasi-experimental design. The population consisted of 173 students and the sample was 74 students: 37 (experimental group) and 37 (control group). The instruments applied were: the rubric, the pretest and the posttest, which were validated by expert judgment, obtaining a validity: 0.92 (V-Aiken) and reliability: 0.78 (KR₂₀). The pretest and posttest tests consisted of four levels: Starting, Process, Expected and Outstanding; In the pretest, 54% of students showed a low level in oral expression. However, after applying the posttest, 62% improved their average to 16.6 points, reaching the “expected” level; At the level of dimensions, improvements were observed in “pronunciation” (57%); "Coherence" (56%); "Fluency" (64%); "Interaction" (65%) reaching the "expected" level. In conclusion, the program had a significant influence (sig = 0.000 < 0.05%) in the development of oral expression in the first-grade students of the “Antonio Torres Araujo” school.

Key words: Oral expression; playful strategies; imitation; creativity; role exchange

1. INTRODUCTION

English language teaching in public schools are questioned lately due to the poor school performance of students when they graduate of the secondary education. At the end of high school, students show serious limitations to express their ideas, they cannot pronounce words and phrases correctly, they cannot string sentences to express their interests and needs; nor can they maintain fluid communication with their interlocutor when they ask about something.

At international level, we observed the same problem; according to a research carried out by Education First (2018), “Peru is ranked 59 out of 88 countries evaluated in Latin America, obtaining a “low” level of mastery, which is why the National Educative Project by 2021, proposed the goal of improving the English proficiency level, however, despite great efforts, the expected results have not yet been obtained since students continue at the same proficiency level, which follows that the English teaching is not being well assumed or that it is being done in an inadequate way. In Mexico, Bufard cited by Alayo's research (2018) observed that 72% of teachers only use cognitive strategies, focused on learning vocabulary and grammar and do not dedicate time to practice oral expression. Likewise, in another research carried out by Lazo (2017) found that 65% of teachers do not apply play as a teaching strategy to motivate students and only 23% apply it sporadically when the student requests it. Without a doubt, they are not using dynamic and active strategies that facilitate their learning of English and allow them to develop their communication skills. On the other hand, it is also necessary that the teaching of English be compulsory from the initial and primary levels in order to eliminate the gap that exists between both educational levels (MINEDU, 2017. *Currículo Nacional*, p. 47). In this regard, Vygotsky (cited in Zariquiey, 2016, p. 15) maintains, “the childhood stage is the most appropriate stage to start learning English”. In this way, it would allow students to reach secondary school with the necessary prior knowledge and facilitate the development of English oral expression. At the local level, we have the investigations of Olivares (2017), Palomino, (2016), García (2016) and Hidalgo (2016) who detected the same problem and concluded that low academic performance is due to lack of motivation and lack of previous knowledge of the English language, which does not allow obtaining the expected level of achievement. Therefore, they experimented with the application of different didactic and active strategies to achieve meaningful learning. In their research, they applied playful games to motivate the English learning and develop oral expression. Likewise, in the articles written by Deguang (2012), Ersoz (2000) and Lee (1995) argue that play favors learning because it creates a favorable environment, where students can be entertained, relaxed and become uninhibited. The game allows involving the student and espouses him to the use of the language, creating in them a need for communicative interaction. Likewise, they agree on the argument that the game develops and activates creative thinking by combining phrases, vocabulary and grammar to express themselves orally. However, few teachers include it in their pedagogical practice, considering it of little use in the development of their classes. Such is the case of the "Antonio Torres Araujo" school in Trujillo, where a similar situation was detected and English teachers do not use play to attract the students' attention. According to the results of the diagnosis (Institutional Educative Project, 2017) it was observed that 50% are unmotivated, distracted students, with little ability to concentrate; However, it has been observed that they like sports, art, singing, and possess other artistic skills that can be used to motivate them to learn English. In this regard, Guerra (2018), in his article “Ludic, a mediation strategy for the development of competencies in the learning of the English language” argues that its application awakens motivation and increases attention and concentration, promoting the achievement of meaningful learning. For his part, Piedra (2018), in his article on “Playful activities in educational contexts” states that a game is used in the classroom, the student transforms and changes his learning behavior, showing more relaxed, confident, uninhibited and with a great desire to learn to win. In this regard, Ramírez (2020), in his article “Influencia del programa neurodidáctica “MATCERSPA” en el aprendizaje de los estudiantes de secundaria” found that stimulation to the brain through playful activities activates neural connections awakening emotions, producing a favorable emotional state for the acquisition of learning. Jensen (2004) argues that emotion is fundamental in the teaching process because it activates the sensory senses, capturing the students' attention and stimulating the interconnection of neurons in the students' brains. According to these studies, the period of motivation and attention are very short, they only last 15 to 20 minutes, key average time to achieve meaningful learning. In this sense, Sánchez (2010) in her article “Las estrategias de aprendizaje através del componente lúdico” argues that playful, as a teaching strategy is very effective because it involves the participation of all and favors the development of creativity, activating sensory memory to working memory. Likewise, the student has the ability to respond in a period of 3 to 5 minutes to give a reflective response to their participation. Coinciding with this statement, Cordero (2014) in his article argues about the reasons why teachers should apply play in their classes, it is important because it favors the development of creativity, increases motivation, raises self-esteem and stimulates meaningful learning. Therefore, they seek to motivate students to interact with each other spontaneously, in order to provide positive stimuli through play. The playful strategies applied are focused on the different topics of study and the interest of the students. Likewise, working in pairs and groups allows the knowledge obtained to be reinforced in all stages of oral expression. This is a proposal that articulates meaningful activities supported by visual, printed and audiovisual material to strengthen pronunciation, coherence and fluency. From this context, oral expression is the ability or skill that human beings first develop to communicate and express their immediate needs. To achieve good communication requires good pronunciation, fluency, coherence and interaction with other

