Boosting Argumentative Speaking Skills And Cultural Awareness Through Ludic Activities

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"Children must be taught how to think,

not what to think."

Margaret Mead

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ABSTRACT

This was a qualitative action research study which aimed at acknowledging and identifying how argumentation skills were developed in a ninth grade classroom when working with ludic activities while developing speaking skills as well with tenth graders at Prado Veraniego School. To this effect, data collection instruments used were interviews, field notes, surveys, artifacts, and recordings; these were applied for ensuring the reliability and validity of data triangulation. Therefore, the grounded approach was the methodology selected, which allowed the emerged categories to be analyzed to obtain the results and conclusions. Finally, this investigation revealed how using ludic activities had a positive impact on students' argumentative speaking skills by and their cultural conscience was fostered by exposing them to topics related to their real life. Moreover, data showed that students increased notoriously their confidence, which helped them to feel more comfortable to speak and to be more interested towards English.

Key words: *Ludic activities, argumentation, speaking skills, cultural awareness.*

CHAPTER I

The present study was carried out at Prado Veraniego School with 1001 graders. The main purpose of this chapter is to introduce relevant aspects related to the local and institutional context and relevant characteristics of the population. Besides, the statement of the problem, the rationale, the research question, and the objectives of the investigation are explained as well.

Local context

This research study took place in Prado Veraniego School, which is located in Prado Veraniego neighborhood, at carrera 46 No. 130-65 in Bogota city. It is immersed in a productive and industrial neighborhood. There are numerous stores, such as car parts, furniture, supermarkets, restaurants, and junk food places. The predominant social stratum in Prado Veraniego is three. Different companies have created and offered jobs to the locals. For this reason, this neighborhood is considered an important part of the economic development, and its most important activity is the car industry (Junta de Acción Comunal de Suba, hencefore JAC, 2013, pg. 4). Currently, there are two big problems in this neighborhood, which affect the population, drugs, and theft crimes. The students of Prado Veraniego School have been affected by this social issue as well (JAC Suba, 2013, pg. 6).

Institutional context

Prado Veraniego School is a public Colombian school that offers preschool, primary and high school education. It emphasizes on science and art. According to the Proyecto Educativo Institucional (henceforth PEI) of Prado Veraniego school, the most important aspect of this school is, as the title of it reads, "the communication with quality towards human development" (Colegio Prado Veraniego IED, 2010, pg. 4), being quality a process in

which conceptual, social, and cultural aspects intervene and allow people to have a rich and spontaneous interaction and foster students' personal and social skills. Communication needs to be seen as a way of listening to the other with respect and talking with love; this is the reason why students need to look at the others with a human sense.

Its mission is to prepare students who commit themselves with their own human development, to further their professional development, and to lead positive social changes, which enable a harmonious coexistence within a fair country (Colegio Prado Veraniego IED, 2010, pg. 14). On the other hand, its vision is to generate and reinforce cognitive and social processes in the educational community in order to educate competent human beings through an excellent communication and values to create a healthy coexistence. It is important to say that the principles and institutional values that this school looks for developing in their students are justice, tolerance, responsibility, honesty, love, neatness, identity, punctuality, and respect. According to the PEI, students are characterized for being critical thinkers, creative, analytic, respectful, responsible, active and honest human beings.

The pedagogical approach of Prado Veraniego School is constructivism. This approach is based on teaching and learning to communicate with good quality thinking processes. The teacher is a critical and reflexive mediator. The student participates, questions and develops thinking processes and social abilities. According to this model, knowledge is a social construction that increases with experiences. It is imperative to mention that what the present study intends to research is framed within these principles.

Characterization of the population

It is important to mention that this study was started in 2019 and ended up in the middle of 2020, reason why the target population changed; however, there were not several changes within the population. The population for this study in 2020 was composed of 37

students who were in grade 1001. There were 22 girls and 15 boys who were among 14 and 16 years old. According to the results of the students' survey (see Appendix A), students were part of social strata 2 or 3, and 56, 4 % of the students lived in Prado Veraniego neighborhood and the other 43.6 % lived in different neighborhoods located in Suba as well; however, three of them lived in Bosa and Naciones Unidas. 68.8 % of the students lived ten to thirty minutes close to the school and went walking to the school. The other 31.2 % of the population took public transportation or car, and they spent between 30 minutes to one hour to arrive at school.

Throughout the students´ survey (see Appendix A), some important socio-affective aspects were identified. Firstly, 71.4 % of the students acknowledged English as a useful language to learn because they could travel, experience different cultures, and find a better job because they knew it is the global language. Besides, 15 % of the students liked English because they could learn vocabulary and they could use what they have learned in real life. However, 5 % percent of them manifested that they did not feel comfortable in the English class (see Appendix D) due to the teacher's attitude, 65 % stated that the English class was boring because the activities were repetitive and not dynamic, other 20 % said that they did not like the English class since it was not clear and they could not understand the topics. Moreover, 40 % of the student practiced English by themselves listening to music and watching TV, the other 50 % of the population did not study outside the school, and just 10 % of students were studying in an English Institute or were taking private classes. By the beginning of 2020, the school implemented a plan in which students started studying tourism and English five days on Saturdays.

Furthermore, 82.8 % of the students liked to go to the school because they had friends in there and they had a good time there, but not because they considered they were learning.

45 % of the participants lived with their father and mother; the other 55 % of them lived with just their mother or their father and with other relatives such as uncles, aunts, cousins, or grandparents. 74.2 % of the students disclosed that they had a good relationship with their family because they shared and communicated properly. The 25.8 % of the students said that the coexistence and communication was not good at all in their home. Students also stated in the interview that they liked to go to school because they could share with their friends, they learned about different things, and because it was good for their future.

In addition, based on the teacher´s interview (see Appendix B) and students' survey, it is important to say that students were sometimes lazy when they felt they were not learning; however, throughout the observations it was clear that students were talkative and cheerful. They really liked working in groups, they were good at socialization, and they loved playing. Most of them had many friends at school and this was an important factor in their lives.

Besides, about their hobbies, they really liked listening to music (see Appendix D, Field Note no. 1, 2, 3, 4, and 5), reading, watching TV, and playing. Students really liked music and it was part of their daily life (see appendix D, field note no. 2 y 3). Students listened to pop, rock, vallenato, rap, and music in English. Finally, 50 % percent of the students agreed saying that they would learn more if the class were more dynamic such as: videos, music, and games. For this reason, ludic activities were selected as the strategy to develop argumentative speaking skills and cultural awareness being that most of the students agreed that it could be more productive if the activities were more interactive.

Diagnosis of the language level.

According to the students' survey and the diagnostic test (see Appendix C), it can be concluded that reading was one of their strongest language skills because they could see the words, remember them and understand the context of the text in general. When the activities

were based on reading, the students could answer questions about the text and understand its general idea. Sometimes, they had trouble when they were asked to replace a word for its synonym, but they asked the teacher or looked up in the dictionary. Concerning the vocabulary, they had trouble when facing unknown words because they did not understand the meaning or the context. Nevertheless, students showed that they dislike reading as well since it is an individual activity.

The writing skills were not easy for them, but it was not the most difficult part for them. In the interview (see Appendix B), the teacher recognized they were good at writing. According to the results of the text although their biggest problem was to differentiate between past and present, punctuation, and prepositions, students' writing was understandable and satisfying. Through the field notes (see Appendix D), it was noticeable that 20 % of the students did not like to write even if it was about their personal life.

Furthermore, speaking was one of the challenges in the class due to different reasons. Students were not required to use English in the EFL classroom; students just spoke in Spanish (see Appendix D) because the teacher based her class on grammar workshops due to the number of students, reason why students were never given the opportunity to use English in real context. Grammar use was difficult for the 80 % of the students because they had to memorize the structures and they were not able to differentiate them when using them in real context sentences.

According to the survey, the most difficult skill for them was to be able to apply the grammar structures when they were talking and recognize uncommon words. Students were shy of their classmates and they did not want to speak in front of others using the foreign language. Besides, the head teacher affirmed during the interview that speaking was the most difficult skill for students to develop. Nevertheless, 60 % of the students thought that it was

fun to say a couple of things in English even more when it was something related to their personal life although they got shy to speak in front of the others.

Statement of the problem

Based on the field notes and the data collected through the instruments, it was evident that the students were not motivated towards the English class, which impacted directly on their learning process. The most difficult aspect for the students was that during the class they did not express their ideas using the foreign language and they did not enjoy the class. According to "Guia No.22. Estándares básicos de competencias en lenguas extranjeras: Inglés" (2006, pg. 4), students of 1001 were supposed to be reaching B1 level of language proficiency. Due to the aforementioned, students should have been able to understand and write short texts, listen to easy conversations, and talk about personal and familiar situations. Even though students could write short texts with simple sentences, understand some paragraphs, and understand some conversations, they could hardly use English grammatically correct by using their knowledge when communicating verbally.

Besides, based on the school's PEI, tenth graders are supposed to be critical human beings to analyze their context and society. However, the activities proposed during classes do not go with the school's principles, reason why criticism and argumentation needed to be stimulated, and also their conscience awareness about being part of a context. Therefore, this study's intention was to create a welcoming environment in which students could express their thoughts and feelings by using English not as a fun way to learn something else. Besides, as students have learnt English as observers and not as participants, the main idea of this investigation is to help students to understand that a language is trans dimensional since

it involves all dimensions of human beings. In this way, the participants were able to observe their own culture in order to be aware of it while learning English.

Rationale

The development of speaking skills has been a matter of studies during the last decades in the educational field. Consequently, speaking in the EFL class is one of the most important aspects when learning English because this is the most direct and quickest way to communicate with others. Likewise, argumentation was chosen as the way for promoting speaking sections within class, since speaking is the most difficult skill for the population of this study. Taking into account that, developing speaking skills implies to be able to express ideas in a clear way, support their own ideas and analyze different perspectives; argumentation could be a good strategy to promote interesting debates and positions in a learning environment. Additionally, the topics spoken to generate this type of thinking are normally controversial and allow students to communicate their emotions and personal perspectives of the world. Therefore, students´ attention and interest might increase and make them feel more comfortable when talking in front the others. Additionally, according to the schools' PEI, students are supposed to be strong argumentative thinkers in order to be able to reflect on their own society and contribute to make positive changes within it.

"Argumentation is a verbal, social, and rational activity aimed at convincing a reasonable critic of the acceptability of a standpoint by putting forward a constellation of propositions justifying or refuting the proposition expressed in the standpoint" (Van, 2004, pg. 8). Thus, in order to foster the speaking skills of a language, the closeness to the themes need to be given and the right to argue about aspects that are related to the participants´ life to promote spaces in which they can be immersed in real life communicative environments.

Therefore, ludic activities are going to be used because students felt that the activities carried out during the class were not interesting and not innovative.

Besides, it is known that communication is based on the interpersonal interaction and contribute to a personal grow due to the interchange of ideas. A language should allow people to understand the world from different perspectives and to be able to communicate what students feel and think. Hence, a foreign language must not just be seen as a way to understand the external aspects of life, but to understand and express internal aspects as well. Besides, the English class should not just consider the four language skills as a way to learn the rules of the language, but as a way to learn something else for giving meaning to peoples' life. Therefore, in the current study through constant spoken language promote in 1001 grade, it is expected to enhance vocabulary growth, fluency, confidence, understanding of others' ideas, cultural awareness, and exchanging of personal ideas with the mentioned population.

The current investigation is significant and essential for the teaching field for the following reasons. Firstly, the implementation of an innovative proposal at Prado Veraniego School may provide teachers at the school as well as other colleagues with the idea of using students´ thoughts for learning in the classroom because they are more significant than using material they may not be interested in and they do not know anything about. Secondly, the implementation of this investigation aims to bridge students' difficulties in terms of English proficiency by giving them the opportunity to speak in English during the class and demanding them to have a closer relation with English. Thirdly, the use of ludic activities as the tool to teach students English basing it on a real context and on topics related to the students´ life to make students be more motivated towards the English language. Finally, the most important outcome of this study is boosting students to become strong argumentative thinkers by letting them analyze, criticize and expose their thoughts, likes and dislikes while referring to their own context and culture.

Research Question

How might the use of ludic activities boost argumentative speaking skills and cultural awareness in a tenth grade EFL classroom at Prado Veraniego school?

Objectives

General Objective

To identify how the use of ludic activities might boost argumentative speaking skills and cultural awareness in a tenth grade EFL classroom.

Specific Objectives

1. To determine what is the impact of ludic activities to boost cultural awareness in a tenth grade.

2. To describe the influence of argumentation in the enforcement of oral language in a tenth grade.

3. To recognize how ludic activities contribute to the creation of a welcoming environment in an EFL classroom.

CHAPTER II

In this chapter, the state of the art and the theoretical framework are presented taking into account the three main constructs of this research study. First at all, some previous research studies in the state of the art that were related and relevant for the present study. Secondly, a general overview of each construct is depicted.

