Improving eighth graders' oral production through the implementation of interactive games by using digital tools at Tomasa Najera School. An Action Research

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DEDICATION

This is dedicated to God above all and my family , to my parents who taught me to strive and persist in my longings, to my mentor and teachers for guiding and motivating me during this stage and to my friends and colleagues who made this an unforgettable and valuable process.

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General presentation

The foreign languages program aims to train integral and reflective students able to act in front of educational challenges and issues and who are integrally skilled in the teaching of a foreign language. For this purpose pre- service teacher must develop an Educational project in order to put in practice your knowledge. Thus, this proposal is divided into three components: Pedagogical component, outreach component, and administrative component.

First of all, the pedagogical component is based on the needs and difficulties in EFL learning- teaching observed in Tomasa Najera School. A pedagogical research project is proposed in order to improve students' oral production. The chapter comprises: the statement of the problem, the justification, the objectives, the theoretical framework, the literature review and the methodology.

Consecutively, the outreach component is based on the project adaptation of English language sensitization in primary schools proposed by some foreign language's teachers at the University of Pamplona.

Finally, regarding the administrative component, it describes how the practitioners are involved in the school through an active participation in the institution and its extracurricular activities.

Introduction

Currently, English language has become as a fundamental foreign language in the professional and educational fields, because it gives people the opportunity to develop as much social and professional, hence the importance of its inclusion in the institutional curricula of Colombia.

Hence, in public schools, English as a foreign language should be more practiced by English teachers through variety of activities that encourage students in order to develop each of the competences (speaking, writing, listening and reading) and also to reach a B1 language level at the end of their academic stage at school (MEN, 2006, p. 6). Speaking is a remarkable feature of human beings. People speak on a daily basis in order to communicate and exchange meaningful information. Therefore, the development of such ability in L2 students becomes very important. That is why this pedagogical project focus on this competence which by interactive game seek to improve the oral production in eighth graders at Tomasa Najera School. This is because, the games play a leading role in the students' learning process since it become an interactive tool that develop students' motivation and establish a comfortable environment between teachers and students in the classroom.

Additionally, there are some factors that affect properly oral productions' development in students, one of them is the lack of vocabulary. However, by using game, it contributes students acquire a range of vocabulary that will help them exchange their ideas orally while interacting with others. For this reason, the foreign language program of the University of Pamplona committed to improve the quality of education, involves its students in a process that requires reflection on these educational needs, moreover it submits design

pedagogical tools or strategies to improve the teaching of foreign languages in a local context and to optimize the learning process.

Alonso cited by Huerta (2015) considers that one of the most important thing is to promote students' motivation through using activities inside and outside the classroom as a fundamental factor in learning. In this way, the purpose of this project is to improve eighth graders' oral production at Tomasa Najera School by using interactive as a motivational and commitment strategy in their training process.

Justification

Considering the pandemic situation and the context where this research is performing, students are being influenced for factors that affect the development of the oral production skill, it means that they have lack of good level in this competence and they don't feel motivate to continue with the learning process. Therefore, based on the observation, students do not have face to face classes owing to COVID 19 pandemic and they do not have a continuous process of acquisition in English language process. Nowadays, Becoming digital tools as a preference for the students' learning. That is why the need to implement an attractive and motivate strategy for improving speaking skill is born, above all, the interest to continue learning. For the previous reason, it chooses game that allow students enrich their oral production and encourage them to speak.

the benefited population from this project implementation is eighth- grade students of Tomasa Najera school, It decides to work on speaking competence considering mandatory interaction and communication in English as an international foreign language, In addition, taking into account the learning context of the students and health emergency, Tomasa Najera

teachers have implemented some strategies for doing synchronic class through zoom, but unfortunately some students don't have electronic tool for connecting in English class, it is more affordable to carry out this type of project based on games by using the digital tool for the improvement of speaking skill.

On the other hand, this research project benefits the school and the teacher because it contributes to the training of their students, provided them with a crucial tool to strengthen students' process. And finally, it will benefit the pre-service teacher, because this project allow her to propose strategies to face the difficulties that arose in real educational contexts.

Objectives

General

- To improve eighth graders' oral production through the use of interactive games.
- To teach English vocabulary through didactic activities at primary school.
- To participate actively in all the academic and administrative activities propose for the Tomasa Najera School during the current academic term.

Specific

- To implement different digital tools to foster students oral production.
- To increase students' vocabulary through the use of different interactive games.

General conclusion

Firstly, in term of the pedagogical component, it was concluded that the implementation of workshops adopting interactive games can effectively improve students' oral production and generates a change of attitude in students towards learning English as a foreign language, students are motivated and reflect a better relationship with English which can strengthen the development of language skills such as speaking, as the interactive games become for them a stimulus to achieve an academic goal. In addition these games not only improve students' oral production but allowed them to gain new vocabulary, reinforce their grammar basis and improve their pronunciation and fluency.

Secondly regarding the outreach project, didactic activities were provided to third, grade students to encourage learning basic vocabulary, therefore, creative worksheets were designed to encourage interest in the language.

Finally, taking into account the administrative component, the practitioner participated in language event with the supervisor. The practitioner also could not participate in other school events and meeting because the institution does not use virtual educational platforms that allow the development of such events and there were no scheduled administrative meetings.