people. This skill is executed during social interaction, through the oral emission of a message, with the purpose of externalizing and transmitting meanings, which acquire their own and different characteristics in each person. Krashen (1982) in his "Acquisition language Theory" explains the individual develops the ability to create phrases and uses them at the appropriate time according to the given context; however, they probably make mistakes when speaking but it isn't important because the correct during the interaction, In this regard, Gáinza (2015) in his article "Correcting mistakes and encouraging oral communication in foreign language" argues that correction of errors has little influence although they can often correct themselves using what they feel is correct.; According to Krashen, Affective filter is crucial in English language learning because affectivity stimulates the students' emotional state to prepare them to acquire the new knowledge. Krashen (1982) considers that anxiety, nervousness, lack of security and motivation are barriers that hinder the achievement of learning, therefore, the environment has to be prepared, awakening positive emotions through play. In this sense, the use of Playful strategies in the classroom benefit motivation towards learning English. According to the Currículo Nacional de Educación Básica Regular (2017), the "Oral expression" is the ability to communicate with one or more interlocutors in a clear, concise and coherent way with proper pronunciation and intonation, making good use of verbal resources and non-verbal. Taking this definition, it is then an effective production because it supposes an active process of construction of the meaning of the various types of texts that it expresses or listens, to achieve its purposes. In this process, the student brings into play skills, knowledge and attitudes from oral language and the world around him. From this perspective, it is "essential to assume it as a social activity in which the student interacts with different groups or socio-cultural communities. In that sense, the language is mastered more quickly when the student is exposed in the middle of a playful activity or game where he is discovering new ways of spontaneously communicating. It is there that the most complex grammatical forms and most complicated pragmatic uses appear and the student. This means that the language is acquired by the need to communicate, in this regard, Castrillón (2017) in his article "Los juegos y su rol en el aprendizaje de una lengua" argues that learning English through play seek to reduce their fears and increase their confidence in learning the English language. Due to this problematic situation, the present research was pertinent and convenient to propose the use of playful strategies to promote the development of the oral skills. It was also novel and transcendent because "imitation, creativity and the interchange of roles" allowed students to work in each dimensions of the oral expression. It was also relevant because it aroused the interest of the students and made them uninhibited to participate, relaxing their emotional state with spaces for entertainment and fun. Likewise, it was a beneficial investigation as it sought to improve the English language teaching process and developed oral expression in English. For all the above, the research had as a statement problem: To what extent does the application of the "Speaking is wonderful" Program, based on playful strategies influences the development of English oral expression in first-grade students of secondary education at the "Antonio Torres Araujo" school, Trujillo, 2019? , which main goal was to determine the influence that the "Speaking is wonderful" Program, based on playful strategies, has on the development of oral expression of English in first-grade students of secondary education at the "Antonio Torres Araujo" school, of Trujillo, 2019.