State of the art

Boosting Argumentative Speaking Skills and Cultural Awareness Through Ludic Activities

This is a segment devoted to explaining some research that has been done previously and whose variables that are related to the present investigation and have worked on similar constructs as the present research: culture, ludic activities, argumentation, and speaking skills. This section is divided into three considerable parts. The first one shows two studies related to ludic activities. The second one presents a study done in regard to argumentation and the last one, displays two important researches that worked with speaking skills. Overall, the purpose of this section is to deal with previous research works to distinguish what has been done from what needs to be done, so that this research can contribute to.

The first research was carried out by Proaño Zambrano Cristina Paola in 2018. The title of the research was *Ludic games and their influence on the skill to speak English in the 9th grade students at "Juan Montalvo Fiallos" educational unit, the communal, el Carmen-Manabí 2017-2018 academic period*. The study was carried out with 28 students of 9th grade. Proaño's research was born because she observed the lack of material of ludic games that could contribute to the development of the speaking skill. Therefore, Proaño contributed to students making their speaking to growth by familiarizing them with the English language. Multiple strategies were used during the application of Proaño's research giving students different possibilities to practice and feel engage within the classroom.

Proaño discovered that the ludic games provided multiple opportunities to students to learn not just referring to the language, but including social skills, values, rules, vocabulary, among others. On the other hand, Proaño proved that through a book and a cd it is not possible that students developed their speaking skills. Proaño's research acknowledged the use of ludic games as an excellent resource to encourage and motivate students to learn English. The present study shared the idea of using ludic activities as a teaching strategy to motivate students towards English; however, the investigations differ because the present one intents to use ludic activities based on cultural awareness.

Another important study was *Gamification: A mission to foster students' engagement and interaction in the EFL classroom* developed in the National Pedagogical University in 2019 by Esquivel Gómez Laura Milena. The population of Esquivel's study was composed of 30 students of fifth grade at Domingo Faustino Sarmiento School, who were between 8 and 12 years old. Esquivel found that the interaction of students within the classroom was not good since they were not motivated. For this reason, the purpose of the Esquivel's investigation was to address these issues by fostering communicative environments in order to give students a more active role in the learning processes. Their findings were that gamification had a positive impact in students' participation, motivation, and performance in the English class. Besides, Esquivel found out that gamification contributed to create a propitious class environment for students to express their ideas and opinions. Furthermore, the use of games in the class boosted and improved students' communicative English skills. Esquivel's study is very important for the present one because hers showed the importance of making students the center of the class and letting them express their own opinions in order to improve their communicative skills. Likewise, Esquivel `s investigation and the present one used not traditional tools or strategies within the class, as gamification and ludic activities are. Nevertheless, the grade and ages of the population were different, the results might vary in different way as well. Finally, although both researches required students to express their ideas and opinions, in this present study, students express argumentative and censorious ideas. Thus, this study has a plus, which is the cultural awareness that students are supposed to get while developing argumentative skills by observing cultural patterns and realities.

A third study entitled *life stories: a way to develop critical thinking in EFL sixth grade learners*, was carried out at the National Pedagogical University in Bogota by Hincapie Maryer. The setting of this research was a school located in Bogota called Cristiano Garcia y Amor School. There were ten girls and seven boys between 9 and 12 years old who were in

sixth grade. These students were characterized for being obedient kids and their results in different areas were high quality. The main purpose of Hincapie's study was to generate critical thinking based on stories while using the foreign language. The results showed that students could go beyond the texts to unveil assumptions, meanings and thoughts.

Thus, students were able to think critically towards the stories given to them. Although the age of the participants of Hincapie's investigation was different, the importance of it, as the results showed, is how critical thinking can be fostered while learning a foreign language and even more when the content is related and appreciated by the English learners. In addition, it allowed students to appreciate English not just as the objective, but English as the path to acquire new knowledge and perceive it in different ways. Therefore, it increased motivation concerning learning English as a second language. Although Hincapie's study worked with book stories for students to analyze them, this present study aims to work with songs with social content to foster being critical over their own reality. Besides, it is important to clarify that Hincapie's investigation is closer to the present one since argumentative thinking is the first step to have critical thinking.

Gutierrez Gutierrez Dorelly carried out the action research *Developing Oral Skills through Communicative and Interactive Tasks* at Institucion Educativa Distrital Britalia located in Kennedy, Bogota in 2005. The population was composed of 40 students of ninth grade, 23 girls and 17 boys, whose ages ranged from 14 to 17 years old. Gutierrez realized the lack of practice in regard to oral skills during the class. The activities that Gutierrez used were free conversations, interactive tasks, and oral debates, which were the same the present study took advantage of.

The results showed the improvement of the students and their positive attitude towards their learning process because speaking involved learners, experiences, and interests,

which the present research attempted to do as well. Speaking was also seen as a social skill, where interaction, feedback and group work played had an important role within the classroom. For these reasons, students perceived speaking as a developmental skill where mistakes were an important part of. In regard to the present study, Gutierrez's research was considered a significant one because it dealt with speaking as a social practice taking into consideration students' cultural background and experiences that were essential within the learning process. Besides, the present study focused on cultural awareness that allowed students to communicate their culture perception.

Finally, an investigation was carried out in 2016 by Karla Paola Cruz Anzola in the National Pedagogical University. The title of the research was I*mproving communicative skills to promote communication*. The participants were 32 sixth graders at National Pedagogical Institute, 17 boys and 15 girls aged between 11 and 13 years old. Cruz's study evinced that students´ biggest problem was the lack of opportunities to communicate in English and the willingness of students to use the target language. Cruz found that students changed their perspectives about speaking. Before Cruz's study was applied, speaking was seen as a way of misusing the class time, but then students realized the importance of communicating in another language.

In addition, students could make mistakes and ask questions without the fear of being mocked. Students improved their listening attitude and created a peaceful environment to learn English because social skills were also developed. Cruz's investigation is fundamental for the present one because it worked with the communicative approach as well as the present research does. Besides, Cruz's investigation and the present one shared the idea of creating an environment in which students could express their ideas using the foreign language without any fear. However, the present study intended to enforce communicative experiences using

ludic activities as the first source. Ludic activities allow students to feel more comfortable expressing their ideas and teach them how to listen to the other ones.

Although the five studies mentioned above were related to the present one and had aspects in common; for example, that they aimed to improve speaking skills using a strategy, the present study was innovative for the teaching field since it combined ludic activities, argumentation, and cultural awareness in order to enhance speaking skills. It was important because it filled some gaps being that ludic activities allowed students to engage and conceive English from a different perspective. Finally, students were supposed to foster argumentation by playing games, listening to music, doing projects, and different kind of activities that catches students' cultural awareness focusing on understand other people's ideas and being able to argue what they are told.

Theoretical framework.

It is important to present the theoretical constructs that supported this investigation. First, cultural awareness seen as a cumulus of social knowledge and as a way to be aware of one's own culture. Ludic activities, as a pedagogical strategy, were one of the most relevant constructs to take into account. Then, another one is argumentation because it was essential to understand how this concept was considered along the present study. Finally, the last important one was speaking skills to be able to narrow the communicative skills

Cultural awareness

Culture was perceived as the cumulus of thoughts and convictions that a group of students regarding different aspects of life in order to act and interact socially. "A cultural phenomenon involves tangible forms or structures (products) that individual members of the culture (persons) use in various interactions (practices) in specific social circumstances and

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groups (communities) in ways that reflect their values, attitudes and beliefs (perspective)." (Moran, 2001, pg. 25).

"Culture is shared by at least two or more people, and of course real, live societies are always larger than that. For an idea, a thing, or a behavior to be considered cultural, it must be shared by some type of social group or society" Ferraro (1998, p. 20) This implies that culture is the way in which people behave and think according to what they have learned while living in a social group, being the reason why multiple individuals share certain practices and thoughts. Besides, Tyler (1871, p. 17) indicates that culture is "that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society", which means that culture is the cumulus of what individuals get from other individuals for living in society. The perception of Tyler regarding culture is how it is taken into account in this research: students as social individuals who can construct themselves by questioning their culture, perceptions and background as members of society.

In this way, language is a very important aspect when talking about culture and also, for this investigation because students started boosting argumentative thinking analyzing their own context through ludic games, songs, and creative activities. Students needed to comprehend that culture is transmitted in every aspect of life because society teaches individuals customs, peoples' perspectives, feeling, and trends since they are little kids playing.

It is clear that ludic activities transmit diverse meanings because they were created in different contexts, and even showed non existing realities. "A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture." (Brown, 2000,

p. 18). Therefore, the aim was developing students' interest and awareness towards their own context by making them analyze and observe some cultural problematics.

Ludic activities

According to Dearden (1967, p. 59) play is "a non-serious and self-contained activity which we engage in just for the satisfaction involved in it." Besides, as stated by Bernardo (2009, p. 60) "ludic is everything that allows the construction of knowledge in a freer and spontaneous way". Based on these meanings, ludic incorporates feelings of happiness, amusement, and enthusiasm, easing the comprehension and understanding of the world. Therefore, the ludic activities enrich the learning process since they allow the participants to be in a welcoming environment.

A ludic activity involves individuals in a way that fosters their creative imagination and enables indirect learning, for students are not focusing on the language but using it for real (Constantinides, pg. 200). This was really important for the current study since the ludic activities made students to engage in a significant and joyful learning environment, in which they could participate and learn while enjoying. Furthermore, a ludic activity also let the participants to use unlimited context words and learn unconsciously how to express their ideas and understand the other's ideas.

Appreciating all the mentioned above, ludic activities also granted students to be motivated, which plays an important role while learning a foreign language. According to Cheng and Dornyei (2007, p. 153) "motivation serves as the initial engine to generate learning and later functions as an ongoing force that helps to sustain the long and usually laborious journey of acquiring a foreign language". It is clear that if students were not motivated, they were not going to learn and they were going to get frustrated; however, when they play, they understand that a foreign language is not as an objective, but as a way to learn something else in a mentally and emotionally spontaneous kind of way.

It is essential to say that for this investigation, all the ludic activities were framed within cultural and social premises since the idea was that through these kind of activities, students could identify social patterns and develop cultural awareness.

Argumentation

Argumentation was a significant construct for the current study because this was how students were going to be able to analyze their own society, which could contribute to their argumentative skills' development. According to Besnard and Hunter (2008, p. 2), "an argument is a set of assumptions, together with a conclusion that can be obtained by one or more reasoning steps." Based on this, an argument implies an idea that supports it and might also deploy a counterargument, which is the opposite idea to the principal one.

> Argumentation is the process by which arguments and counterarguments are constructed and handled. Handling arguments may involve comparing arguments, evaluating them in some respects, and judging a constellation of arguments and counterarguments to consider whether any of them are warranted according to some principled criterion... (Besnard & Hunter, 2008, pg. 5)

Therefore, argumentation contributed students to observe and perceived the events in which they were involved and could help them to analyze and compare different perspectives by being objective and coherent. For this study, argumentation and its parts were considered as vital constructs since it focused on supporting and contrasting ideas to have a better understanding of the considered thoughts; students could also express their opinions, accept or refuse the others' ideas and consider what could be changed or not. Fundamentally, the individuals analyzed the intrinsic aspects of some social life's aspects and different discussion activities, which benefited them to understand that each person had disparate believes and all of them must be respected.

For Andrews (2015, p. 4), argumentative skills are important since it goes side by side with high level school performances by students who can argue well. This means that if students improved their argumentation skills eventually, they would also boost personal and professional skills, such as: critical thinking, writing and speaking skills, understanding and tolerating other's different points of view.

Additionally, argumentation plays a significant role being that it is one of the first steps when fostering critical thinking. As cited in Naessens (2010, pg 6), critical thinking is a research whose purpose is to explore a situation, phenomenon, question or problem in order to develop a hypothesis or reach a conclusion that integrates all available information and therefore is convincingly justified. This theory was important because students must have been able to generate hypotheses based on justified arguments and facts. In this sense, critical thinking is the ability to think about what one is thinking with the intention of improving it and making it clearer.

For this study, argumentative skills were tackled as a considerable way to look at society. This study proposed carrying out ludic activities as a tool to boost cultural awareness and identify social problematics. Then, students could have a deeper perspective of their own context.

Speaking skills

As Bygate (2001) has said, speaking occupies an important position in language learning, and its attempts to study it have been recent since there were not many studies about it in past decades. For this reason, speaking was the skill to be worked on in this investigation. Besides, according to Bygate (2001) the context affects in an important way because this is a reciprocal and immediate action in which individuals interact between them.

For this investigation, speaking was defined as "an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurred, the participants, and the purposes of speaking" (Burns & Joyce, 1997, p. 3). It means they were understood from a perspective in which the context and the individuals affected each other in an important way, and it was how people construct and produce meaning. Besides, speaking was recognized as a way to communicate in real life with real people, making mistakes and using the target language in real context. The principal objective was to create an open environment, in which students could constantly converse and improve their speaking skills.

CHAPTER III

This chapter aims to explain the methodology of the present research study, which includes the research paradigm, the type of research, the instruments for data collection, the units of analysis, and the ethical issues. All this helps to delimit the aspects and characteristics of the present research investigation.