Institutional Observation

Topographical location of the institution

The educational institution Tomasa Najera (INETON) is located in the urban area of the municipality of Santa Cruz de Mompox, Bolivar, Santa Cruz de Mompox is a town and municipality in northern Colombia, in the Bolívar Department, which has preserved its

colonial character. Mompox depends upon tourism, fishing, and some commerce generated by the local cattle raising. It has about 30,000 inhabitants, and is adjacent to the municipalities of Pinillos and San Fernando. This institution has two headquarters in the same municipality: Alfonso de Heredia and la valerosa.

Figura 1Tomasa Najera School.

General institutional authorities

The Tomasa Najera School's authorities are:

NAME	**CHARGE**
Ana Maria Arias Meléndez	Institution Rector
Susana Alexandra Gómez Meléndez	Coordinator
Nilson Barraza	Coordinator
Mónica Patricia Herrera Castro	Supervisor

	Teacher in charge of, seventh, eighth, and eleventh grade.
Julio cesar Pontón Arias	English teacher in charge of seventh, eighth and tenth grade.
Heder Jiménez Lobo	English teacher in charge of sixth, eighth and ninth grade.

Tabla 1 Institutional authorities

Principal aspects of the Institutional Educational Project (PEI)

The Educational Institution Tomasa Najera is based on the pedagogical model of development of life skills, whose central purpose is to guide the student to be a competent, autonomous, participatory, responsible, and critical person of reality and its environment, and researcher of the scientific, technical, artistic and cultural knowledge offered by the curriculum.

Besides, it prepares future students for the conscious, critical and active use of tools that accumulate information and knowledge. Promoting technology tools as one of the most effective strategies for teaching-learning the cognitive process of students

Mission

The Tomasa Najera school mission is to train leading people with productive actions based on national and international curriculum programs in order to guide them in excellent

academic performances, critical thinking, investigate spirit, and training in all the values that constitute the use of ICT.

Vision

The Educational Institution vision is to convert the Tomasa Najera School into a technical training center in goldsmithing, environment, arts, and trade. Linking it to the productive sector, as well as, train a competitive student, capable of changing its history through its integral formation, bringing an appropriate representation to the community.

Principles

The Tomasa Najera school principles are:

- Integrity
- Autonomy

Organizational chart of the educational institution

This organizational chart represents the main authorities and their functions in the institution, and the student as the center of it.

Figura 2 Organizational chart

In the case of the Educational Institution, "Tomasa Nájera" the organizational structure is centered on three basic principles:

- Dynamism
- Organization
- Coordination.

The above principles are included in the chart, which is designed in such a way that the integral formation of the baccalaureate is the center of our educational process and part of the responsibility that the three entities have in the formation of the new citizen.

Physical distribution

Regarding the infrastructure organization of Tomasa Najera School. It comprises a number of three modern headquarters located in the same municipally of Mompox, Bolivar, which is responsible for supporting academic deployment. As mentioned before, the principal headquarters is located in the city of Mompox as well as other suitable buildings destined for academic development. Buildings such as: Alfonso de Heredia and la valerosa.

First of all, the principal Tomasa Najera School has an administrative unit, an audiovisual hall, sports center, chemistry, and physics laboratory, goldsmiths and agricultural workshop, computer room, school restaurant, sanitary, green areas, school station, and three school blocks. In addition, the school blocks are distributed among five-sixths, five sevenths, four eighths, four ninths, three tenths, and three eleventh.

Main aspects of the community handbook

The community handbook is based on promoting values and rights of people: life, coexistence, work, justice, equality, freedom, participation, integration, the real transformation, in different modes of feel, think, act and be useful for society. The Tomasa Najera community handbook includes rights, duties, and principles established in law 115.

It is an official educational entity that provides formal education to its students from pre-school to middle school, whose main purpose is to direct them to an active life, instilling in them values of respect, cultural individualities, and care for conserving the environment with a spirit of peace, tolerance, and solidarity.

Policies implemented by the (MEN) due to the health emergency.

Thought of the current circumstance generated by the covid-19 pandemic and in understanding with what is stipulated in the political constitution of Colombia in article 49, which establish that everybody must contribute to the care of their health which of their community, the minister and Social protection declared a national health emergency through resolution 385 of March 12, 2020.

In accordance with the above, the Ministry of National Education establishes some protection measures which every educational entity in the country should take in order to avoid the spread of the virus. Therefore, it implements some strategies to continue contributing to the students' learning process. Thus, this institution adopted some of these measures, such as the interruption of face-to-face classes and the adjustments to the institutional academic schedule.

Schedule

The Tomasa Najera schedule is based on the resolution n° 2007 of October 15, 2020, published by the Ministry of National Education in order to attend the sanitary measure in educational establishments.