2. MATERIALS AND METHOD

It was used the experimental method with a quasiexperimental design of two groups and the scheme of the research design is:

EG	O ₁	-----	X	-----	O ₂
CG	O ₃	-----		-----	O ₄

EG: Represents the experimental group, first-grade students "E"; CG: Represents the control group, first-grade students "D"; O₁ and O₃: Represents the pretest, which measured the level of achievement in oral expression, before the application of the "Speaking is wonderful" program based on playful strategies; O₂ and O₄: Represents the posttest, which measured the level of achievement in oral expression, after the application of the "Speaking is wonderful" program based on playful strategies; X: Represents the experimental proposal that consisted in the application of the "Speaking is wonderful" Program based on playful strategies. About the population consisted of 173 students of both sexes. The sample consisted of 74 students: 37 first-grade students "D" for the control group and 37 first-grade students "E" for the experimental group. The selected sample was under the non-probability sampling parameters, specifically intentional or convenience sampling (Arnal et al., 1992). The validity of the instrument was determined by expert judgment. This instrument was submitted to the review and evaluated by five specialists in English teaching and research methodology, with a Ph.D. degree. The instrument was evaluated according to the established scores (1. Very bad; 2. Bad; 3. Fair; 4. Good; 5.

Very good) for each criterion: Clarity, objectivity, consistency and relevance. With these scores, the validity of each item was determined. by the Aiken-V coefficient obyainig $V > 0.92$; it means, it has a strong validity for both items, dimensions and general validity. To measure the reliability of the instrument, it was used the Kuder Richardson-20 coefficient, whose responses can be good or bad and it was applied to the experimental group, obtaining 0,78. The procedure for the analysis of the instruments was as follows: it was created the database for each variable, then the responses given were organized.in six tables and processed using the SPSS V 25 software, the results obtained from the pre and posttest were analyzed and discussed according to the objectives of the investigation.

3. RESULTS AND DISCUSSION

Table 1. Level of achievement of oral expression of English in students in pretest and posttest

ACHIEVEMENT LEVEL	CONTROL GROUP				EXPERIMENTAL GROUP			
	PRETEST		POSTEST		PRETEST		POSTEST	
	N°	%	N°	%	N°	%	N°	%
Outstanding	0	0	0	0	0	0	2	5
Expected	1	3	1	3	1	3	23	62
Process	13	34	15	41	16	43	7	19
Starting	23	63	21	57	20	54	5	14

Source: Pretest and posttest applied to the control and experimental group of the "Antonio Torres Araujo" school, 2019.

The previous table expresses the results of the evaluation of the English oral expression in the control group and the experimental group, before and after applying the program. It is observed significant differences between the control and the experimental group after completing the “Speaking is wonderful” program based on playful strategies to develop oral expression. In the control group, the results are similar in their different dimensions both in the pretest and in the posttest. In the pretest: the Starting level is predominant: 63%; then the Process level: 34%. In the posttest: the Starting level is also predominant: 57%; then the Process level: 41%. In the experimental group, there is an improvement statistically significant in the level of oral expression, in its different dimensions. In the Pretest: it is observed that the majority of students have a Starting level: 54%, then the Process level: 43%. In the posttest: the Expected achievement level is the predominant: 62%; then the Process level: 19%.

Table 2. Level of achievement of oral expression of English in students in the Pronunciation dimension

ACHIEVEMENT LEVEL	CONTROL GROUP				EXPERIMENTAL GROUP			
	PRETEST		POSTEST		PRETEST		PRETEST	
	N°	%	N°	%	N°	%	N°	%
Outstanding	0	0	0	0	0	0	2	5
Expected	0	0	1	3	1	3	20	57
Process	16	43	16	43	13	35	10	24
Starting	21	57	20	54	23	62	5	14

Source: Pretest and posttest applied to the control and experimental group of the “Antonio Torres Araujo” school, Trujillo, 2019.