Research paradigm

This investigation was lead as a qualitative research. According to Sampieri (2010), it focused on comprehending and studying the phenomena in depth, and it explored the participants´ perspectives in a natural environment in relation to the context. Besides, its objective was to study the participants´ experiences, perspectives, opinions, and meanings to build up argumentative thinking. It did not have a specific process because it was a subjective research in which the researcher's experiences and perceptions could interfere in the research's results. Sampieri's ideas are essential for this study because it is one of the most important aspects regarding participants' perceptions and their background.

Qualitative research is "a form of systematic empirical inquiry into meaning" (Shank, 2002, pág. 5). By systematic, Shank means that it is planned and that it follows rules agreed by the research community. By empirical, he means that this type of inquiry is based on the real world experience, which implies that researchers try to understand how others understand and see their experiences. What Shank states is very important for this investigation because it intends to build up participants' knowledge starting from their background. Specifically, in this research, the main idea was to recognize the impact of ludic activities to improve the students' argumentative speaking skills; for this, it was necessary to take into account the participants as the center of it. Besides, the context played an essential role when carrying out the investigation.

Type of research

According to Ferrance (2000, pg. 1), in the introduction of her book, she states, "action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research." This means that in the present study, participants are constantly evaluating themselves taking advantage of the resources and methods that the research proposes them. Besides, action research implies that the researcher tries to make changes that affect the environment and the participants because the researcher recognizes the existence of a specific phenomenon to improve and propose an idea to make it better and have positive effects on the participants. Mills states that "action research gives credence to the development of powers of reflective thought, discussion, decision and action by ordinary people participating in collective research on private troubles" (as quoted in Clem, 2006, p. 8).

As stated by Burns (1999) triangulation is the collection of data from diverse sources maintaining the same focus. Likewise, according to Cohen & Manion (2007) the triangulation

of information or data from multiple sources has the purpose of obtaining a variety of views of the studied phenomena in order to give it validity or trustworthiness in qualitative research. Therefore, taking into account the principle of trustworthiness through triangulation, instruments such as the mentioned below were applied along the investigation process for being analyzed to support the results of the present study.

Data Collection Instruments

With the purpose of collecting information and for giving the results of the present investigation, an interview, a survey, field notes and recordings were collected, which are characterized for being present in a qualitative research, all of this to respond to a triangulation purpose.

Surveys. Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 159). Furthermore, Burns (1999) states that when implementing a survey three types of information can be obtained. First, factual or demographic that determines the background and experiences of subjects. Second, behavioral referred to what they do, or did in the past; and finally, attitudes, opinions, values and beliefs. This kind of instrument was used at the beginning of the present study to identify students´ English class perceptions.

Interviews. Interviews are primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers (Creswell, 2009). In accordance with McNamara (1999), there are four types of research interviews, informal, general interview guide approach, standardized and closed. The *informal interview* is characterized by not being predetermined in order to keep it as open as possible. Secondly, the *general interview guide approach* ensures that the same information is collected from all the interviewees, but still allows adaptability. The

standardized interview is characterized by giving all the interviewees the same open questions. Finally, *the closed interview* provides closed questions with options to be selected. It is essential to mention that for this study the closed and the standardized interviews were applied during the development of the study in order to recognize the perception of the teacher and the students regarding the proposal.

Field notes. Becker and Geer (1970) defined participant observation an activity in which the observer participates in the daily life of the people under study, observing things that happen, listening to what is said, and questioning people, over some length of time. It is a scientific technique to gather information, describe situations, and contrast hypothesis. In this investigation, a direct observation will be used at least once a week when the researcher has immediate contact with the participants. Burns (2010) says that there are three kinds of field notes: factual, descriptive, and reflective. For this study, a combination of descriptive and reflective ones were used because the data collected was described and interpreted by the researcher. The current research used this type of instrument every time that the researcher attended to the classes along the process.

Diagnosis assessment. In accordance with Brummit (2009) a diagnostic assessment is an instrument that allows the researcher to determine students' individual strengths, weaknesses, knowledge, and skills in a specific area. At the beginning of this research, a diagnostic activity with the students was developed in which the level of the four English language skills were identified.

Recordings. This data collection instrument that allowed the researcher to gather qualitative data without losing any detail being that it permits to document a performance or sound for subsequent reproduction. This instrument was vital for this study because it was a qualitative way to have a register of students' oral expressions. Besides, it was essential when

Boosting Argumentative Speaking Skills and Cultural Awareness Through Ludic Activities

analyzing data. Hence, several students' recordings were taken during the implementation of

the pedagogical intervention in order to interpret students' interventions.

Criteria of analysis

Because during this process the categories cannot be pre-established by the researcher

due to its character, they must be taken from the collected and analyzed information

throughout the investigation. For this reason, table 1 shows the units of analysis which help to

analyze the data collected are related to the use of ludic activities as a meaningful strategy to

foster argumentative speaking skills and cultural awareness.

Table 1

Criteria of analysis

Research Question: - To identify how the use of ludic activities boost argumentative speaking skills and cultural awareness in a tenth grade EFL classroom.		
Criteria	**Category**	**Indicator**
Argumentation	Observation	- Students observe their reality and other people's realities. - Students understand certain cultural practices, conceptions and thoughts.
	Reflection	- Students ponder about cultural perceptions. - Students evaluate and over think their previous conceptions and ideas.
	Communication	- Students describe and explain social problematics based on the observation. - Students pose and express their position regarding cultural and social situations. - Students listen to their partners ideas and comprehend them.
Speaking skills	Accuracy	- Students are correct and precise when expressing themselves.
	Fluency	- Students do not overuse fillers, repetitions or false starts.

		- Students speak easily and articulately.
	Oral interaction	- Students speak with confidence and without fear in front of their classmates.
	Content	- Students express appropriate and accurate information regarding the theme worked in classes.
	Vocabulary	- Students are able to use different vocabulary. - Students use different word and show an increase in their amount of words.

Ethical Issues

Because the school where this study was carried out was a public institution that worked with kids under 18 years old, it was important to carry out ethical appropriate practices. As Bryman (2012) states, the purpose of the ethical considerations is to ensure participants' protection of any emotional, physical, mental, and financial damage. Considering this, a consent was sent to the students' parents, and so they could accept to participate in this proposal and know that they were being part of a pedagogical innovative practice. It is important to express that confidentiality and anonymity were guaranteed along the investigation.

CHAPTER IV

This chapter presents four important sections of the present proposal: the vision of language as culture and ideology and learning under the constructivism; the pedagogical design that was applied and shown in the timetable with the activities that will be apply, and, finally, the possible impact of the results. The present chapter has the purpose of contextualizing the reader on the pedagogical implementation of an action research, which was done at Prado Veraniego School, with tenth graders, in order to boost their argumentative speaking skills and cultural awareness while working with ludic activities.

Vision of language

For this study, the best way to conceive language as doing things and language as culture. The growth of the communicative approach in the 1970s emphasized that language is a tool for achieving communicative goals, and not simply a linguistic system in its own right (Tudor, 2001, pg. 49). For this reason, a language incorporates and expresses cultural aspects and the point of view of its speakers. Besides, Hymes situates language in its social context "as the medium by which members of a speech community express concepts, perceptions, and values which have significance to them as members of the community" (as cited in Tudor, 2001, pg. 57). Language is not just a linguistic system; it is a means to express and communicate between human beings. This is why a language should embody not just aspects of the linguistic system but aspects of a culture and perspective of its speakers as well; thus, language implicates a way to look and understand the world.

Besides, Tudor (2001) proposes a humanistic point of view seeing language as a medium that allows people to build personal relationships, express feelings, explore and talk about personal preferences and interests. This is why a language should embody aspects of a culture and perspective of its speakers. Moreover, this author proposes five key components when teaching: 1) emotions and personal feelings; 2) social emotions that foster cooperation; 3) responsibility that allows criticism and corrections; 4) intellect that is related to knowledge, 5) reason, and 6) understanding; and self-actualization that aims to full realization of the person. All these aspects were taken into account for the development of the proposal.

Considering that the present investigation was carried out with participants whose English learning process is basically based on the perspective of language as a system which implies giving more importance to grammar, rules and vocabulary; this study emphasizes to pay attention to student's feelings, interests and opinions. Thus, as the present study sought to

encourage argumentation, language as culture and ideology permitted students to criticize and analyze their environment and ideas through ludic activities.

Vision of learning

Constructivism is the pedagogical theory in which this research was based on which implicates active students, meaningful learning, and knowledge seen as a constructive process. According to Ortiz (2015), knowledge is not discovered, it needs to be built. It means students construct their own awareness taking into account their personality, the way of thinking, and how they interpret information. Certainly, looking from this perspective the student is an active participant in his own learning process. According to Bruner (1960), the learning process is an active one in which students create new ideas or concepts based on their previous ones. They select and transform it, build hypothesis and make decisions that is clearly the idea of this investigation. Finally, meaningful learning, as conceived by Ausubel (1963), was important in this study. It means when knowledge can be related to students in a substantial way. The new knowledge can incorporate easily with the structures the student already knows. It remains clearly that in the Ausubelian's perspective, prior knowledge is crucial for meaningful learning. Students took into account the knowledge they had for boosting their cultural awareness in an argumentative way being active learners.

Instructional design

The pedagogical objective of this proposal was divided into three cycles in order to identify how students boost their argumentative speaking skills and cultural awareness through ludic activities. Each one of these cycles and lesson plans applied (See Table 2) intended to allow students to interact among them and also with the researcher-teacher. However, engagement and argumentative thinking were considered two constructs that could increase gradually along the development of the cycles. For this to happen, the activities used

in the EFL classroom were based on the following topics: contamination, feelings, and habits, which were selected based on the school's curriculum and designed to encourage argumentative speaking and cultural awareness.

Cycle 1. Eyeing the environment. In order to start the first cycle of the implementation process, the students received an explanation on how the classes were going to be developed. Each lesson plan was designed to be applied in three sessions. This cycle was related to contamination, global warming, and how to take care of the environment. It is called "eyeing the environment". This referred to the analysis of global warming by understanding what it was, what was causing it, and what actions were good for stopping it. The purpose was to help students to identify the causes and effects of contamination and support them by providing argumentative ideas while using ludic activities. Besides, students implemented argumentation to recognize how some thoughts impacted directly in society's behavior in regard to contamination.

Cycle 2. Just feeling. This cycle was for students to recognize how specifically they felt some emotions and how those emotions were perceived among society. This referred to the feelings a human being could have referring to love, family, likes and dislikes. The purpose was to help students to identify human emotions and analyze social aspects. Besides, students could implement argumentative perspectives to recognize social ideologies in regards to common human feelings to be able to talk about their personal experiences. Besides, the language and vocabulary to cover included adjectives of emotions, the use of nouns and adjectives, and feelings. In this way, all the activities were planned in order to contribute to students' argumentative speaking skills and development of their cultural awareness based on ludic activities such as: drawing, singing, a spider web, saying names and what they like, explaining who they are, etc.

Cycle 3. Why do I do it? The third cycle analyzed the implications that habits and costumes had in society. Its objective was that students could analyze the implications of some habits and costumes that they had thought and done during a long time in order to understand how they acquired them and why they followed them. The vocabulary to use was personal opinions expressions, present simple, and possibilities. It is important to say that during this stage, the ludic activities were: thinking out the box, songs, snakes and ladders, a talent class, and a habit's survey.

To show how the interventions were applied, the table below explains the three cycles and stages of the implementation, and how the different activities were developed in the EFL classroom.

Table 2.

Pedagogical intervention.

	OBJECTIVES	VOCABULARY-FLUENCY AND ACCURACY	INTERACTION FINAL TASK	ACTIVITIES

1. **EYEING THE ENVIRONMENT** **August to September 2019**	**Goal:** I am able to understand how much human being's activity impacts the planet. **Sub-goals:** - To give arguments about the topics. - To identify some tips to take care of the environment. - To debate others' ideas.	- Adjectives to describe human beings' behavior. - Verb to be. - Modal verbs to talk about possibilities.	- Learner-group, learner-learner interaction, learner-teacher interaction.	- Song: global warming, Niyorah - TV program based on environmental problem. - Who is the polluting person? - Where is the treasure? - Presentation of a natural place in Colombia.
	Data collection: artifacts, students' recordings, and field notes.			
2. **JUST FEELING** **September to October 2019**	**Goal:** I am able to identify human emotions. **Sub-goals:** - To have different ways to understand love. - To think about positive aspects of family relatives. -To analyze certain social ideologies about family and love. - To comprehend what they like and dislike and why.	- Vocabulary and descriptions about feelings, emotions, and human concepts. - I like/I don't like; I love/I hate. - From my point of view, in my opinion, I think, I believe, I consider. - Past simple. - Family members	- Learner-group, learner-learner interaction, learner-teacher interaction.	-Who am I? - Song: where is the love, Black eyed peas. - Spider web. - Drawing love. - Guess who I am talking about. - Name and what I like.