CLASSES BEGAN	**FEBRUARY 8TH 2021**
1°	February 8 th- march 28 th-
	April 5 th- June 20 th
2°	July 5 th- October 3 th-
	October 11 th- December 12 th-

Tabla 2 Institutional Schedule

Supervisor’s academic schedule

Days	Grades		
	Seventh grade	Eighth grade	Eleventh grade
Monday	Group D		
Tuesday			
Wednesday		Group C and D	
Thursday			
Friday			Group A,B and C

Tabla 3 Supervisor schedule

Pedagogical aspects

Concerning the pedagogical aspects identified during the institutional observation focus on contextualize pre-service teachers with the educational context, it can be asseverated that the majority of students do not have access to the internet or they do not have an electronic device that allows them to connect a synchronic class, that is why the classes are asynchrony in which students receive a workshop for developing in a certain time, however, it is important to highlight that eleventh grade have 1 hour of synchronic classes for meet every morning Friday. In addition, the teachers-students communication is through WhatsApp group in which the teacher shares the topic explanation through PowerPoint presentation or pdf and they also clarify the students' doubts about the topic.

Finally, regarding the development of the classes, the teacher always planns her lessons aligned with units provided by the curriculum., the teachers have not a book as support material, they use authentic material which they are emphasizing phonetics that is why the English teachers decides to adapt a phonetics course to develop during the week, this explanation is given through the radio station.

INSTITUCIÓN EDUCATIVA TÉCNICA AGROPECUARIA Y ORFEBRERÍA TOMASA NÁJERA

CURSO DE FONÉTICA INGLESA

ENGLISH FOR EVERYBODY

GRADOS
6°, 7°, 8°, 9°, 10°, 11°

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Figura 3 Class Planning

/I/	/i:/	/I/ /i:/
Ship A ship Big A big ship It's a big ship. Italy From Italy It's a big ship from Italy. England In Engliand Lives Lives in England Bill Bill lives in England Winter In the winter Bill lives in england in the winter. Tim Jim Tim and Jim Sitting Are sitting Tim and Jim are sitting Window By the window Tim and Jim are sitting by the window.	He Teach Teaching He's teaching Me He's teching me. Speak To speak He's teaching me to speak. We Eat We eat Three We eat at three Usually We usually eat at three. She Be She will be Me With me She will be with me Tea For tea She will be with me for tea.	Tim team Tim is on the team The winning team Tim will be On the winning team Tim will be on the winning team. /i:/ /I/ These this These sheep this ship I see these sheep I see this ship I see these sheep on this ship. Leave live Leaving living He's leaving he's living He's leaving with his parents. He's living with his parents. /I/ /i:/ Bill meal The bill the meal The bill for the meal /i:/ /I/ /i:/ Please give me Please give me Please give me the bill Please give me the bill for the meal.

Figura 4 Class Planning 1

Chapter l: Pedagogical and research component

Title: Improving eighth graders' oral production through the implementation of interactive games by using digital tools at Tomasa Najera School.

Introduction

At present, the development of oral production has become a fundamental skill to improve in language learning; because it allows people to interact easier with speakers from all over the world. That is the main reason why different schools have included English as a foreign language in the curriculum as an initiative to give students the possibility of having a greater contact and experience with another language, in which they integrate the four competence (reading, speaking, writing and listening).

As a result, learning a foreign language (English) necessitates a level of mastery equivalence between the four skills, even though speaking skills in foreign languages become the most significant competences to communicate successfully in these current world. As a matter of fact, Leong & Ahmadi (2017) stated that:

> Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation (…) even humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form (p. 35).

Considering this idea, there is a need for learners to acquire oral production skill to get success in the respective fields, although taking into account the current situation that is generated by the health contingency and it has been affecting public education in Colombia,

it is necessary to set aside traditional activities and implement interactive tools that help students improve the development of communication skills. The games are activities used to provide a fun and more relax atmosphere in classes when the students acquire a second or foreign language, games can also create opportunities for students to acquire the language in a meaningfully way.

Taking into account the previous paragraph, as it is noticeable in Law 115 of 1994 of the Ministry of National Education (MEN), with its objectives for Basic and Middle education, it propose, "to increase the communicative competence in English in the whole educational system to strengthen the national competitiveness" including promoting virtual strategies to ensure that students are able to develop speaking skill, in this way, this proposal aims to improve the oral production skill in 8th graders through the implementation of game by using digital tool in Tomasa Najera school, but also provide students with a different educational environment in which they can express themselves and interact with the foreign language that they are learning in a dynamic way.

Statement of the problem

Currently, it is evident that learning English as a foreign language is not a priority for learners, because students are not motivated or they have some difficulties that affect their learning process. Considering the observation, speaking is one of the least emphasized skill in English classes and in which students have the most deficiencies. Based on this information, it is crucial to enhance students' oral production to emphasis certain factors that influence their speaking such as: anxiety, nervousness and lack of vocabulary, mispronunciation and word order.

Therefore, students do not have the opportunity to interact directly with the English teacher, they are considered as passive students who receive workshops for doing at home and deliver it in a certain time and there is not their learning progress. Although, in this time, the digital tools are becoming as an essential methods for teaching English classes, beside, it provides teacher to put forward and make use of a range of interactive games that enhance students 'communicative skill and their motivation. For the previous reason, I decide to create this proposal "Improving 8th graders' oral production through the implementation of interactive games by using digital tools at Tomasa Najera School."

Taking into consideration this topic research, some questions emerged:

- How does the use of interactive games improve students' oral production?
- In which manner does the use of interactive games motivate students during English class?

Justification

Learning a foreign language such as English, in the present's world represents a need and requirement, which aims to generate a better personal, social and economic development, among other aspects. According to the Ministry of National Education (MEN) in its national bilingualism program defines that English is a communicative strategies tools that stimulate students open their mind, accept and understand new culture, also promote an exchange between different society offering greater and better job opportunities.