In the "Pronunciation" dimension, the control group in which the "Speaking is wonderful" program was not applied to develop oral expression, there was not significant increases in the oral expression level between the pretest and the posttest, in both cases, the levels are concentrated at the Starting (pretest: 57% / posttest: 54%. But in the experimental group, we can clearly observe the significant evolution in the level of oral expression in students between the pretest and posttest. In the pretest, the oral expression levels are similar to those observed in the control group, they are concentrated in the Starting: 62% and in process: 35%, however after the application of the "Speaking is wonderful” program, the contrast between the results of the pretest and posttest is notorious. The levels of oral expression focused on Expected level: 57% and in process: 24%, some students even managed to advance to the Outstanding level of oral expression: 5%.

The use of playful strategies of imitation favored the improvement of pronunciation, since the students had greater opportunities for oral practice through the articulation of tongue twisters, rhymes and the intonation of songs in English (Tables 2 y 4). Likewise, these results are similar to those of the investigations done by Alayo (2018), Olivares (2017), Palomino, (2016), García (2016) and Hidalgo (2016), who found that the habitual practice of various playful activities favors to the safety and confidence of the studenta and allows them to develop their pronunciation skills.

Table 3. Level of achievement of oral expression of English in students in the Coherence dimension

ACHIEVEMENT LEVEL	CONTROL GROUP				EXPERIMENTAL GROUP			
	PRETEST		POSTEST		PRETEST			
	N°	%	N°	%	N°	%	N°	%
Outstanding	0	0	0	0	0	0	0	0
Expected	0	0	1	3	1	3	21	56
Process	14	38	8	22	7	19	11	30
Starting	23	62	28	76	29	78	5	14

Source: Pretest and posttest applied to the control and experimental group of the "Antonio Torres Araujo" school, Trujillo, 2019.

In the "Coherence" dimension, the control group in which the "Speaking is wonderful" program was not applied to develop oral expression, there was not significant increases in the oral expression level between the pretest and the posttest, in both In cases, the levels of students oral expression are concentrated at the Starting (pretest: 62% / posttest: 76% and in process (pretest: 38% / posttest: 22%). In the pretest, the levels of oral expression. were similar to those observed in the control group, they are concentrated in the Starting level: 78% and in process: 19% and only some students are in the Expected level: 3%; the contrast between the pretest and posttest results is noticeable, observing the levels of oral expression of the students are concentrated in Expected level: 56% and process: 30%, achieving that only some of the students maintain the Starting level of oral expression: 14%.

In addition, the application of playful strategies of creativity developed the coherence of ideas. The average score obtained in the pretest was 1,48; while in the posttest was obtained 5, 16 which shows that the program significantly improved the coherence of ideas. In Table 3 it was observed that the most of students achieved the Expected level, they used the vocabulary learned to describe the people, completed the sentences with the missing words and were able to relate the words giving meaning to the sentences. For Swift (2015), creativity plays an important role in oral expression since the student begins to combine ideas, vocabulary and grammar, then expresses them orally. Another factor that favored the development of oral expression was cooperative work, which allowed for mutual support among classmates and stimulated their participation in class. These results are similar to those obtained in the investigations of Alayo (2018), Olivares (2017), Palomino, (2016), García (2016) and Hidalgo (2016), who applied playful strategies managed to improve the level of coherence, which allowed for mutual support among classmates and stimulated their participation in class.

Table 4. Level of achievement of oral expression of English in students in the Interaction dimension

ACHIEVEMENT LEVEL	CONTROL GROUP				EXPERIMENTAL GROUP			
	PRETEST		POSTEST		PRETEST			
	N°	%	N°	%	N°	%	N°	%
Outstanding	0	0	0	0	0	0	1	3
Expected	0	0	1	3	1	3	24	65
Process	14	38	12	32	7	19	8	21
Starting	23	62	24	65	29	78	4	11

