El enfoque lúdico-comunicativo: una nueva vía para potenciar la interacción oral

The Ludic - communicative approach: a new pathway to boost oral interaction

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RESUMEN

El objetivo de esta investigación fue aplicar una estrategia didáctica basada en el modelo lúdico-comunicativo para mejorar la interacción oral en inglés. Se trata de un estudio preexperimental aplicado donde se recogieron datos mixtos de estudiantes universitarios (n = 45), y sus docentes (n = 2), aplicando dos encuestas. Fueron validados por juicio de expertos y alfa de Cronbach, dando como resultado α= 0.971 y α= 0.894, respectivamente. Los resultados mostraron que los estudiantes potenciaron su interacción oral después de la aplicación del método. No solo comunicándose de manera efectiva durante las clases, sino también dispuesto y emocionado de comunicarse en inglés durante su tiempo libre.

Palabras clave: Expresión oral, métodos de enseñanza, habilidad comunicativa, proceso de interacción educativa.

ABSTRACT

The objective of this research was to apply a teaching strategy based on the ludic-communicative model to improve oral interaction in English. This is an applied, pre-experimental study where mixed data from university students (n = 45), and their teachers (n = 2) were collected, applying two surveys. They were validated by expert judgement and Cronbach's alpha, giving as a result α= 0.971 and α = 0.894, respectively. Findings showed that students boosted their oral interaction after the application of the method. Not only effectively communicating during classes but willing and excited to communicate in English during their free time.

Keywords: Oral expression, teaching methods, communication skill, educational interaction process.

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INTRODUCCIÓN

The process of teaching and learning a second language dates back many centuries, approximately to the 16th century in Europe (van Essen, 2020). At that time, only the elite of the society could follow such studies and its only purpose was to allow the student to access knowledge through reading, which was usually in Latin; that is to say, it was merely focused on the teaching of written comprehension. Nowadays, thanks to the development of communication technologies and globalization, the importance of learning a second language is more than evident (Sheela & Ravikumar, 2016), since we find ourselves in an interconnected world, where communication between countries of different languages takes place on a daily and regular basis, using a common language, which is usually English. The purposes are varied, from simple conversations to make friends, to close important business deals, or even to share scientific advances. Therefore, learning a second language today is no longer focused only on developing reading comprehension, but on developing and enhancing all communicative skills, both oral and written comprehension and production of the language.

In the same train of thought, just as the vision and importance of learning a second language have changed over time, the way of teaching a second language, more specifically English, has evolved over the centuries. The methodology has not remained static (VanPatten, Keating & Wulff, 2020), on the contrary; the same educators over time, noticing the reality of their students, whose characteristics vary according to the historical period and the culture of each country, have been modifying, as well as creating new methods, strategies, and pedagogical models to help students maximize their learning (Ibrahim, Shak, Mohd, Zaidi & Yasin2015).

Even in the face of this reality, palpable in the annals of the history of second language teaching, many teachers continue applying the same pedagogical model for English language teaching with a high tendency for traditional methods (Jumanazarov, 2020; Rao, 2013; Wang, 2007). Most language teachers do not question why they apply it, how they can improve it, or even if it really works with their students. As a result, most

learners have a negative perception of English learning (Rhodes-Crowell, 2016) and they do not feel encouraged to attend classes, needless to say, to communicate in the language or interact orally. From the abovementioned, it is clear the importance of a method that helps students engage with their learning and promotes communication considering their needs, learning goals, and characteristics.

In this study, it was address, a methodological proposal, combining certain aspects of gamification and communicational theories to enhance student's oral interaction. The objective of the study was to evaluate the effects applying the Ludic-communicative method in ESL classes for higher education students regarding oral interaction.

Conceptual Framework

According to Jabbarova (2020), "the teaching-learning process" of a language can be defined as the set of activities aimed at achieving language learning, however it involves much more than simply giving instructions in a classroom since it must consider not only the learning of students as a whole but also in an individualized way, applying the necessary means to achieve it, taking into account the relevant technological resources, the complementary activities at the student and teacher level, i.e., class planning, materials, etc.

That is why Al-Sobhi, & Preece, (2018) stress the importance of the teacher's role in the teaching-learning process and indicates that: They are the decision-makers in the classroom, they decide, shape, and modify the curriculum according to the classroom reality, make learning more meaningful, increase learner motivation, provide better learning opportunities, create interaction in the classroom, attract learners to language learning by establishing a good relationship with them, support textbooks and manage their defects, they can provide educational support to English learners in all language skills. Teachers can diagnose problems and offer suggestions for remediation.