For this reason, it become fundamental that students from Tomasa Najera School can be able to know the importance of the second language, likewise the essential of improving

the oral production through games by using digital technology help them master the language and increase their motivation. To this end, the incorporation of digital technology in teaching-learning process is the most precise tool today, because, these tools give the opportunity of being available in outdoor environment thanks to a myriad of programs or games that help to improve oral skills and creates new opportunities to develop students' communicative competences. It means that digital technology allows us real time communication as well. Correspondingly, both students and teachers should benefit from multimedia through different technology devices, accordingly Taillefer & Munoz, (2014).

Therefore, the present project aims to demonstrate how the games, as a pedagogical strategy promotes an effective and meaningful development of speaking skill in students' learning process in English classes, also , how the learners feel motivated with the interactive games' implementation. According to Morales, (2009), the game as a didactic strategy has multiple benefits, among which is the favoring of sociability, the development of the creative, critical and communicative capacity of the individual, it also stimulates action, reflection and expression. Furthermore, the advantage of implementing this type of study is that by including some interactive games in the classroom can be carried out to achieve student-teacher interaction in the learning process, becoming a meaningful, enjoyable and lasting process for the students.

For the previous reason, it becomes fundamental to facilitate tools that improve students' knowledge in a dynamic way as result by including interactive tools that help students' motivation in active participation during English class.

Objectives

General

- To improve eighth graders' oral production through the use of interactive games.

Specific

- To implement different digital tools to foster students' oral production.
- To increase students' vocabulary.
- To involve students' interest in learning English through the use of digital tools.

Theoretical framework

Throughout this section, we are going to focus on the definitions of the main concepts that help to have a better understanding of the implementation of this proposal. This study hinge on: games, oral production, listening comprehension and digital tool.

Game

Firstly, Harb, (2007) highlight that games are excellent strategy for teaching language. They are not only used for entertainment activities but also for practicing communication. Games regard as a tool for improving problem solving skills and stimulating the students' language competence. So, they are activities which need efforts to achieve

certain aims according to certain specific goals. Moreover, games are a tool of expression. Students can express their thoughts, ideas, feelings, emotions and aptitudes through games.

In the same way, Garcia (2007) mentions that “the game is a multiple and significant pedagogical strategy, because contributes to the second language learning and multidimensional development of the individual, favoring values, teamwork, strengthening emotions; encouraging creativity and levels of concentration." Considering the previous information these authors highlight that interactive games have a fundamental role in the English learning process, because games allow student learn English in an attractive way.

Beside, Villa & Santander (2003) define the game as a pleasure activity where students' creativity and imagination can be used in learning situations in order to facilitate acquisition. Games are educational means used in English language classes which help students acquire language through co-operative or competitive practice within certain rules.

Interactive games

Lieberman, D (2006) states that interactive game are powerful environments for learning. Typically, interactive games challenge players to solve compelling problems. Players learn by doing, in a virtual setting that responds to every move and decision they make. Games usually adapt to players’ abilities and keep the level of difficulty in a range that is challenging but not impossible for each individual.

Furthermore, Interactive games have multiple benefits for children's learning. They allow to reinforce education by stimulating skills such as linguistics, visuospatial or psychomotor. While the child learns the rules of the game, we will increase their motivation to play and each time they solve the game in the best way. The great improvement in the

processes of attention and understanding can also be highlighted. Cited by Garcia (2020) in the web.

Digital tools

Miranda, (n.d) states that digital tools are programs and platforms that allow teacher to create your own digital content on internet which integrate the easy and friendly production of Educational activities for students. Digital tools allow the creation of Computer Programs that permit the easy creation of interactive exercises or games. These tools must be applied in the educational context for many reasons since we are talking about digital tools that can act as visual aids, the inclusion of virtual reality and even the possibility of promoting virtual assistants in the daily teacher work, which can be of great help.

According to Sanchez (n.d) in your article digital tool to gamification, there are some digital tools that recommend to use for teaching process, regardless of the level you teach, are these:

Quizizz: is a creativity software company used in class, group works, pre-test review, exams, unit test, and impromptu tests. It allows students and teachers to be online at the same time. It also allows you to create fun educational activities in which students can participate individually or in teams.

Edmodo: it is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo; students can get help from the entire class on Edmodo. It is a safe environment. In short word it is a technological, social, educational and

free network that allows communication between students and teachers in a closed and private environment.

Educaplay: Educaplay is a platform for the creation of multimedia educational activities, characterized by their attractive and professional results. It is aimed at creating a community of users with a vocation to learn and teach while having fun, with varied possibilities for teaching professionals to install their own online educational space on the platform, where they can take classes to another level of participation.is a multimedia tool that allows you to create educational activities. The program allows you to carry out maps, riddles, crosswords, dialogues, dictations, word search, tests, orders, etc.

Cerebriti: It is a portal for educational games generated by the users themselves to test their knowledge. The application can help your Primary and Secondary students to establish their knowledge through the development of the games and their participation in an entertaining and fun way.

Power point: PowerPoint is Microsoft's presentation software that enables users to create engaging presentations that consist of individual pages, or slides, which may contain text, graphics, sound, movies, hyperlinks, and other objects. PowerPoint enables users to add animation and effects to slideshow elements.