	Data collection: field notes, artifacts, students' recordings, and writings.			
3. **WHY DO I DO IT?** **October 2019 and February 2020**	**Goal:** To analyze students' habits. **Sub-goals:** - To look at the consequences of some social habits - To define social consequences of this traditional education. - To determine how some habits interferes in people´s lives.	- According to, based on, taking into account that. - Percentages. - Food and habits vocabulary. - Adverbs of frequency.	- Learner-group, learner-learner interaction, learner-teacher interaction.	- Thinking out the box Another brick on the wall, Pink Floyd. - Snakes and ladders. - Talent class, - Habits' surveys. - Debate.
	Data collection: Field Notes, artifacts, students' recordings, students' survey, and teacher's interview.			

To sum up, the collected raw data were analyzed according to the grounded approach, coded and categorized based on the research question and objectives in order to provide the findings of this study. Therefore, the procedure allowed the results to emerge by being categorized. In the following chapter, these categories of analysis and the results will be developed in depth.

Table 3

Timetable

Research study phases	March	April	May	June	August	September	February	April	May	June	July
Period	2019-1				2019-2		2020-1				
Observation and diagnosis	x	x	x	x							
Sensibilization											
Application				x	x	x	x				
Categorization								x	x		
Socialization										x	x

It is really important to mention that the times that was first given for the implementation of the study was stopped and changed multiple times due to a strike that took place at the end of 2019 and the Coronavirus pandemics, which had a strong repercussion in the final stage. Bearing this in mind, two activities could not be applied that may have contributed to the analysis of data. The first one was a game related to students' habits, and the other was a debate during the last cycle.

CHAPTER V

Along the development of this chapter, data analysis and findings are depicted. First of all, the procedures for data analysis are presented including the approach and the perspective implemented in this research study. Besides, the categories of analysis are shown as well as the needed data samples to hold up the results given in this study. At last, the findings are discussed. All the elements in this chapter portray the reliability, validity, and the data triangulation assembled throughout the pedagogical intervention.

Procedures for data analysis

The Grounded Approach was used to analyze deeply the data collected from the different types of instruments applied. This approach is "a detailed grounding by systematically and intensively analyzing data, often sentence by sentence (…) by constant comparison, data are extensive collected and coded, thus producing a well-constructed

theory." (Strauss A. , 1987, pg. 22). It is important to mention that the categories in the grounded approach emerge from data and they evolve throughout the research process (Willig, 2013, pg. 34). Therefore, the categories of this study were determined by coding and they stablished the basis for a new theory which came out after the analysis process.

Furthermore, the perspective of analysis that embraced this research study was Emic. Thus, this behavior is described from the perspective of cultural insiders and analyzed in constructs drawn from their self-understanding (Morris, Leung, Ames, & Lickel, 1999, pg. 783). The researcher was inmersed within the EFL classroom in order to share with the participants since the intereset was not only describing, but interpretating the events. Accordingly, emic research wraps observations recorded in a rich qualitative form that avoids imposition of the researchers' constructs, and a long-standing, wide-ranging observation of one setting or a few settings (Morris, Leung, Ames, & Lickel, 1999, pg. 783).

Having in mind the grounded approach and the emic research perspective, the data analysis process was carried out by grouping the collected raw data through the different instruments using plastic color binders: red for interviews and surveys, blue for field notes, yellow for artifacts, and black for recordings' transcriptions. Using the same color strategy, all data were saved in digital devices to keep it safe and far from any damage. Afterwards, all data were reviewed carefully and multiple times with the purpose of cathegorizing by finding patterns based on the research objectives.

When the data were analyzed and systematized, the researcher could start easier the analysis by using the method of *color coding*, which consists on coloring the codes to find similarities. This is how data were highlighted taking into account information that was related to key aspects of the study, as follows: yellow for ludic activities, blue for

argumentative speaking skills, and red for cultural awareness. In the same way, when finding similarities across data, some labels were assigned to each group.

Considering the research question and objectives, some categories and subcategories emerged from the data itself by using the coding process. The phenomena in these categories were interpreted by finding similarities and differences in the data. As a result, they portray the results of this study and come up with the necessary data to inspect participants' experiences when using ludic activities to boost argumentative speaking skills and cultural awareness in a EFL classroom.

By having the categories and subcategories, the researcher could hold the triangulation process by interpreting the different data collection instruments applied during the intervention and trying to find patterns and similar behaviors that could be helpful to display data in a hierarchical and organized manner. Considering that, along the following section the graphic attained through the coding process will be presented in order to explain in detail the categories.

Categories of the analysis

Being that the principal objective of this study was to give an account of how the use of ludic activities might boost argumentative speaking skills and cultural awareness in a tenth grade EFL classroom. On top of that, describing the influencce of argumenttion in the enforcement of speaking skills and recognizing how ludic activities contribute to the creation of a welcoming learning environment. Bearing this in mind, the categories and subcategories emerged when grouping similar data by always keeping these objectives as the center of interest. The hierarchical organization that helped to organize the findings and the analysis of the information is display below in *Figure 1*.
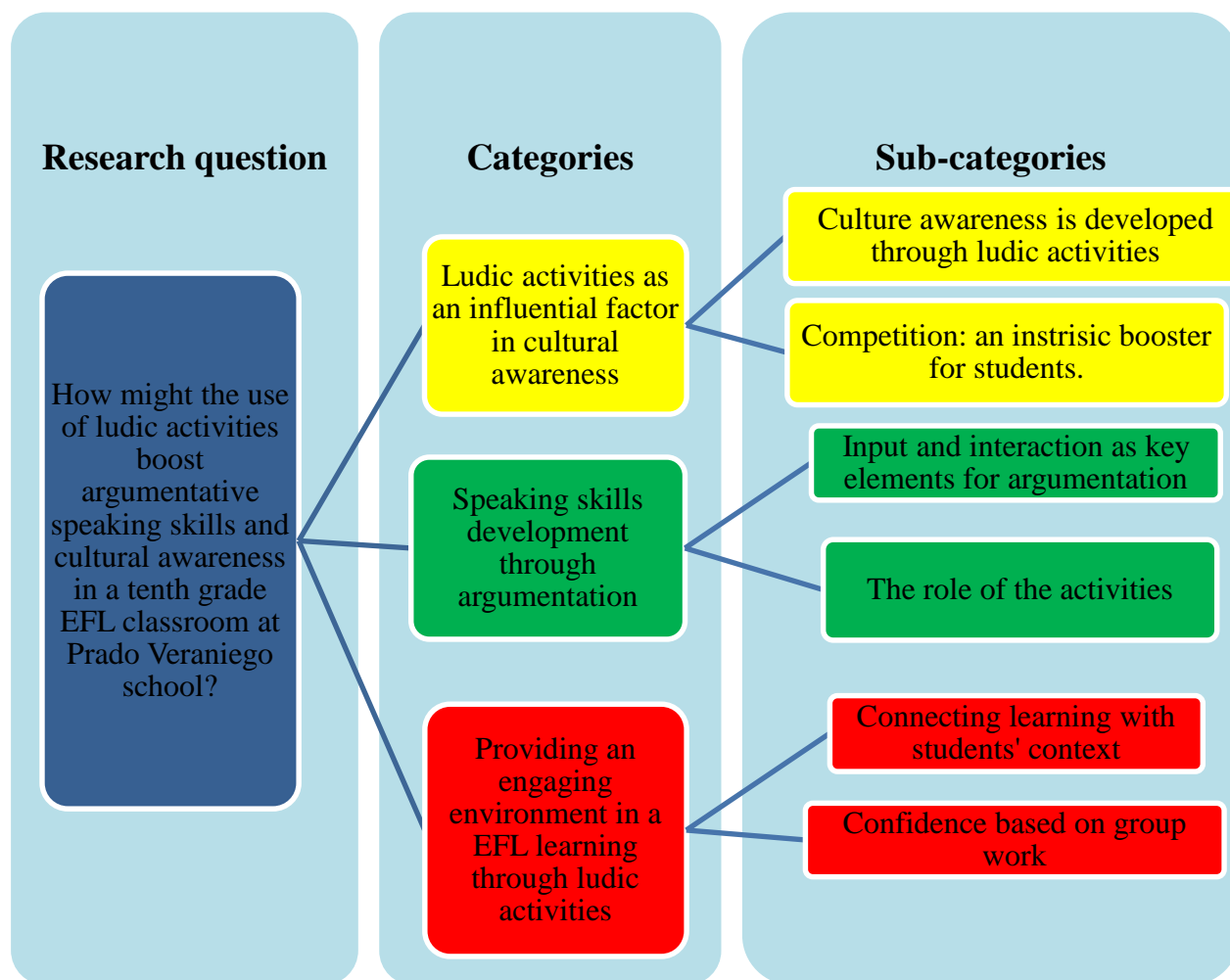
Figure 1. Categories and subcategories of the analysis

The three main categories are closely related to the research question and the objectives as shown in figure 1. As mentioned before, the researcher found relationships among data that were connected with the contructs presented in the theoretical framework. Therefore, the categories show the relation between those concepts and subcategories intended to interpret the specific details found in the connections. Bearing this in mind, the results are provided taking advantage of all the necessary data to support them through the categories and subcategories.

Category 1. Ludic activities as an influential factor in cultural awareness.

This category responds to the use of ludic activities as a influential factor to develop cultural awareness in the EFL classroom. "Ludic is everything that allows the construction of knowledge in a freer and spontaneous way" (Bernardo, 2009, p. 60). For this reason, ludic activities pointed out to set up an environment in which students could think about their cultural reality by getting involved in the class's activities.

Consequently, data revealed that cultural awareness was fostered when using ludic activities in the EFL classroom because students thought about cultural aspects that were really close to them. So, considering *ludic activities as an influencial factor in cultural awareness*, students could learn about their context through ludic activities and *competition: an intrinsic booster for students* by being able to argue about topics while competing against their classmates. Hence, these two subcategories emerged from data analysis are explained in detail in the following section.

Cultural awareness is developed through ludic activities. Bering in mind students' background in EFL learning was primordial since it allowed them to have a closer relationship and a wider point of view regarding the topics. Data showed that including topics that were *much* closer to students' life and interests made EFL learning easier for them. At this point, it is important to mention that using ludic activities as a pedagogical strategy to improve argumentative speaking skills and generate cultural awareness came out from students' own opinions during the first stage of this study. As they expressed (students' survey # 1, see Appendix A), they would had like the class to more interactive and using different kind of activities, reason why ludic activities were included as the main strategy to link learners` interests and their English learning.

Likewise, the head teacher manifested that students liked the activities in which they were different processes such as drawing, creating, and thinking. Moreover, the PEI of the

school conceived critical thinking as one of the most important pillars for students to get in order to educate splendid thinkers.

Teacher- researcher: ¿cuál es el tipo de actividades qué más le funcionan cuando le enseña inglés a los estudiantes? ¿por qué?

Head teacher: las actividades que más les gustan a los estudiantes son en donde deban crear, dibujar, pensar.

**[Head teacher's Survey** N° **1]**

As a result, activities were planned for students to express cultural awareness while being part of the class (explained in Chapter 4). Tyler (1871, p. 17) indicates that culture is "that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society". It was observed along the process through ludic activities, students were able to express their opinions about their own culture.

S1: Mafe: what do you think is the biggest problem in society?

S2: The main problem is corruption because it affects the whole society.

[Recording N° **1 Just feeling.]**

As described above, in this class students were supposed to explode balloons in order to answer some questions that were inside them. Therefore, students were able to talk about social problematics based on their own experiences and reality. For an idea, a thing, or a behavior to be considered cultural, it must be shared by some type of social group or society" (Ferraro, 1998). As exhibited in students' survey, they mentioned they could think how some concepts are conceived within society:
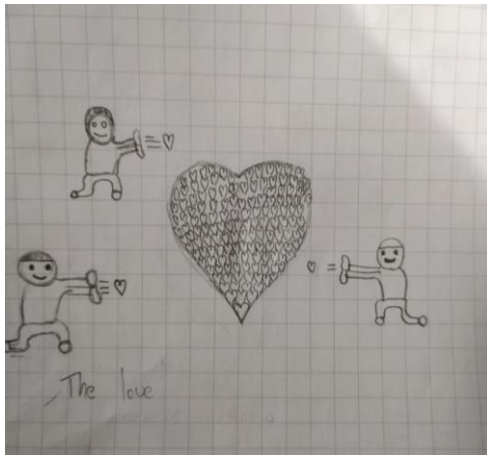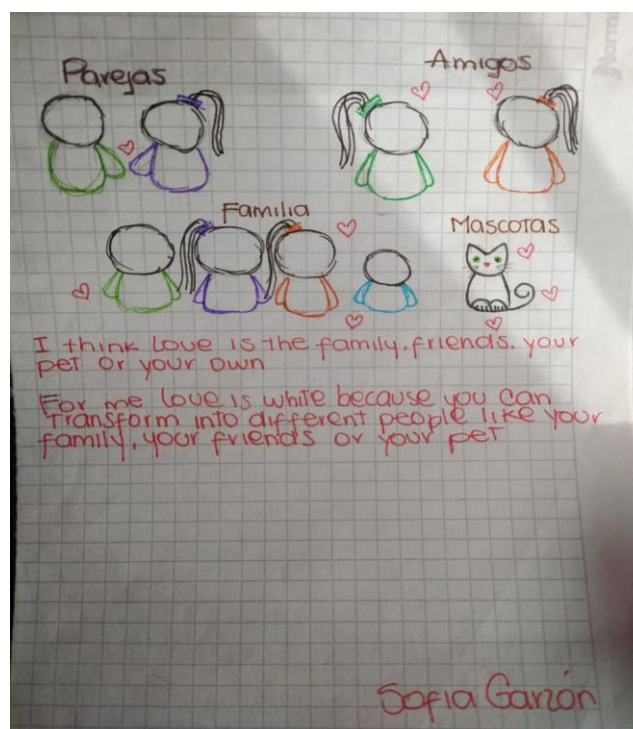
**[Student's artifacts Sample: giving love a color activity, cycle 2]**

In this activity, students were demanded to give love a color while expressing not just an opinion, but to support an idea giving arguments based on their thoughts and experiences. Besides, students could also give a color to the concept of love, which implied a different way to perceive it and understand why they gave them that specific color.