The teaching-learning process should seek to adjust to the characteristics and needs of the students. It should also keep in mind the context in which they are immersed. At the same, it is capital to consider their culture and time. Therefore, it is a complex process in which it is not possible to improvise or follow a pre-imposed

manual but requires deep analysis, reflection, and preparation to provide a truly individualized learning experience to our students.

Considering the evidence mentioned, the process of teaching and learning English has always been characterized by constant change and innovation in response to the growing demand for second language learners (Roque, 2018). Research on innovations in learning and teaching has provided new insights into successful language learning strategies and environments designed to increase performance and language proficiency. (Moeller & Catalano, 2015).

Holz-Clause, Kessler, & Koundinya, (2017) state that the role assumed by a teacher in traditional contexts is to impart knowledge to those who do not possess it (i.e., students). Under this concept, teaching strategies used in higher education classrooms have been predominantly based on the "liberal philosophy of adult education". This approach sees the teacher as an expert and the students as passive recipients of the information. The main goal of the teaching-learning process of any language, whether it is a mother tongue or a second language, is communication and consequently, its respective oral interaction (Elahi, Khajavy, MacIntyre & Taherian 2019).

The concept of willingness to communicate is initially proposed for the learning of the mother tongue by authors such as McCroskey & Baer and Burgoon and later taken to the learning of a second language by MacIntyre, Clément, Dörnyei, & Noels, presenting a heuristic model of potential concomitant factors, not present in the previous models.

Likewise, according to Khajavy, Ghonsooly, Hosseini Fatemi & Choi (2016), the Willingness to Communicate (WTC) model proposes that the willingness to communicate plays a fundamental role in the development of the communicative competence of language learners. They point out a series of factors that influence it positively or negatively, including anthropological, social, psychological, and even environmental aspects. These factors can be mitigated by the adequate guidance of the teacher. Therefore, to foster the willingness to communicate, teachers must first make a complete analysis of the characteristics of their students, from which they can promote activities that encourage and motivate oral interaction during the development of learning sessions and even transcend from it, to generate active and permanent learning.

According to Dicheva, Dichev, Agre & Angelova (2015), it is a relatively new concept concerning education, the application of elements and dynamics of games, adjusting them to different contexts to enhance motivation and activate learning. This approach is called gamification.

It is important to emphasize that gamification does not simply refer to the use of games or recreational activities in learning sessions but to apply the mechanics of these to all activities developed in the academic environment. For example, rewarding students' efforts and results obtained with prizes of various kinds. According to Cruaud (2018), Alharbi (2020) and Alharthi (2020), it leads to greater motivation for participation and activity.

Despite the stated above, there are insufficient theoretical and practical references to this problem. The dialectic between the needs of the students and the methodological approach of the teacher requires the use of systematized ludic activities that consider the formative intention of the language. The practical implication of these inconsistencies is reflected in the fact that students do not develop oral interaction in the English language, so they do not manage to communicate effectively using the language. That is what motivated the emerge of the Ludic-communicative approach.

METODOLOGÍA

The research work of this doctoral dissertation is within the field of educational research, according to the objective pursued it is applied and in relation to the degree of manipulation of variables it is pre-experimental.

The research approach is of a mixed type, since, to allow a better understanding of the process studied, various instruments and processes are applied, considering characteristics of both types of research, qualitative and quantitative.

This approach was chosen because it allows a better understanding of the problem through the

triangulation of the information collected, both quantitative and qualitative, to then deepen the analysis of the results. It is important to emphasize that the present research is pre-experimental since the results are measured in the same group before and after the application of a stimulus, which, in this case, is the teaching strategy.

On the other hand, it analyzes the investigated phenomena and is based on the bibliographic search, observation, interviews and has as a result the design and application of a didactic teaching strategy for the English language.

The design is:

EG   O1   X   O2

Where:
EG: Experimental Group
O1: Instruments applied prior the stimulus
X: Stimulus
O2: Instruments applied after the stimulus.

For this research, the population consists of 45 university students of both sexes with a low level of oral interaction in English language, taking the English course PAU modality, divided into 2 sections, enrolled in the Universidad Privada de Lambayeque during the academic semester 2021 II and the two teachers in charge of these classrooms.

The sample represents 100% of the population, that is 45 university students of both sexes with a low level of oral interaction in English language, taking the English course PAU modality, divided into 2 sections, enrolled in the Universidad Privada de Lambayeque during the academic semester 2021 II and the two teachers in charge of these classrooms.