Oral production

Madrid and Lare (2006) cited by Sanabria argue that oral production is the most difficult skill for students to develop due to the fear of mispronouncing, or they do not have the knowledge to express their ideas. On the other hand, oral production is considered as the most important of the four skills because students have to achieve satisfactory English

language proficiency standards but at the same time, teachers have to develop a lot of activities to make learners to practice oral production in order students will be able to have an effective communication. Brown (1994) cited by Sanabria.

Listening comprehension

Listening comprehension is defined as one's ability to comprehend spoken language at the discourse level including conversations, stories and informational oral texts that involves the processes of extracting and constructing meaning. In this case, listening demonstrates overall positive effect on the development of oral production for it allows learners to experience good language models to communicate effectively. Kim, Y (2016).

Communicative competence

Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately. Canale and Swain (1980) define it as composing competence in four areas:

Grammatical competence: Words and rules
Sociolinguist competence: Appropriacy
Discourse competence: Cohesion and coherence
Strategic competence: Use of communication strategies

Literature review

With the objective of having a better comprehension of this project it becomes fundamental to focus on some theories that have been proposed to explain the interactive

games implementation by using digitals tools for improving oral production. As result the following categories emerged: The use of interactive games to improve oral production and the use of digital tools when learning English as foreign language.

The use of interactive games to improve oral production

This category attempts to provide some studies on the improvement of oral production skills through the implementation of interactive games in English classes.

Leon.W& Cely.E (2010) for instance, conducted an action research study aimed at encouraging teenagers to improve speaking skills through games in a Colombia public school located in the Usme Zone in Bogota. Participating students experienced difficulties when learning English, especially, related to the acquisition of the speaking skill. The author stated that students had difficulties with their speaking production because they looked apathetic and inhibited in activities which involved oral skills. However, He highlighted that the implementation of interactive game actually improved students' speaking skills and also generate opportunities for students to use the foreign language in a fun and comfortable way, allowing created a nice relaxed atmosphere that allowed students to speak up; increased students' voluntary participation; which permitted students feel more confident during class.

Besides, Nguyen, (2018) carried out a study with the purpose to improve EFL students´ speaking performances by using game at public school in Vietnam. The author remarked that the role of speaking as one of the English language skills that students have to learn speaking performance. He also found that games are a good instrument that really can help students improving their speaking abilities, learning in a fun way and stimulate and motivate them to practice their English understanding through speaking.

In conclusion, these authors argue that by using game as strategy in the classroom help learners to acquirer their knowledge attractively, and to overcome their difficulties in speaking English, because when teachers employ games to teach, the students might not be aware that they are practicing the language so, they could do it naturally.

The use of digital tools when learning English as foreign language.

Haan (2010) mentioned that the digital tools for creating interactive game are receiving increasing attention by practitioners in education, because it becomes as a good tool for imparting knowledge efficiently and interactively, leaving aside the traditional classes. Moreover, theses digital tools not only allow teacher creates interactive games but also to implement other different activities that contributes with the teaching-learning process.

Therefore, Wang, z & Han, F (2021) in their study believe that digital game-based language learning can enhance learners' intrinsic motivation and enjoyment in language learning, more and more teachers have employed various digital games in foreign language classrooms.

To sum up, digital tools provide a series of benefits that help to enhance efficiency and productivity in the classroom, as well as increasing the interest of children, adolescents and young adults in academic activities. (Garcia, Gallego, Jaramillo & Arbeláe, 2019).

Methodology

This project carried out using digital tools for doing interactive games considering that it provides the learner the active participation and increases their motivation for their

learning process. Therefore, this methodology is used to offer eighth graders better opportunities to improve their speaking skill in English class in this pandemic time.

Pedagogical methodology

Taking into consideration, the oral production activities, Goh and Burns recommend a seven-stage cycle of activities in a speaking lesson in their Book Teaching Speaking:

1. Focus learners' attention on speaking: Students think about a speaking activity, what it involves and what they can anticipate.

2. Provide input and/or guide planning: This may involve pre-teaching vocabulary, expressions or discourse features and planning for an activity they will carry out in class.

3. Conduct speaking task: Students practice a communicative speaking task with a focus on fluency.

4. Focus on language/skills/strategies: Students examine their performance or look at other performances of the task, as well as transcripts of how the task can be carried out, and review different features of the task.

5. Repeat speaking task: The activity is performed a second time.

6. Direct learners' reflection on learning: Students review and reflect on what they have learned and difficulties they encountered.

7. Facilitate feedback on learning: Teacher provides feedback on their performance.

Considering that eighth graders at Tomasa Najera School do not have virtual educational platforms to work towards the academic needs during this pandemic situation, this proposal develops asynchronously which it intends to do three workshops as in regard the topics describe in the course's table of contents. These workshops design out taking into account the methodology of including a different interactive games or activities in classes.