S7: profe, esa es una forma diferente de expresar el amor.

T: Why do you think that?

S7: because people think love, I don´t know, como en pareja pero in the song it is different.

[Field Note N° **4. September 06th, 2019]**

As it could be seen, when students were asked to talk about love based on the song "where is the love" by Black Eyes Peas, they were able to express that love not just existed when talking about a couple, but when referring to all the other human beings. Students were able to manifest how love was conceived in their own culture by drawing and giving examples. It functioned as an activity that promoted an environment where students could share their arguments and refuse others' ones. Students as social individuals who can construct themselves by questioning their culture, perceptions and background as members of society (Tyler, 1871), which allowed them to boost their cultural awareness.
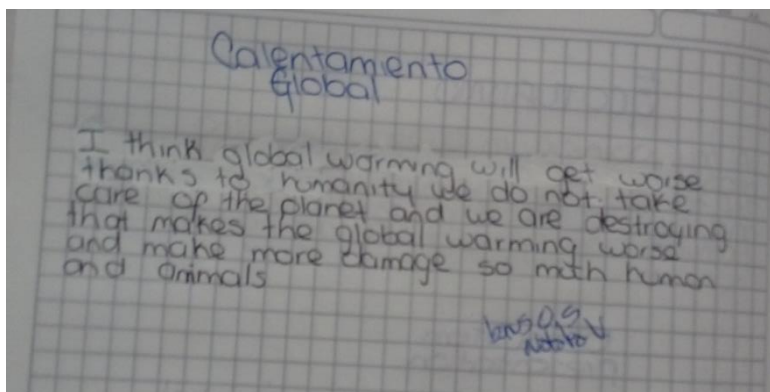
[Student's artifacts Sample N° 14: global warming, cycle 1]

In this activity about global warming, students had to run to the board in order to write a list of ideas about global warming. It could be seen how students became aware of the consequences of human beings' actions in the planet. Besides, it is evident that students

included themselves as the causative people of these actions. In this way, students thought in what they could do in order to stop global warming in their closest context.

S5: Pienso que tuve un acercamiento al pensamiento argumentativo porque analizaba a mis compañeros, su nivel de inglés, hasta me analizaba a mí mismo.

[Student's Survey N° **2: cycle 3]**

In the same way, students were able to think in depth about the society they lived in, and also to express their opinion based on their living experiences through language. As Brown (2000, p. 18) states, "A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture."

S8: what are the most important values in our society?

S9: respect, love, and peace.

[Recording N° **5: Just feeling]**

Likewise, when in a ludic activity, students were asked to analyze some shortcomings of their own social reality, they became strong thinkers by having a critical perspective, giving arguments and being able to support their ideas.

S1: What should be free for everybody?

S3: education should be free for everybody, so people could be more educated.

S4: houses should be free, then homeless people did not have coldness and difficult times.

[Field Note N° **6: August 27th, 2019]**

In conclusion, it was achievable to deduce from data that ludic activities made easier for students to develop their cultural awareness in a EFL classroom and be able to express their arguments in favor of or against it.

Competition: an intrinsic booster for students. The ludic environment included a point system which became a key in the activities. In this way, the idea of winning or losing took a primordial place within the classroom, not because of the idea of getting a price or a grade, but due to the suggestion of doing it better than the others. Dearden (1967, p. 59) states that play is "a non-serious and self-contained activity which we engage in just for the satisfaction involved in it." Hence, most of students were able to be self-conscious about their participation in the classes.

10. After presenting some Colombian natural places, students were supposed to choose one in order to make an oral presentation about it. They screamed the place they wanted, so the other teams did not take it.

[Field Note N° **3. September 02th, 2019]**

As explained, when students were demanded about making groups and giving them a name, they handled the situation seriously by speaking as quickly as they could and giving their specific group a sense of belonging. Likewise, learners could recognize that these competition aspects were intended not only to grade them, but also to engage them at every class.
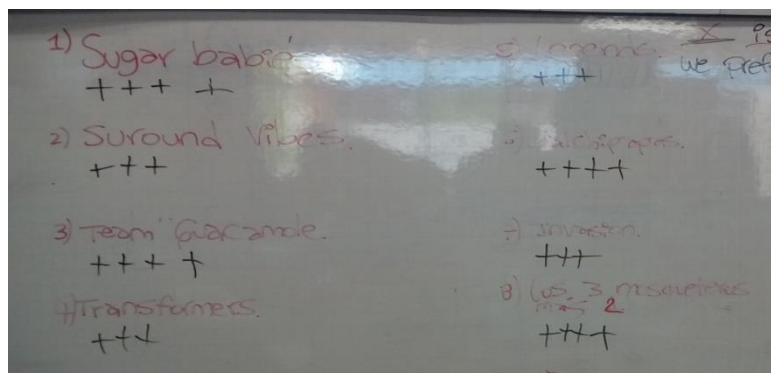
Figure 2. Points of students' creative groups

As displayed in the figure above, students gave creative names to their groups in order to obtain positive points on the table, which motivated them. The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome. (M, L, & L, 2000). Thus, students got interested in giving their groups a name in order to compete against the others. In this way, students were excited about getting more positive points than the other groups, reason why they were more committed to the class and wanted to participat**e.**

> **4:** Students were really motivated about getting points. Student M said, "we are going
> to win" and student Q said, "our team is the winner." Whenever they got a point, they
> made sure the student-teacher add the point.

[Field Note N° **6. August 27th, 2019]**

Based on the data, learners participated more when they were in some way competing against their classmates. As seen in the class when they were given a profession and they were supposed to express why it was more important than the ones their partners had, students were really engaged with the activity since they were focused on getting more points.

S9: we think that the doctors need to survive because doctors know some of science and because they can find a solution for the human extinction.

[Recording N° **4: Just feeling]**

Therefore, competition gave them the opportunity to be more interested towards the class. Although, competition was just an extra input for them to express their ideas and be active learners, it became an intrinsic booster for them. Being that competition is one of the main elements of some ludic activities, it allowed students to enjoy activities by having the sense of competition in mind. Moreover, despite not getting a real grade or a reward, students could identify their own aspiration of actively participating in the ludic classes by giving their best.

In conclusion, through the analysis of data it was possible to comprehend the positive impact that competition had in order to develop cultural awareness because they felt much more involved and committed in their own learning process.

Category 2. Speaking skills development through argumentation.

This category refers to the power that argumentation has when developing and improving speaking skills in the classes. Data revealed that giving students controversial topics has successful impacts on students' EFL speaking skills. Thus, during the first classes, learners started from the basic stage of argumentation which implied just expressing opinions, and they finished the stages by being able to argue. This means that at the end of the study, students could express their ideas with arguments and even defend them.

Bearing this in mind, it is feasible to assert that *input and interaction are key elements for argumentation* being that they are one of the most important factors for developing

speaking skills. Besides, *the role of the activities* is essential within the class because if students do not like the activities, they do not talk.

Input and interaction as key elements for argumentation. Students' argumentation increased gradually with time if they were asked to do so; likewise, their speaking skills improved while expressing arguments and interacting with their classmates (Andrews,2015, p. 4) affirms that "argumentation is important since it goes side by side with high level school performances by students who can argue well". Thus, learners needed an input in order to be able to develop their argumentative speaking skills. At this point, it is important to raise that argumentation was not only in speaking, but also in writing in EFL. Although, this project was more focused on speaking, written activities helped students to portray and analyze their ideas before conveying them

T: ¿crees que el género de música urbana tiene un impacto en la sociedad?

S5: sí, porque es tendencia.

[**Student's Survey** N° **1: cycle 1**]

As data revealed at the first stage, students had many controversial ideas and opinions to communicate; however, they were not able to find arguments to support them.

Head teacher: el tipo de materiales que más utilizo para enseñar inglés son talleres impresos, por practicidad dado el número de estudiantes.

[**Head teacher's Interview** N° **1: cycle 1**]

Moreover, according to some observations and some students' testimonies, students were not given the opportunity to express their ideas during the class. In the English class, learners used to fill up gaps and complete sentences individually due to the number of

individuals in the class, reason why they could not handle and were not so conscious of their

argumentative skills.
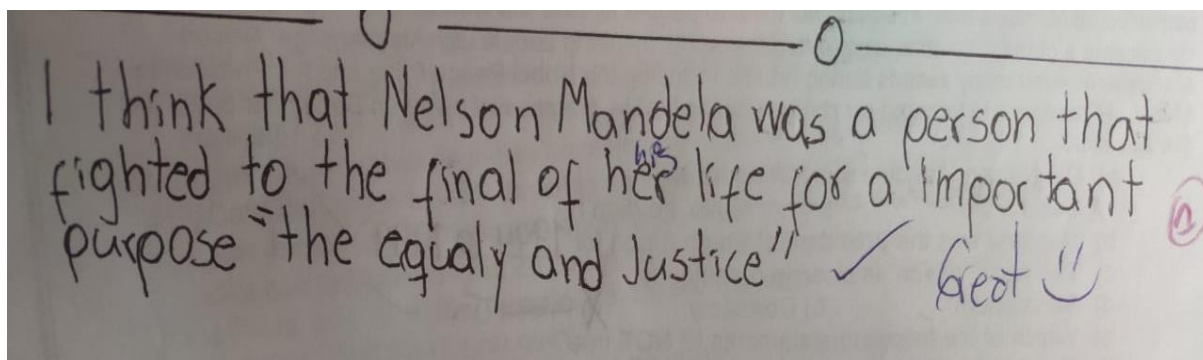
[Student's diagnostic Test: cycle 1]
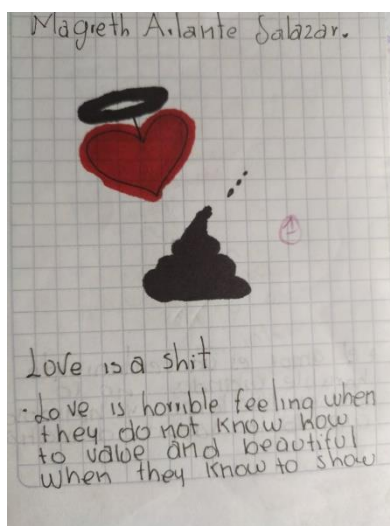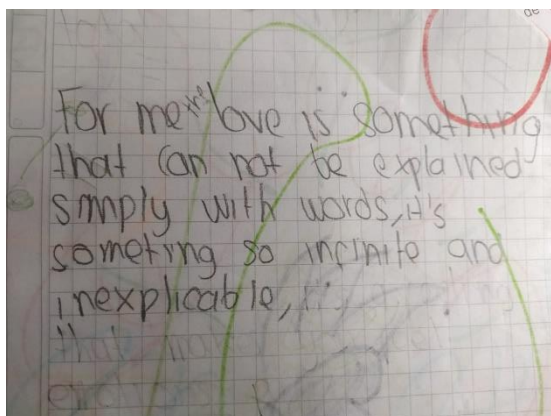
[Student's artifacts Sample N° 5 and 6: love, cycle 2]

However, with time when activities started demanding students to express their beliefs

and their points of view, argumentation seemed to happen more spontaneously and the use of

EFL increased significantly, due to the fact that learners had more opportunities to do so.

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The sea is better thant tnerivr and on tho beach you can do more things and our concept is that tho river is more dangerous and in the sea wo can appreciate a bother lands-cape

los perros son mejore que los gatos Por que los perros son mas leales y cariñosos Dogs are better than cats because dogs are more loyal and loving

Trere are dogs who care For Humans and are independent aveys are moo misiest smart than cats

[Student's artifacts Sample N° 3 and 4: what is better than…, cycle 2]

In this activity, students were demanded to defend an idea with strong arguments, even though they did not agree with it. Besnard and Hunter (2008, p. 2), "an argument is a set of assumptions, together with a conclusion that can be obtained by one or more reasoning steps. Thus, learners had the time to share ideas and interact with their classmates in order to create convenient arguments to defend their position and refuse others' position.