All the data obtained through the application of the collection instruments was validated with the statistical method of internal consistency or Cronbach's Alpha. Then it was coded and entered a database; finally, it was tabulated for its respective analysis through the SPSS statistical program and Microsoft Excel software. The results obtained are presented in statistical tables prepared in Microsoft Excel.

Questionnaire applied to English teachers to obtain information on the current situation of the level of oral interaction of students in the English course at the Universidad Privada de Lambayeque during the 2021 - II academic semester. This questionnaire contemplates 30 questions, 5 for each of the indicators. It obtained $\alpha = 0.894$ reliability by applying Cronbach's Alpha statistic.

Questionnaire applied to English students to obtain information on the current situation of their level of oral interaction in the English course at the Universidad Privada de Lambayeque during the 2021 - II academic semester. This questionnaire contemplates 30 questions, 5 for each of the indicators. It obtained $\alpha = 0.971$ of reliability when Cronbach's Alpha statistic was applied.

RESULTADOS

First the instruments were applied to the students and the results are as follows:

Table 1
Results of surveys applied to students before the stimulus by dimensions.

DIM.	INDICATOR	NEVER	RARELY	SOMETIMES	USUALLY	ALWAYS
	I1	39.11%	39.11%	18.22%	3.55%	0%
D1	I2	31.11%	33.78%	32%	3.11%	0%
	I3	35.11%	43.11%	18.22%	3.55%	0%
	I4	42.67%	40.89%	14.22%	0.89%	1.33%
D2	I5	33.86%	29.41%	30%	5.83%	0.9%
	I6	69.33%	26.22%	4.44%	0%	0%
AVERAGE		41.87%	35.42%	19.52%	2.82	0.37%

As shown in Table 1, a summary of the results obtained is presented, considering the two dimensions of the model, as well as the 6 respective indicators.

In general, high percentages can be seen in the frequencies never and almost never, while the percentages are almost null in the frequencies almost always and always.

In detail, 41.87% of students indicate that the indicators are never considered in their English classes, this being the highest percentage, likewise, 35.42% said that the indicators are

almost never considered, 19.52% stated the frequency sometimes, while 2.82% and 0.37% reported that the indicators are almost always or always considered in their English classes.

Table 2
Results of surveys applied to teachers before the stimulus by dimensions.

DIM.	INDICATOR	NEVER	RARELY	SOMETIMES	USUALLY	ALWAYS
D1	I1	0%	50%	20%	30%	0%
	I2	0%	0%	60%	40%	0%
	I3	0%	60%	20%	20%	0%
	I4	10%	20%	50%	20%	0%
D2	I5	0%	40%	40%	20%	0%
	I6	30%	70%	0%	0%	0%
	AVERAGE	6.67%	40.00%	31.67%	21.67%	0.00%

As shown in Table 2, a summary of the results obtained is presented, considering the two dimensions of the model, as well as the 6 respective indicators.

In general, high percentages can be seen in the frequencies almost never and sometimes, while the percentages are null in the frequency always.

In detail, 6.67% of students indicate that the indicators mentioned are never considered in their English classes, likewise, 40.00% of students said that the indicators are almost never considered, this being the highest percentage, on the other hand, 31.67% stated the frequency sometimes, while 21.67% and 0% reported that the indicators are almost always or always considered in their English classes.

Table 3

DIM.	INDICATOR	NEVER	RARELY	SOMETIMES	RARELY	ALWAYS
D1	I1	0.00%	2.22%	4.44%	20.00%	73.33%
	I2	0.00%	2.22%	2.22%	40.00%	55.56%
	I3	0.00%	4.44%	8.89%	11.11%	75.56%
	I4	0.00%	0.00%	0.00%	26.67%	73.33%
D2	I5	0.00%	0.00%	0.00%	6.67%	93.33%
	I6	2.22%	4.44%	8.89%	44.44%	40.00%
	AVERAGE	0.33%	2.22%	4.07%	24.82%	68.52%

Results of survey applied to students after the stimulus by dimensions.

As can be seen in the table, there was a great

change, since most of the indicators were permanently met. Between the frequencies always and almost always, 93.34% of them were achieved, which is a huge improvement compared to the results obtained before the application of the stimulus. It can also be seen that, on average, only 0.33% considered that the indicators were never applied, 2.22% considered that the indicators were almost never applied and 4.07% considered that the indicators were sometimes applied. Finally, the highest frequencies, as mentioned, were almost always and always.

Table 4
Results of survey applied to teachers after the stimulus by dimensions.