Source: Pretest and posttest applied to the control and experimental group of the "Antonio Torres Araujo" school, Trujillo, 2019. In the "interaction" dimension, the control group in which the "Speaking is wonderful" program was not applied to develop oral expression, no significant increases in the level of oral expression were observed between the

pretest and the posttest, in In both cases, the expression levels of the students are concentrated especially in the beginning and in the process (pretest: 62% in the starting, 38% in the process; posttest: 65% in the starting, 32% in the process). The opposite case shows the results in the experimental group, in which after applying the program "Speaking is wonderful" to develop oral expression, we can clearly observe the significant evolution in the level of oral expression in students between the pretes: 78%t and posttest: 65% in the experimental group. The playful strategies of interchange of roles improve interaction. Likewise, the average score obtained in the pretest was 1,3; while in the posttest was 5,45; which shows that the program significantly improved students' interaction. In Table 5 was evidenced that 64% of the students reached the "Expected" level and among the playful activities that had the greatest preference were simulation and dramatization, which significantly influenced the development of oral expression. In consequence, the playful strategy of interchange of roles allowed students to exchange information naturally and spontaneously

Table 5. Level of achievement of oral expression of English in students in the Fluency dimension

ACHIEVEMENT LEVEL	CONTROL GROUP				EXPERIMENTAL GROUP			
	PRETEST		POSTEST		PRETEST		POSTEST	
	Nº	%	Nº	%	Nº	%	Nº	%
Outstanding	0	0	0	0	0	0	1	3
Expected	0	0	1	3	1	3	24	64
Process	9	24	6	16	6	16	7	19
Starting	28	76	30	81	30	81	5	14

Source: Pretest and posttest applied to the control and experimental group of the "Antonio Torres Araujo" school, Trujillo, 2019.

In the "interaction" dimension, the control group in which the "Speaking is wonderful" program was not applied to develop oral expression, there was not significant increases between the pretest and the posttest, in both cases, the oral expression levels are concentrated at the Starting (pretest: 76% / posttest: 81% and in process (pretest: 24% / posttest: 16%). In the pretest, the levels of oral expression were similar to those observed in the control group, however in the experimental group concentrated to a greater extent in levels in the starting (81%) and in the process (16%), however after the application of the program "Speaking is wonderful" to develop oral expression, the contrast between the pretest and posttest results is noticeable, observing the levels of oral expression of the students focused on expected learning (64%) and in process (19%), some students even managed to advance to an outstanding level of oral expression (3%), and achieving that only some of the students maintained a level of oral expression at the starting (14%) in the dimension.

The playful strategies of imitation favored the development of fluency. In table 6, the average score obtained in the pretest was 1,08; while in the posttest, 2,64 was obtained; which shows that the program "Speaking is wonderful" significantly improved the fluency of the students since the students had greater opportunities for oral practice through the repetition and imitation of the tongue twisters, rhymes and songs in English. In this regard, Krashen, (1982), argues that fluency is an important quality for the development of the communicative process since it depends on it to ensure that oral messages are understood effectively. The playful strategies of interchange of roles improve interaction. Likewise, the average score obtained in the pretest was 1,3; while in the posttest was 5,45; which shows that the program significantly improved students' interaction.

Table 6. Rubric's results obtained in pretest and posttest by dimensions

Nº	Pretest					Posttest				
	Pronunciación	Interacción	Coherencia	Fluency	Avearage	Pronunciación	Interacción	Coherence	Fluency	Average
1	0	2	2	1	5	3	6	4	2	15
2	1	2	0	2	5	3	6	6	3	18
3	1	0	2	0	3	3	6	4	2	15
4	1	2	2	0	5	3	4	4	3	14
5	1	1	1	1	4	2	6	6	3	17