Regarding the way in which lessons is planned and developed, this pedagogical proposal follows the guidelines proposed by Prieto (2007) and Gomez & Matinez (2014) The development of lessons is:

1. **Warm up activity**; Warmers are activities that are given to students at the start of every lesson. When planning a lesson think about how you want it to start. A good beginning can set the tone of the lesson and get students alert and relaxed.
2. **Pre-teach vocabulary,** it is a strategy in which teachers introduce students to new vocabulary words before reading a text selection that contains the new vocabulary words.
3. **Presentation of implicit grammar topics**. Implicit grammar teaching refers to the teaching methods emphasizing students must be naturally acquired through situational scene when learning grammar.
4. **Speaking activity**, is define as an oral activities propose by the teacher to put in practice the previous knowledge in a real context.
5. **Farewell,** is when teacher congratulate students for the good job they have already done and they get to say goodbye.

PLANNING WORKSHOP		
GROUP	**LEVEL**	**DATE**
LINGUISTIC OBJECTIF		
COMMUNICATIVE OBJECTIF		
STAGE	**ACTIVITY DESCRIPTION**	**MATERIAL**
Warm-up activity		
Pre-teach vocabulary		
Presentation of implicit grammar		
Speaking activities		
Farewell		

Tabla 4 Planning Form

Firstly, learners is prepared for the activities with an interesting warm-up such as games. Then, during the pre-teach vocabulary stage, the teacher creates an activity in educaplay or cerebriti in which the students relate the word with the meaning allowing them to know the topic vocabulary. After that, in the presentation stage, implicit grammar is presented through a short video or audio to students explore by themselves. Finally, learners practice the new material and input into real context, through a speaking activities.

Regarding the lesson planning propose by Brown (2001), a lesson planning is a proposal for action rather than a blueprint to be followed. And once teachers put their proposal for action into action,

Considering the lesson planning by Brown (2001) is divided in three phases. Before planning, while planning and after planning

Before planning

He states that before planning teacher need to:

a) Be familiar with the curriculum the students will be following.
b) Gather ideas, material and possible starting off points.
c) Determine what the cognitive target and the purpose of the lesson will be and write that down as the general objective.
d) Consider the students' needs and personalities as individuals and as a group, and draft out three or more specific objectives for the lesson.

While planning.

He says that it is impossible to say exactly what a formal lesson plan should look like, or what information should be included because there are different examinations schemes for teachers, and because different institutions and trainers have different preferences. Although for Prieto (2007) and Gomez & Matinez (2014) there is a format of lesson plan (see table 4) where certain elements are almost always presented, such as general objective, warm up, Pre-teach vocabulary, presentation of implicit grammar, speaking activity and farewell students.

After planning

After planning is when teacher reflect on what worked well and why, and what you could have done differently.

Implementation of the project

Taking into consideration the proposed schedule in the methodology section of the pedagogical project "Improving eighth graders' oral production through the implementation of interactive games by using digital tools at Tomasa Najera School", three workshops have been implemented as an attempt to fulfill with enhance the pronunciation and intonation when speaking English.

Firstly, in order to make relevant information and accomplish the defined goals in the pedagogical project, it is primordial to make a project presentation for showing a formal description to the students what this project is about and the significance of its participation in this rewarding research, for this reason, an audio and a pdf is designed containing some aspects such as: the title, the general and specifics objectives, and the methodology, with the purpose to share this information with eighth grade students on WhatsApp group **(appendix 1).**

Secondly, the conception of a google forms is made with six open questions and one close question for a total of seven question, this questionnaire aims at eight grade students in order to collect relevant data for statistical purposes of the project and to know the participants interest in interactive games for learning a second language (English) **(appendix 2).**

As result of this google form, six responses are elicited related to the use of digital platform in English classes for improving oral production during today´s world situation,

there are positives participants' opinions concerning with the development of this pedagogical project; as example, the third participant highlight that the digital platform encourages students and allow the English classes are more clear and dynamic, nevertheless , students have also voiced some negative opinions regarding the limitation of the use of only two platforms such as google meet and zoom by teachers, which means that students are not aware of other platforms that can motivate them to improve oral production during the development of asynchronous classes **(appendix 3).**

Planning and Implemented workshop

1st Implemented workshop

In this workshop the phonetic is worked **(appendix 4),** the idea with this first workshop is to immerse students in pronunciation and speaking, and also to practice the vowel sound /a/ and the symbols /ae/ and /ʌ/ through interactive game created in Educaplay platform such as match word **(appendix 5),** in the same way a short video is created with the topic explanation in order to present relevant information about the subject **(appendix 6),** as result of this, a wall in Padlet platform is elaborated in order to guide participants in each proposed activity **(appendix 7).**

PLANNING WORKSHOP 1		
GROUP: **Eighth grade**	**LEVEL:** **A1**	**DATE: April 12**
LINGUISTIC OBJECTIF: To recognize the /a/ sound in the International alphabet.		
COMMUNICATIVE OBJECTIF: To motivate students to improve oral production through their life experiences.		