DIM.	INDICATOR	NEVER	RARELY	SOMETIMES	USUALLY	ALWAYS
D1	I1	0%	0%	0%	10%	90%
	I2	0%	0%	0%	10%	90%
	I3	0%	0%	0%	30%	70%
	I4	0%	0%	0%	0%	100%
D2	I5	0%	0%	0%	0%	100%
	I6	0%	0%	10%	40%	50%
	AVERAGE	0.00%	0.00%	1.67%	15.00%	83.33%

DISCUSIÓN

After applying the surveys to teachers and students, the following could be determined:

Students present a low level of oral interaction, which coincides with what was indicated by authors Parreño (2019) and Ponce (2018) who state that in the absence of a favorable environment, where the teacher provides a positive classroom climate, which generates empathy, without demonstrating a vertical and restrictive treatment, students are little inclined to participate and therefore to use the English language within their sessions, since they show

fear of error and embarrassment, they are rarely encouraged to participate and therefore do not interact on their own initiative in the language.

On the other hand, there was evidence of a difficulty in terms of the students' speech rhythm and decoding. Indeed, it could be verified that, the lack of communicative activities, which, according to Khajavy, Ghonsooly, Hosseini Fatemi & Choi, (2016), are vital to develop an adequate speech rhythm, as well as adequate attention and decoding, caused a negative impact on the students' skills, who as the results obtained show, failed to develop a good level in these areas.

Both relevance and coherence of discourse are important elements to achieve an adequate oral interaction, since, without them, the message does not make sense and it is not possible to interact. Unfortunately, it could be evidenced that there is a difficulty on the part of the students in the development of these elements, since it was found that they are not given the opportunity to practice, through formative contextualized exercises. The need for these activities is emphasized by Holz-Clause, Guntuku, Koundinya, Clause & Singh (2015).

The need for a model to guide the work of language teachers is demonstrated, to adapt the activities proposed in class, considering the language intentionality, the contextualized ludic-formative activities, which will allow them to empower their skills and generate an adequate oral interaction both inside and outside the classroom.

CONCLUSIONES

After carrying out an exhaustive theoretical analysis, considering the typification of the dynamics of the process of teaching learning of the English language, as well as its tendency throughout history, in addition to the evidence obtained and systematized after applying the teaching strategy based on the ludic-communicative model, the following conclusions were reached:

With respect to the epistemological characterization of the English language teaching-

learning process and its dynamics. It was possible to establish that oral interaction is a very important factor in the adequate learning of a second language, given its communicative nature, however, it is hardly considered by English teachers.

The historical tendencies of the English language teaching-learning process and its dynamics were determined, structuring it in four stages; however, an epistemic lack was found, since no theory proposed to date systematizes oral interaction, through recognition, theoretical interpretation, the development of idiomatic ludic activities, its approach, and the integral formative communicative generalization of English students.

A diagnosis of the current state of the dynamics of the English language teaching-learning process at the Universidad Privada de Lambayeque was carried out through surveys to teachers and students, after which it was concluded that there is insufficient contextual formative interactive idiomatic recognition, there is no evidence of an idiomatic formative communicative theoretical interpretation, there is limited Idiomatic Communicative Appropriation on the part of the students, very limited integral formative communicative ludic activities are applied, there is no evidence of the application of an idiomatic interactional ludic-communicative approach, and there is insufficient Integral Formative Communicative generalization.

The ludic-communicative model was elaborated for the teaching and learning of the English language, it is developed in the light of the holistic configurational model and has two dimensions: the contextual formative communicative-idiomatic dimension and the dimension of the ludic-communicative idiomatic appropriation. The first dimension considers the idiomatic interactional formative contextual recognition and the idiomatic formative communicative theoretical interpretation, mediated, and synthesized by the contextualized facilitation of oral interaction and the idiomatic communicative appropriation. On the other hand, in the second dimension are structured the Integral Formative Communicative ludic Activities and the Idiomatic Interactional Communicative ludic Approach, which are systematized and proposed configurations with a

view to achieving the end of the model, which is the Integral Formative Communicative Generalization.

The contextualized interactive didactic strategy for English language teaching, based on the ludic-communicative model, was elaborated. This strategy has 2 stages and 6 phases, whose objective is to systematize oral interaction, through recognition, theoretical interpretation, development of idiomatic ludic activities, its approach, and the integral formative communicative generalization of English students at the Private University of Lambayeque.

The results were validated, after applying the strategy, through the application of the instruments, which allowed verifying the effectiveness of the proposal and it was concluded that the strategy effectively allowed students to enhance their oral interaction since they were not only able to interact orally among peers effectively during classes, but they were willing and enthusiastic to communicate in English with others during their free time.

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