S6: La profe Natalia en una clase nos hizo defender la idea de que el inglés es más importante que las matemáticas y nos tocó pensar buenos argumentos.

[Student's Survey N° 2: cycle 3]

S12: si pude argumentar porque los temas estaban interesantes como el medio ambiente y ecoturismo.

[Student's Survey N° 2: cycle 3]

As data showed, it was evident that when students received an input, they could actually manifest their thinking in regard to multiple topics by even using opinion expressions. Besides, they were able to portray their thoughts through drawings and

Boosting Argumentative Speaking Skills and Cultural Awareness Through Ludic Activities

explained them in front of their classmates. In the same way, learners stated certain concepts based on their experiences and background.

S5: teacher, what is the importance of language?

As seen during this class, students were asked to defend with strong arguments why languages were more important than math or all the way around. As Naessens (2010, pg 6) indicates "critical thinking is a research whose purpose is to explore a situation, phenomenon, question or problem in order to develop a hypothesis or reach a conclusion that integrates all available information and therefore is convincingly justified." Through data, it was possible to recognize that students began to ask deep and controversial questions about the presented topics by exploring the different scenarios. This means that students needed to be given an input in order to start developing an argumentative thinking.
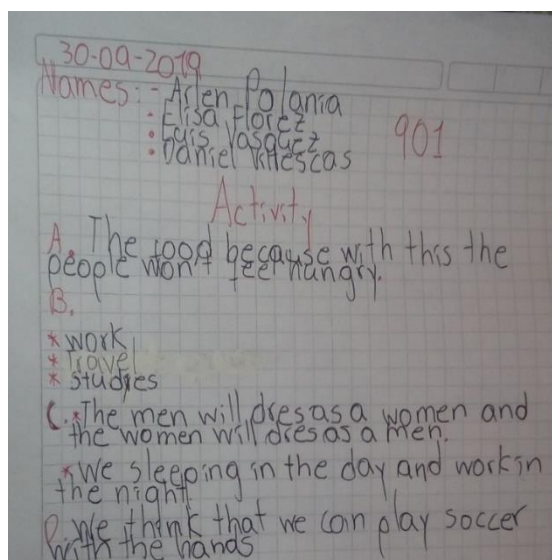
**[Student's artifacts Sample N° 2: what would happen if, cycle 3]**

S10: mediante las clases aprendimos diferentes lugares donde se aplica el ecoturismo, el daño que le generamos al medio ambiente y a expresarnos a nivel crítico.

[Student's Survey N° **2: cycle 3]**

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Activities in which students were challenged, demonstrated that they could go further and even think about imaginary scenarios. Once, for example, they were asked about how they would play soccer without feet and how they would celebrate a reverse day, and besides of enjoying the interaction with their classmates by thinking about something new, they were able to express their ideas clearly.
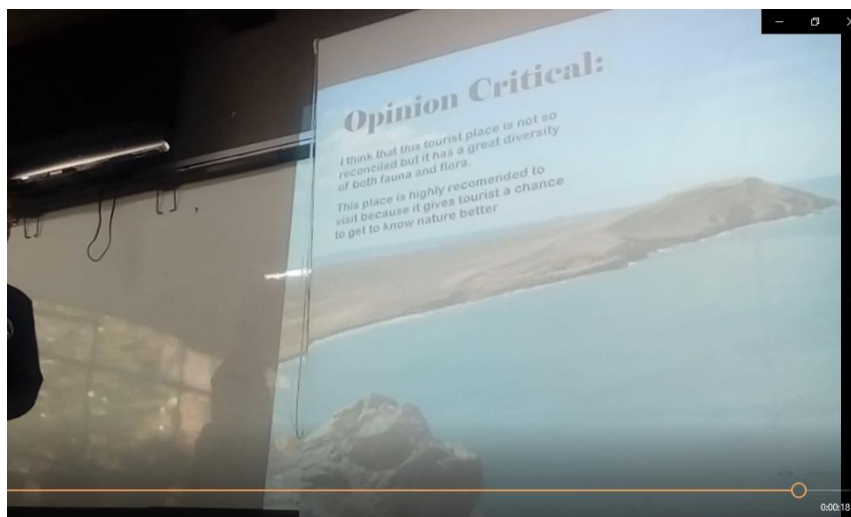
[Student's Video N° 1: ecoturism, cycle 1]

S18: The Sanctuary of las Lajas is a very interesting place where we can observe years of history reflected in a monument where we can go with family and have a good time and learn about culture.

[Student's Video N° 3: Lajas sanctuary]

Based on data, it could be seen that students had a lack of interaction, which ended up being an important and essential factor when building up arguments. When students were asked to present or talk about a specific topic, they shaped their ideas in group.

S11: entendí mejor cómo formular oraciones y a cómo explicar desde mi punto de vista.

[Student's Survey N° 2: cycle 3]

During the final stage, leaners became aware of their argumentative skills and their importance by stating how important argumentation was and that it would be taught at school. This is great because students were analyzing their own process, which basically implied a metacognitive thinking.

S5: desde mi punto de vista, el pensamiento crítico es algo que muchos seres humanos necesitan para la vida.

S7: el pensamiento crítico es importante para cualquier cosa que se haga en la vida.

[Student's Survey N° 2: cycle 3]

Thus, argumentation must be conceived as a fundamental principle concept for developing speaking skills. As mentioned by Burns and Joyce (1997, p. 3) speaking is "an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurred, the participants, and the purposes of speaking." Data showed that although students needed some previous knowledge to express themselves, they were able to speak using the known structures and learning new ones while arguing and interacting. In this way, learners had many and great idea to communicative, and as soon as they were allowed to do it, they took the chance. Consequently, when students discovered that speaking could be practiced by showing their mind to others, they started communicating.

The role of the activities. Ludic activities within the classroom included disparate and divergent activities which became one of the backbones of the class. As stated by Bernardo (2009, p. 60) "ludic is everything that allows the construction of knowledge in a freer and spontaneous way". For this reason, students could think of English as a fun language to learn because they had fun during the class.

S7: La clase de inglés me gusta más o menos porque deberían usarse más juegos didácticos, vídeos o música.

[Student's Survey N° 1, cycle 1]

At the beginning of the first stage, students manifested that they did not enjoy a lot their English class due to the activities that were carried out. As mentioned before, students used to fill up blankets by paying too much attention to the grammar aspects of the language.

7: Students showed enthusiastic when they were asked to record themselves and they
8: asked many questions about it. Student K said, "what are we going to do this?,"
9: student Z said, "do we have to record it as a video?," and students L said, "I want to
10: be character number 5, can I?"

[Field Note N° 5 September 9th, 2019]

As displayed, the kind of activities used in the class played an essential role in the amount of time students talk during the class. With time, learners expressed that the type of activities in the class could motivate them or demotivated them towards the class, reason why they talked less or more.

S4: si ha cambiado la idea que tenía de una manera muy positiva porque antes solo era trabajar en el libro, pero ahora nos divertimos y aprendemos.

[Student's Survey N° 2, cycle 3]

Moreover, students themselves realized that the most they had fun doing an activity, they most they learned. Thus, learners got interested in ludic activities much more than in the traditional method one as they were allowed to learn while enjoying the classes.

15: las actividades que más me gustaron fue la del hilo y las canciones, fue bonito aprender así de dinámico.

14: When planning a fun presentation for the English day, students gave great ideas

15: regarding the material. Some of them said they were going to make posters, a

16:scale model, a collage, pictures.

[Field note N° 7 September 17th, 2019]

Evidently, ludic activities encouraged students to participate in a notorious way by expressing their ideas and even doing extra work in order to give their best. They found enjoyment by defending their opinions and being able to go against others.

16: Students said that they would celebrate the reverse day going out with the PJ's and

17: having a great part. Some students said that they would do all they cannot do in a

18: normal day like being naked and saying all they wanted to say without keeping

19: anything. A group said that they would wear their clothes and shoes inside out.

[Field note N° 6 September 15th, 2019]

In the same way, students' argumentation was developed according to the engagement they had in the activities, which made that ludic activities took an important place when asking students to argue. "Language as a medium that allows people to build personal relationships, express feelings, explore and talk about personal preferences and interests" (Tudor, 2001). The most learners liked and knew about topic, the most they were capable of creating statements to persuade the others with their own ideas.

T: Why is the sea better than the river?

S8: The sea is better than the river because is much bigger and on the beach you can do more things, and the river is more dangerous. In the sea we can appreciate many landscapes.

That time, students had to give as many arguments as they could in order to defend established position, to what they responded well by taking advantage of their previous knowledge and their argumentative skills.

Thus, activities must be conceived a fundamental element in the class being that students not only used their speaking skills more frequently, but also reached out their capacity to argue and refute controversial ideas. Ludic activities allowed learners to speak and argue during the classes.

Category 3. Providing an engagement environment in a EFL learning through ludic activities.

This category responds to the implementation of ludic activities as the core in the pedagogical intervention to create a welcome learning environment to develop argumentative speaking skills and cultural awareness. Bearing this is mind, it is evident that the learning environment played a really important role in the EFL classroom being that it is an external influential factor in the learning process. "Motivation serves as the initial engine to generate learning and later functions as an ongoing force that helps to sustain the long and usually laborious journey of acquiring a foreign language" (Cheng and Dornyei, 2007, p. 153).

In consequence, data showed that engagement was the outcome of applying ludic activities in the EFL classes, so students got more confident and interested. Since *connecting learning with students' context* had a positive influence on their attitude towards the class, it was also important to immerse them in ludic activities which it was notable that *confidence was based on group work* because students constantly participated and asked questions. Thus, in the following lines these three subcategories, which emerged from data analysis, are broadened.

Connecting learning with students' context. Contextualized teaching and learning were essential for building up an environment in which students could express their ideas with arguments. According to Constantinides (p. 200) "a ludic activity involves individuals in a way that fosters their creative imagination and enables indirect learning, for students are not focusing on the language but using it for real." All the activities were related in some way to students' context for them to be able to have a closer perspective and ideas based on their own reality. Even since the beginning of the implementation, asking students to write or think about aspects that were close to their life and context, was an important key.
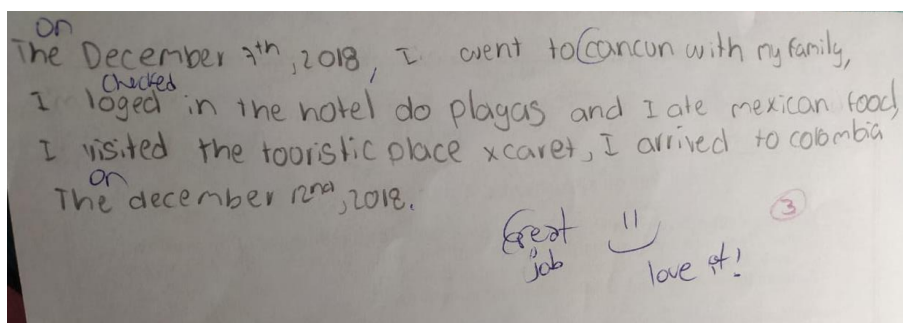
[Student's diagnostic Test: cycle 1]

As described before (chapter 1), students were not good at speaking and writing, but it was also a result of not being asked to practice these skills. Nevertheless, it could be seen that learners reacted well to activities that could be interpreted from a personal perspective and in which they were able to talk about themselves.
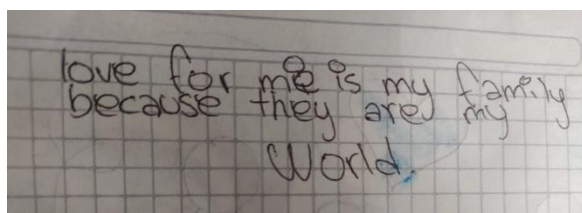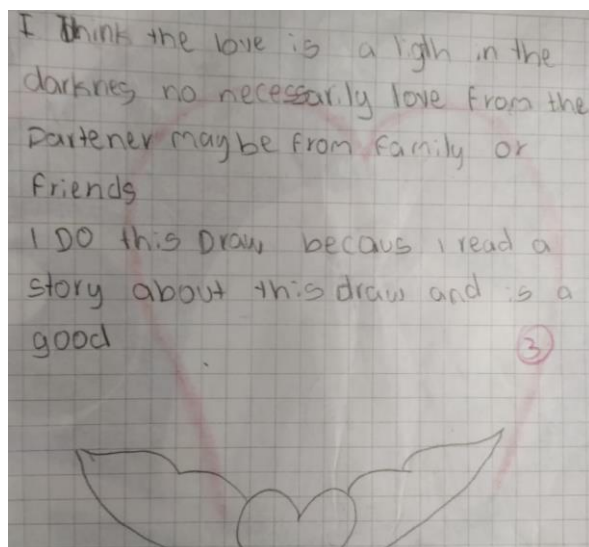
[Student's artifacts Sample N° 8 and 14: What is love, cycle 2]

Clearly, for students was easier to participate, write, and even speak when they had any previous knowledge about the topic. Likewise, they were able to share personal information and speak about it feeling more comfortable because it was a topic they knew about.