STAGE	ACTIVITY DESCRIPTION	MATERIAL
Warm-up activity	Teacher suggests student to watch a short video in which they watch and listen the abecedary phonetic.	https://www.youtube.com/watch?v=R2frjzrC5Jg
Pre-teach vocabulary	Teacher creates an activity in educaplay in which students match the word with the corresponding group /a/ /ae/ and /ʌ/.	Actividad: https://es.educaplay.com/juego/8854210-phonetics.html
Presentation of implicit grammar	Teacher creates a short video with the topic explanation, of the /a/ sound and symbols /ae/ /ʌ/	https://docs.google.com/document/d/193hq0y2iOGatm5fAziIaRU32oElDgmU4/edit
Speaking activities	Teacher asks students to write a short event of their life about: their birthday, their holiday, their family etc. Then They register an audio and send it through our WhatsApp group.	Audio recording WhatsApp group

	Instruction - Write a short text related to their birthday party or their last holiday. - The text must include: - Verb to be, present simple and past simple - Register an audio of two minute - Send it in our WhatsApp group. l.	**Example:** My birthday is my favorite day of the entire year. Not because of the presents or the cake or the decorations, but rather because of the special attention and love I get from my close friends and family. The thought of being a year older is always surreal and exciting. I don't normally like to have birthday parties, but my small surprise birthday party last year was unique and very special
Farewell	Teacher ends the workshop with a song lyrics call: INNOCENCE by Avril and she says thanks for your attention and good bye. Finally she searches a link for wall padlet.	 padlet: https://padlet.com/etenplusjeparlef/px1o75zu64a3x2lx

Tabla 5 First workshop palnning

Regarding the first workshop implemented, the lack of interest is noted by students concerning to the activities to be carried out, not only with the workshop activities but also with the different suggested activities by the teachers. On the other hand, owing to the pandemic situation, students carry out the activities in a longer time, which has generated a negative impact on the advancement of students' knowledge.

As result of this 1st workshop, firstly, evidences of the educaplay game are received, which point out to contextualize the participants on the classification of words with the correct vowel sound **(appendix 8),** secondly four audios and images **(appendix 9)** are received as evidence of product, in which some negative aspects are identified when students speaking in English such as:

Word order: is one of the most remarkable negative aspects in the oral production, because participants don't have an accurate structure during sentences production that serves to ensure the fluency of speech and writing.

Pronunciation: Participants have pronunciation problems, one cause that was identified is the fact that they had poor foundations at the basic level.

Vocabulary: another negative aspect is the lack of vocabulary or shyness because it makes oral production difficult in students when speaking English.

2st implemented workshop

In this workshop, "the present simple" and "the free time activities" are addressed, for developing it. Four stages are proposed, the first one is to familiarize students with a pdf of a free time activities vocabulary **(appendix10);** the second one is related to suggest participant write five hobbies that they do in their free time, in the same way teacher searches

a match memory game about free time activities in order to practice the vocabulary **(appendix11),** the third one is about a power point presentation **(appendix12**) with the topic explanation and the last one is based on the speaking and writing activities.

PLANNING WORKSHOP 2		
GROUP: **Eighth grade**	**LEVEL:** **A1**	**DATE: April 26/2021**
LINGUISTIC OBJECTIF: To use the simple present tense to talk about free time activities		
COMMUNICATIVE OBJECTIF: To understand leisure activities people do and talk effectively about them		
STAGE	**ACTIVITY** **DESCRIPTION**	**MATERIAL**
Warm-up activity	Teacher posts on the WhatsApp group some pictures or flashcards about free time activities.	
Pre-teach vocabulary	Teacher has students write a list of 5 things they like doing on their free time, then,	Notebook

	students make an online activity related to match memory about free time activities in order to practice the vocabulary.	Game: https://matchthememory.com/freetimeactivities
Presentation of implicit grammar	Teacher creates a power point presentation with the topic explanation, illustrating image.	https://drive.google.com/file/d/1uKh9Q8icVu1Y9BanvOetMOUqn29akUPZ/view?usp=sharing
Speaking activities	Teacher asks students to write a short paragraph responding to the following message. Then She asks student to register an audio and send it through on WhatsApp group.	Tell me about free time activities and sports in your country. What do you and your friends do on your free time? Where do you go? Who do you go with? What sports do you like playing? What sports would you like to practice?

Farewell	In order to motivate students and end the workshop in a pleasant environment, teacher shears a lyric of a song call Right Here Waiting For You by Richard Marx, finally She says see you next week. Have a nice day¡	https://youtu.be/-YUAbW_YDm4?list=PL0J5xb8JH3VukoRHgk86Yr9BSVeBewCuZ

Tabla 6 Second workshop planning

Considering the second workshop implemented, the participation of the students was most notable, because they show more interest for doing each proposed activities. As observed in the annexes, the first activity related to writing 5 activities that they like doing in their free time **(appendix13).** This activity is a support for the next written and oral production activity which is based on writing and recording audio talking about their hobbies or leisure activities they like to do with their friends.