N°	Pretest					Postest				
	Pronuncia tion	Interacti on	Coherenc e	Fluenc y	Avearag e	Pronunciatio n	Interactio n	Coherence	Fluency	Average
6	1	0	2	2	5	2	5	6	2	15
7	1	0	1	2	4	3	7	4	3	17
8	2	1	1	1	5	2	6	6	3	17
9	0	1	1	2	4	3	6	6	3	18
10	1	0	1	1	3	3	6	6	2	17
11	0	2	2	1	5	2	6	4	2	14
12	0	2	2	1	5	3	6	4	2	15
13	1	0	2	2	5	3	6	6	3	18
14	1	1	1	1	4	3	4	6	2	15
15	2	0	2	2	6	2	6	6	3	17
16	2	2	1	1	6	2	7	5	2	16
17	0	1	0	1	2	2	4	5	3	14
18	0	1	2	2	5	3	6	6	3	18
19	1	2	2	2	7	3	6	6	2	17
20	1	2	1	0	4	3	4	4	3	14
21	0	2	2	1	5	3	6	6	3	18
22	1	2	2	1	6	1	6	5	3	15
23	0	2	1	1	4	2	6	5	2	15
24	0	1	2	2	5	1	4	6	2	13
25	1	1	1	1	4	2	4	6	2	14
26	0	2	2	1	5	2	6	6	3	17
27	1	0	2	1	4	2	6	6	2	16
28	0	1	2	1	4	3	4	4	3	14
29	1	0	2	0	3	3	6	4	2	15
30	1	2	2	1	6	2	6	4	3	15
31	1	1	1	0	3	2	4	5	3	14
32	1	1	1	0	3	3	6	5	3	17
33	0	1	1	0	2	3	4	4	3	14
34	1	0	2	1	4	3	4	5	3	15
35	0	1	1	1	3	2	6	5	3	16
36	1	2	1	1	5	3	6	5	2	16
37	1	1	2	1	5	2	5	6	2	15
Media Aritmet. Desvit. standard	0,72	1,13	1,48	1,08	4,47	2,48	5,45	5,16	2,64	16,6
Coefic. Variac.	54%	42%	48%	56%	90%	37%	28%	35%	52%	55%

Source: Scores obtained from the oral exam to students of 1 ° E of the "Antonio Torres Araujo" school, 2019

According to the results of the pretest, it is observed that the majority of students have low academic performance in oral expression, since the mean of the experimental group was 04,47 points while the mean of the control group was 06,15; At first glance, a fairly low score, which shows that the students are at a starting level, a situation that determines that there is a problem in both students’ groups investigated (Table 6). However, after applying the "Speaking is wonderful" program, it was observed that 62% of students in the experimental group (Table 1) improved their academic performance in speaking, since the mean of the experimental group was 16,06 points, obtaining a passing score, placing at the “expected level”

In addition, in the Table 6, it is observed that after applying the “Speaking is wonderful” Program based on playful strategies, the students improve their score in each dimension evaluated. In the pronunciation dimension was obtained an average of 2,48 in the postest compared to 0,72 in the pretest; In the interaction dimension was obtained an average score of 5,45 in the postest compared to 1,13 in the pretest; In the coherence dimension was obtained a mean score of 5,16 in the postest compared to the pretest of 1,48; in the dimension of fluency

was obtained an average score of 2,64 in the posttest compared to the pretest of 1,08. It was also observed that the dimension that the students developed the most was interaction.

According to the Ministry of Education, students got the “expected” level and Common European Framework of Reference, students got the achievement level A1. Consequently, the results obtained are the result of the degree of interest and commitment shown by the students in the construction of new knowledge. In this regard, Sanchez (2010) affirms that motivation was essential in the learning process and play was the precise means to achieve it.

4. CONCLUSIONS

The application of the Program "Speaking is wonderful" based on playful strategies, significantly influenced the development of oral expression of the English language in first- grade students of secondary education of the "Antonio Torres Araujo" school, in Trujillo, La Libertad-2019, since the majority of students managed to reach the Expected level. In addition, when comparing the means between the pretest and posttest, it grew by 12.13 points on a vigesimal scale in the experimental group, while in the control group it only grew by 6.23 points; According to the normality test and the student's T test, they confirmed that the program had a significant influence ($\text{sig} = 0.000 < 0.05\%$) on the development of oral expression. At the level of dimensions, it was observed that “pronunciation” improved significantly using the playful strategies of imitation, since the majority of students (57%) managed to achieve the Expected level. The oral expression level in “coherence”, improved significantly using the playful strategies creativity, since the majority of students (56%) reached the Expected level. The oral expression level in “fluency” improved significantly using imitation playful strategies, since most students (64%) reached the Expected level. The oral expression level in “interaction” improved significantly using the playful strategies of interchange of roles, as the majority of students (65%) reached the Expected level.

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