> **S4:** Hamburger is better than pizza because it has more ingredients, leaves you more full, and it has a good price for the ingredients it has.

[Recording N° 1 why do I do it?]

Therefore, significant learning was possible since students did not just learn raw topics, but students could understand and analyze some aspects of their context, which possibly may help them for their life. In this way, significant learning helped to create a classroom where learners where capable not only of expressing ideas, but also of giving strong arguments and debating with their classmates by learning that meant something on their life. As data revealed, using topics that were closer to students' life was a key element for arguing:

S9: one of my recommendations is that they should have more present the vegetables and fruits in their food life. I would also recommend researching the benefits that vegetables bring, so they are aware that they are carrying a good diet.

[Recording N° 7: tenth graders' food habits]

In this activity where students were supposed to ask questions to their classmates regarding their alimentary habits, and then, pretend to be a journalist in a TV show. In this way, considering students' context and familiar topics with the purpose of speaking and interacting between them, permitted that they felt active participants and encouraged by thinking that they could express using EFL.

[Student's artifacts Sample N° 1: a Colombian ecoturistic place, cycle 2]

The impact of enhancing learning related to students' context and interests was noticeable in students' gradual improvement. Besides, they were able to use different abilities by making posters, models, and slides. An example was when they were asked to choose a Colombian ecoturistic place, and this group selected Guatape and made an incredible model. Thus, as they discovered that they could enjoy learning EFL and find a connection with other topics in their life, they started giving more than what they were expected to.

S5: me parece que la manera de enseñar de la profe Natalia es buena porque a veces (la mayoría de veces) es con juegos y es divertido aprender con ella.

[Student's Survey N° 2: cycle 3]

As it could be perceived, when students were demanded if they liked the classes and what they thought about them, their answer was that they enjoyed them because they were fun due to the ludic activities. This, increasing engagement was a notorious impact of ludic activities in the EFL class. It also worked as a strategy to create an environment where students got interested in learning EFL, and as Cheng and Dornyei (2007, p. 153) say "motivation serves as the initial engine to generate learning and later functions as an ongoing force that helps to sustain the long and usually laborious journey of acquiring a foreign language."

As consequence of all this mentioned before, students were also able to find a significant relation between their life and EFL, which implied that English was not just a subject to learn, but a mean to learn and improve in a personal dimension.

Researcher-teacher: ¿Las actividades propuestas durante la clase de inglés han cambiado la idea que tenías del inglés de una manera positiva? ¿por qué?

S12: Sí, porque todo nos servirá para analizar mejor las situaciones que vivimos día a día.

S13: Sí, porque en la clase resaltamos la importancia del idioma para el futuro.

[Student's Survey N° 2: cycle 3]

To culminate, it was possible to deduce from data analysis that having in consideration students' context and interests influenced positively in the EFL classroom and overall in their perception about the class and English itself.

Confidence based on group work. Ludic and group work activities were essential for building a positive environment for learning in which students felt engaged and interested when interacting in EFL. Based on Bygate (2001) the context affects in an important way because it is where individuals interact between them. In this way, ludic activities set up a comfortable environment where learners were capable not only of interaction in EFL, but also of feeling self- assured when expressing their feelings and ideas in front of the whole class.

Researcher-teacher: ¿te gusta venir al colegio?

S13: si porque vengo a jugar y aprender con mis compas.

<div align="right">[Student's Survey N° 2: cycle 3]</div>

Although some students are supposed to go to school for learning, it is evident that as social human beings, they also enjoyed sharing with others, "the context affects in an important way because this is a reciprocal and immediate action in which individuals interact between them" (Bygate, 2001, p. 5). However, as mentioned above, students were not given the opportunity to interact nor work in group in EFL classes.

1: Some students were really shy during the class and they did not participate because

2: they were afraid of their partners. Student G said that their partners were going to

3: laugh at her. Actually, some of them were laughing of their partners English use.

<div align="right">[Field Note N° 2 August 20th, 2019]</div>

At the beginning of the implementation, students were shy because they did not feel comfortable participating and being looked at by their classmates. As data revealed, students were not used to talking in front of the class.

20: Students were commenting around the ecoturistic places and being really

21: interested on them. Then, students interchanged phone numbers in order to

22: distribute the aspects they had to present.

[Field Note N° 3 September 2th, 2019]

It could be seen that due to group activities, students felt part of something, and they became more interested in working during and for the class because they could share and rely on the others.

18: There was not time for all the students who wanted to share their writings.

[Field Note N° 4 September 6th, 2019]

With time, it could be proved that due to the group activities and the constant interaction, students lost their fear and the sense of being attacked by the others.

S8: ahora hablo con más confianza en frente de mis compañeros porque pensé que ellos se burlarían de mi pero no pasó.

[Student's Survey N° 2: cycle 3]

S2: Good morning. He's Kevin, he's Francisco, he's Haider, he's Luis, and I'm Daniel. We are going to talk about the Sanctuary of las Lajas in Ipiales, Colombia.

[Student's Video N° 1: ecoturistic place in Colombia, cycle 1]

1: Students who presented San Andres and Providence dressed up for the presentation

2: and they did a really nice PPP with pictures and examples.

[Field Note N° 8 September 20th, 2019]

Thus, students could master speaking in front of their classmates being confident because mistakes were part of the learning process and they realized all the groups made

them. On the other hand, by working in groups, students had a constant and motivational reminder of their learning processes in the EFL classes by being pressured for their group.

Finally, learners became aware of the benefits of working in group and recognized that they were much more confident due to the dynamics in the EFL class.

S2: las actividades me ayudaron porque de esta manera me relaciono mejor con ellos y gano más confianza.

S3: durante todas las clases estuvimos en grupo y nos apoyábamos mejor.

S6: las actividades durante la clase me ayudaron a tener más confianza porque nos hacíamos en grupo y conocí a más personas con las que no hablo y aprendí más cosas.

[Student's Survey N° 2: cycle 3]

As data revealed group work made the learning process easier and more interesting for students because it helped them to be more confident about the others and themselves. Therefore, group work fostered engagement, participation, and confidence. All these elements were key for setting up an environment where students enjoyed EFL by being able to express without fear.

Bearing these categories of analysis and findings in mind, the next chapter presents the conclusions of the research study, its implications, limitations, and some suggestions for further research that emerged along the data was being analyzed. All this for presenting the final point and completion chapter of the present study.

CHAPTER VI

The intention of this chapter responds to explain the main conclusions of the present study based on the research question and objectives. Moreover, it includes all the implications of the research when the project was carried out regarding the institution, the

EFL teaching in Colombia, the participants and the teacher-researcher. It is also presented some limitations and suggestions for further research.

Conclusions of the study.

As stated previously, the aim of this qualitative research study was to recognize the impact of ludic activities to boost argumentative speaking skills and cultural awareness. Multiple findings emerged after analyzing the data collected, coded, and grouped in categories and subcategories along the implementation of the pedagogical intervention in the Prado Veraniego school.

Therefore, in order to give response to the research questions: how might the use of ludic activities to boost argumentative speaking skills and cultural awareness in a ninth grade EFL classroom at Prado Veraniego school? Data revealed that ludic activities definitely had a positive impact on students' argumentative speaking skills. Therefore, ludic activities' principles and dynamics contributed to create a welcome environment, which embraced EFL learning as a practice where learners could express their feelings, ideas, opinions and arguments while improving their argumentative thinking and their speaking skill. Moreover, the use of ludic activities showed that learners changed their perspective towards the English class and English itself by enjoying the class and creating a sense of confidence between the participants. Moreover, data showed that ludic activities effectively boosted cultural awareness by setting up activities in which students had the opportunity to think about their own context and society.

In this way, ludic activities were a key strategy for setting up an engaging environment for learners where learning could happen by being connected to their context and interests. Hence, argumentation reached a good level when engaging students in terms of participation and opinions during the class, which ended up creating a welcoming learning

environment. This is a proof that isolated worksheets to fill up are far from creating circumstances where students could develop their argumentative and speaking skills in the EFL classroom. For this reason, identifying fun, controversial, and ludic activities was necessary to carry out the implementation.

Even though, enhancing active speaking was the central objective, the improvement of argumentative writing was also possible. Argumentation is a principal element in the writing and speaking skills. Besides, listening and reading were also practiced and improved in some way because it is clear that separating the four main EFL skills is impossible. Data showed that overall argumentation was possible through any appealing activity. Consequently, when students were asked to record themselves, work in groups, play games, do fun activities, have conversations, read short texts, express their ideas, listen to the others; they had to speak, write, read, and listen. This encouraged students to develop all the competences to perform in a communicative context. Furthermore, ludic activities allowed learners to be part of a real English communicational context by going from information portrayed on the paper to interact and exchange with their classmates.

Finally, ludic activities also strengthened students' confidence in the English class. When students' voices were recorded, they were asked to talk in public, or they were demanded to present any topic, they seemed to be more relaxed and felt that comfortable in front of their classmates. That was the most positive impact argumentation had on learners; they went from barely speaking in front of others to be able and happy to share their ideas in public. They could discover that all of them made mistakes and that it was part of the learning process.

To sum up, this research study revealed that ludic activities had a significant impact on students' argumentation and cultural awareness in their EFL process, which influenced

their thoughts, attitude, confidence, and performance in the English class. Although argumentation did not happen in the most splendid way yet; students showed a positive advance in expressing and defending their ideas while improving their spoken and written skills. Consequently, ludic activities allowed an environment where learners felt involved and confident.

Implications of the study

The first implication which arose from the development of the present study is related to the school where it was carried out. The school should conceive EFL students as active participants and individuals that can be aware of their own learning process being that ninth and tenth graders are capable of great challenges. Practices such as filling up worksheets using isolated grammar without being contextualized should be changed if learners are intended to reach a good and practical level of the foreign language. It is also essential to highlight that there is a lack of training and improvement in teachers' teaching strategies being that most of EFL teachers at the school level did not continue any studies after graduating. Thus, the institution must work on giving teachers more career and learning opportunities in order to expand their teaching knowledge in regard to methodologies, strategies, activities and even in the way of conceiving the foreign language.

Regarding EFL teaching in public schools in Bogota, ludic activities are not in depth consider a strategy in the classes, it is essential to continue implementing it as part of EFL learning process, as it has many different and important impacts on learners' improvement. Besides, argumentation and cultural awareness should be considered important aspects in the English class since learning English is a cultural interchange by itself, and being that argumentation allows students to think further than they normally do. Moreover, the main necessity is to have a wider point of view when selecting activities because teachers cannot

continue making students fill up blankets and memorizing vocabulary. English needs to be seen an open window which allows learners to communicate and interact with others.

There is another implication related to the participants, even though they did a really great job and showed interest most of the time in the classes, they must continue improving by their own and remain engage by committing themselves in their learning process. Thus, they will develop their argumentative speaking skills at the maximum level for being used during their whole life. In addition, as they already realized what they were capable of, they could overcome the boundaries of the school and take initiative to speak and give their opinions in EFL.

Finally, there were some implications for the teacher-researcher. The first one emerged for having been an essential part of an action research by being immersed along with the participants, reason why it allowed me to study the problem from a really close perspective and to recognize the impact the study had on the participants. In this way, it helped to learn and improve some teaching strategies and to have a more real idea of what teaching in a Colombian public school is by having faced daily situations in a real context. Finally, this study allowed me to identify the benefits of researching in my learning process and the gaps in my academic process which need to be worked on.

Limitations of the study

The experience of having conducted this study was satisfying and enriching from an academic perspective, but more than that it was gratifying for my personal life. However, some limitations were present during the development regarding time, head teacher activities, a strike and even a pandemic. First of all, due to the fact that the academic calendar was interrupted by different activities such as field trips, teachers and schools' activities, and governmental important dates, students were constantly doing other kind of activities at the

same time the pedagogical intervention was being held. For that reason, the proposal was modified in order to be appropriate with the time they actually had.

On the other side, the head teacher had to develop her normal class by being able to teach the planned topics, reason why she was not able to allow that all the classes were based on the present study. To conclude, it is important to mention that during the pedagogical intervention, a monetary strike and the Covid-19 pandemics did not allow it to elapse in its normal course. Due to these social problematics, the intervention was not conducted as it was planned and had a slower pace.

Further research

This action research study identified the impact of ludic activities in order to boost argumentative speaking skills and cultural awareness in ninth graders. Thus, further researching in this field could encourage teachers to explore how to use different strategies for students to improve their argumentation. In the same way, it would be interesting to develop a bigger study, in which students could interiorize and study further their own culture and context. Finally, a last interesting topic for exploring could include to deepen in students' argumentative competences in order to develop critical thinking.

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APPENDICES

APPENDIX A. Student's Survey N° 1

Nombre: _____

Edad: _____

Encuesta estudiantes 1001- Colegio Prado Veraniego

Querido estudiante: la siguiente encuesta es realizada por una estudiante de la Universidad Pedagógica Nacional. Tiene como objetivo encontrar algunos aspectos importantes sobre tus gustos y tu perspectiva frente al inglés, para así lograr un impacto significativo en tu aprendizaje.

Por favor, responde a las siguientes preguntas y marca con una X cuando corresponda.

1. ¿Cuántos años tienes? _____

2. ¿En qué barrio y localidad vives? _____

3. ¿Con quién vives? _____

4. ¿Cómo es la relación con tu familia?

    a) Buena   b) Regular   c) Mala

    ¿Por qué? _____

5. ¿Te gusta venir al colegio?

    a) Sí   b) No

    ¿Por qué? _____

6. ¿En qué te transportas para venir al colegio?

    a) Bicicleta   b) Bus   c) Carro   d) Otro ¿Cuál? _____

7. ¿Cuánto tiempo gastas en venir al colegio?

    a) 15 minutos b) 30 minutos   c) 1 hora   d) Otro, ¿Cuál? _____

8. ¿Te gusta el inglés?

    a) Sí   b) No

    ¿Por qué? _____

9. ¿Qué es lo que más te gusta del inglés?

    ¿Por qué? _____

10. ¿Te gusta la clase de inglés?

    a) Sí   b) No

    ¿Por qué? _____

11. Si pudieras dar tu opinión para que aprendieras más en la clase de inglés, ¿qué dirías?

12. ¿Le ves algún objetivo al hecho de aprender inglés?

    a) Sí   b) No

    ¿Cuál? _____

13. ¿Estudias inglés en otro lugar fuera del colegio?

    a) En un instituto   b) Por mi cuenta   c) Clases privadas   d) Otro

       ¿Cuál?_____

14. De las siguientes habilidades, marca con 4 la habilidad que más se te facilite en inglés y con 1, la habilidad que más se te dificulte:

    Leer   _____   Escuchar   _____

    Escribir_____   Hablar _____

15. ¿Qué te gusta hacer en tu tiempo libre?

    a) Leer   b) Dormir   c) Ver televisión   d) Otro, ¿cuál? _____

16. ¿Cuál crees que es la forma más interesante para aprender inglés? ¿Por qué?

    _____

17. ¿Crees que es importante ser capaz de argumentar y analizar?

    a) Sí   b) No

    ¿ Por qué? _____

18. ¿Analizas algunas veces el entorno en el que vives?

    a) Sí   b) No

    ¿Por qué? _____

19. ¿Te gustaría ser más consciente de tu propia cultura?

    b) Sí   b) No

    ¿Por qué? _____

20. ¿Crees que conociendo más tu cultura y sociedad, podría contribuirte en algo? ¿Por qué?

    a) Sí

    b) No

    ¿Por qué? _____

¡Gracias por tu participación!

APPENDIX B. Head teacher's Interview N° **1**

Entrevista profesora Raquel Gómez titular clase de inglés grado 901

1. ¿Cuál es la funcionalidad de aprender una lengua extranjera?
2. ¿De acuerdo a su perspectiva, cuál es el rol que deberían tener los estudiantes y el maestro en el aula?
3. ¿En qué colegios ha trabajado y cuánto tiempo?
4. ¿Cuánto tiempo ha estado enseñando en 901?
5. ¿Usted sigue algún tipo de metodología específica? ¿Cuál?
6. ¿Ha descubierto una forma que considere efectiva para que los estudiantes aprendan inglés? ¿Cuál?
7. ¿Cuál cree que son las actividades por las que los estudiantes se sienten más motivados?
8. ¿Cuál es la habilidad comunicativa en la cual siente que los estudiantes no son tan fuertes? ¿Por qué?
9. ¿Cuál es la habilidad comunicativa en la cual siente que los estudiantes son más fuertes? ¿Por qué?
10. ¿Cree que los estudiantes le ven sentido a aprender inglés? ¿Por qué?
11. ¿Considera que a los estudiantes les gusta la materia de inglés?
12. ¿Qué tipo de materiales utiliza para enseñarle inglés a los estudiantes? ¿Por qué?
13. ¿Cuál es el tipo de actividades qué más le funcionan cuando les enseña inglés? ¿Por qué?
14. ¿Qué actividades cree que los estudiantes prefieren cuando aprenden inglés? ¿por qué?
15. ¿Qué le gusta de enseñar inglés en 901? ¿Por qué?

APPENDIX C. Students' Diagnosis Test

Name: _____

Date: _____

901 Student's diagnosis

1. **Write a short text in which you give a description of the best vacation you ever had. Take into account the date, what you did, who you went with, where you were, food you tried, something new you did, etc.**
2. **Read the next text and ask the following questions:**

Nelson Mandela was a South African activist and politician, who was convicted to life in prison in 1962 for trying to overthrow the apartheid government. He got out of **prison** in 1990 after apartheid ended. Mandela used his popularity and charisma to become President of South Africa from 1994 to 1999.
After his presidency, Nelson Mandela continued to fight for equality and justice. Even retirement couldn't stop Mandela from speaking his mind to people all over the world.
He became a popular speaker who toured the world, inspiring people with his message. Nelson Mandela received many awards during his life, including the Nobel Peace Prize and the Presidential Medal of Freedom. He fathered six children during his life. **He passed away** on December 5, 2013 at the age of 95.

    a) Did Nelson Mandela support apartheid?
       Yes, he did   b) No, he didn't
    b) Mandela was the president of South Africa for _____.
    c) The word "prison" is close in meaning to:
    d) Sanatorium   b) Dormitory   c) Jail
    e) Which of the following statements IS NOT true?
    f) The expression "He passed away" is close in meaning to:
    g) He surrendered   b) He died   c) He left
    h) Write in two sentences what you think about Nelson Mandela.

3. **Complete with the correct form of the verb. It can be with simple past or past continuous.**
    a) She _____ (sit) a chair and reading a book.
    b) We waved at him, but they _____ (not look).
    c) When I was young _____ (wanted to be a pilot.
    d) What _____ (happen) after that?
    e) _____ (you/see) Ana last night?
    f) He _____ (wear) new pants when I saw him.
    g) I _____ (see) running in the mall this morning.

4. **Dictation.**
    Write down what the teacher is going to read:

_____

_____

_____.

APPENDIX D. Field Note N° 2

	Description	Comments
	Date: August 20, 2019	**Grade:** 901
	Teacher: Raquel Gomez	**Practitioner:** Karen Natalia Vanegas Gutierrez
	Number of students: 33	**Number of students with special needs:** 0
	Description	**Comments**
1	At the beginning, students were distracted until the teacher started asking them questions. After this, students were really attentive to the images presented for explaining the differences between the three types of tourism, and they understood them really fast.	It is evident that visual aids really help to understand things easily being that nowadays, young people are more susceptible to this learning because that is what modernity brings them.
2	Two students seemed to be sleeping while the video was being played.	Students are not motivated towards learning English.
3	Five of them participated proactively when they were asked to do so.	Students sometimes like to express their opinions.
4	Some of the students talked and mocked around with their classmates while the others participate.	Students' opinions intervene in the other students' learning process.
5	Students collaborated when the teacher asked them to read the statements or give their opinion. Student D commented that he has gone to multiple places where he has practiced eco-tourism. Student K said that eco-tourism is great.	Students like to participate when the presented topic is related to their lives.
6	Sometimes the head teacher had to intervene because students were really loud.	Technologies have made that students want to receive a brain stimulus constantly.
7	Some students were really shy during the class and they did not participate because they were afraid of their partners. Student G said that their partners were going to laugh at her. Actually, some of them were laughing of their partners English use.	Students sometimes do not create a welcoming environment for the others to talk by laughing at their use of English or pronunciation.
8	Students made their groups according to their group of friends.	Students like to work with the people they already know. They refuse to work with different people because they feel uncomfortable and out of their comfort zone.
9	Students wrote three sentences of what they thought eco-tourism was; however, they did not want to write anything in English.	Students do not like to write and they refuse to write in English. In the Colombian culture, writing is a big issue since people are not educated for it.
10	Students asked the student-teacher if the writing could be written in Spanish.	Students deny to use English because they are not used to it.
11	Students basically wrote what the student-teacher had told them during the class.	Students are not used to think outside the box. Students normally just express exactly what they are told.
12	Five students really wanted to participate reading their writings in front of everybody.	Some students love to participate in front of the class because they like the topic.

APPENDIX E. Lesson plan N° **6**

PRADO VERANIEGO SCHOOL

Lesson Plan N° **6**

TEACHER'S NAME: Karen Natalia Vanegas Gutierrez

POPULATION: 35 students of ninth grade.   **GRADE:** 901

DATE: August 2019

TOPIC: Love.   **TIME:** 180 minutes.

NAME OF THE LESSON: What is love?"

GOAL: At the end of the class students will learn different ways to think about love.

ACHIEVEMENTS:

- Students will be able to analyze how society perceives love.

- Students will reflect about the importance of love in society.

- Students will express personal opinions successfully.

GRAMMAR: present simple to talk about likes and dislikes, personal past experiences, family members.

KEY VOCABULARY: emotions.

MATERIALS: song "where is the love" by Black eyed peas, thread, colors, paper.

1. **Warm up:** First of all, students are going to play around the chairs in the class in order to be able to get a sit while listening to the song "where is the love." Students who do not get a chair stop playing until just one sit is left and one student can sit on it. After this, students are going to comment their perspectives about the song and the central topic of it that is love.

2. **Activity:** Secondly, the researcher-teacher will have many different pieces of color papers (red, yellow, blue, green, purple, fuchsia, orange, pink, silver, brown, etc) and each student is going to choose one based on what the color they think, when the word "love" is mentioned. After that, they will draw what they think love is and the

experiences they have had with it. After the students are going to play "rock, paper, and scissors" with a partner in order to know who is going to go to the front to make a short presentation about the drawing.

3. **Transition:** After having developed the activity, students will be in a round table and they will play spider web. Each time that a student gets the tail of the thread, that student will talk about a happy or sad experience that he/she had had regarding love. Finally, there will be a debate of how love is conceived socially and what implications that song and each student's concept has in regard to this concept.

APPENDIX F. Head teacher's Interview N° **2**

Entrevista 2 profesora Raquel Gomez.

1) ¿Considera que las actividades propuestas durante las clases de inglés han contribuido positivamente en el proceso del aprendizaje del inglés de los estudiantes? ¿por qué?
2) ¿Le parece que la lúdica es una buena herramienta para acercar a los estudiantes al inglés? ¿por qué?
3) ¿Piensa usted que las actividades desarrolladas ayudaron a que los estudiantes tuvieran un acercamiento al pensamiento argumentativo?
4) ¿Considera que los estudiantes ganaron autoconfianza a la hora de hablar frente a sus compañeros en inglés? Justifique su respuesta.
5) ¿Cuáles considera que fueron las fortalezas y debilidades de las clases propuestas y del proyecto en sí? Justifique su respuesta.
6) ¿Evidenció usted algún tipo de progreso en los estudiantes? Justifique su respuesta.
7) ¿Considera usted que el acercamiento al pensamiento argumentativo fue un aspecto relevante para desarrollar con los estudiantes de 1001? ¿por qué?
8) ¿Piensa que la propuesta llevada a cabo en las clases de inglés fue innovadora? ¿por qué?
9) ¿Considera que la propuesta pedagógica contribuyó de una manera significativa a que los estudiantes desarrollaran una consciencia cultural?

APPENDIX G. Student's Survey N° **2**

Entrevista a estudiantes 1001

Marzo de 2019

Nombre:

1) ¿Piensas que las actividades realizadas te ayudaron a tener un mejor acercamiento al inglés? ¿por qué?
2) ¿Piensas que tuviste un acercamiento al pensamiento argumentativo durante la clase de inglés? ¿por qué?
3) ¿Consideras que el pensamiento argumentativo debería ser enseñado en diversas materias? ¿por qué?
4) ¿Crees que tu nivel de inglés ha mejorado?
5) ¿Consideras que tu nivel de habla en inglés ha mejorado?
6) ¿Las actividades propuestas durante la clase de inglés han cambiado la idea que tenías del inglés de una manera positiva? ¿por qué?
7) ¿Crees que el inglés durante las clases fue visto como un medio para aprender algo más?
8) ¿Tu participación aumentó durante las clases de inglés? ¿por qué?
9) ¿Qué tipo de actividades te gustaron más?
10) ¿Crees que las actividades propuestas ayudaron el algún modo a tener más confianza a la hora de hablar en frente de tus compañeros? ¿por qué?
11) ¿Consideras que las clases te contribuyeron a conocer más tu propia cultura y contexto?
12) En general qué aprendiste durante las clases de inglés. Explica tu respuesta.

Boosting Argumentative Speaking Skills and Cultural Awareness Through Ludic Activities

APPENDIX H. Student's Sample