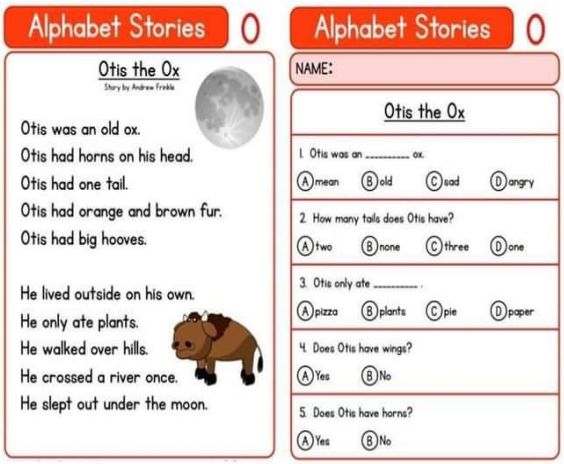
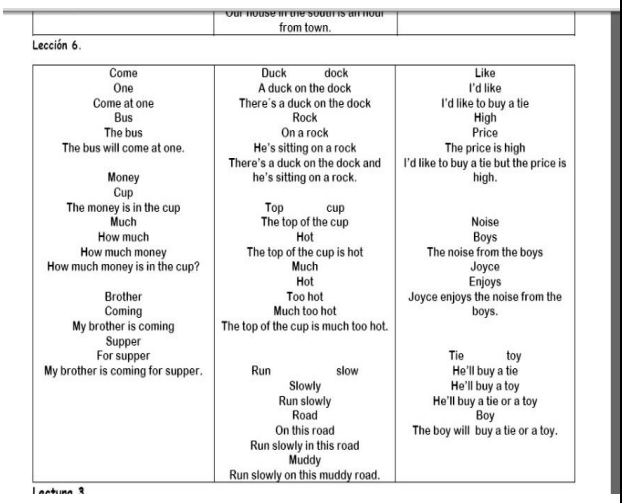
On the other hand, analysis of the audio recordings, some pronunciations correction are made in certain words such as my, friend, play, soccer, time, in the same way, the usual reading word by word is improved **(appendix 14).**

3st implemented workshop

Regarding the finally workshop, the /o/ sound is worked, the purpose with this workshop is to immerse students in pronunciation and speaking through tongue twisters , and

also to practice the vowel sound /o/ through interactive game created in Cerebriti platform such as match the correct phonetic **(appendix 15)**, in the same way a pdf is created with the topic explanation in order to present the different pronunciation between longue and short /o/ sound **(appendix 16),** as result of this, a speaking activity is proposed in which students recording an audio with the tongue twister pronunciation **(appendix 17)**.

PLANNING WORKSHOP 3		
GROUP: **Eighth grade**	**LEVEL:** **A1**	**DATE: May 18/ 2021**
LINGUISTIC OBJECTIF: To recognize the /o/ sound in the International alphabet.		
COMMUNICATIVE OBJECTIF: To motivate students to improve oral production through tongue twisters.		
STAGE	**ACTIVITY DESCRIPTION**	**MATERIAL**

Warm-up activity	Teacher asks student to read short Alphabet stories in which they practice and pronounce the /o/ sound.	 
Pre-teach vocabulary	Teacher suggests an activity online in which students chose the correct phonetic for each word.	Activity: https://www.cerebriti.com/juegos-de-idiomas/match-the-vowel-sound-with-the-phonetic

Presentation of implicit grammar	Teacher creates a short video with the topic explanation, of the /o/ sound illustrating example	https://drive.google.com/file/d/1ShpxL1Q1XSMEos17ofFROWZdiqFgq0tB/view?usp=sharing
Speaking activities	Teacher asks students to read a tongue twisters Then They register an audio and send it through our WhatsApp group. **Instruction** l. Read the tongue twister. 2. Practice the pronunciation of the tongue. 3. Register an audio with the tongue pronunciation. 4. send the audio on WhatsApp group.	Audio recording Betty Botter Betty Botter bought some butter, But she said, "The butter's bitter. If I put it in my batter, It will make my batter bitter; But a bit of better butter, That would make my batter better." 1. Peter Piper picked a peck of pickled peppers A peck of pickled peppers Peter Piper picked If Peter Piper picked a peck of pickled peppers Where's the peck of pickled peppers Peter Piper picked?
Farewell	Teacher ends the workshop with a tongue twisters video and she says thanks for your	https://www.youtube.com/watch?v=za753lDK4Zs

	participation and good bye.	

Tabla 7Third workshop planning

Pedagogical Schedule

Dates	**Activities**
On March 01 th to 9 th	Institutional observation and elaboration of the proposal.
On March 12 th	Socialization of the institutional observation.
On March 185th to 19 th	Socialization of the proposal.
On March 23 th	Implementation of the proposal.
On April 30th	Delivery of the first progress report of the project.
On June 15 th	Delivery of the final report of the project.
On June 21 th to 22 th	Final socialization of the project.

Tabla 8 Pedagogical Schedule

Research Methodology

Approach

Taking into consideration that the purpose of this study is to improve eighth grade students' oral production through the use of interactive games. This study bases on a qualitative approach that allows researchers to explore and deeply understand the meaning of individuals or groups assigned to a social or human problem (Creswell, 2014, p.32). Creswell (2014) refers to a research method focused on studying, analyzing or exploring a social phenomenon of everyday life in which some individuals are implicated. Thus, it refers

to a research approach concerned with social phenomenon' meaning and observation within the natural real-life environment in which participants are involved.

Design

"Action research is a systematic inquiry done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, how they teach, and how well their students learn Mills, (2000). From this notion this methodology is adapted thinking about the benefits that can contribute to this qualitative study. First, according to Creswell an action research is a method that allow practitioners to put in practice their knowledge in a real context. Reflecting on this, it is considered as the most appropriate methodology in this process, not only to know if the implementation of interactive games by using digital tool favors the development of ñspeaking skill in high school students, but also allows the practitioner to reflect on future strategies that benefit foreign language learning.

Population

The participants in this study are eighth grade students, male and female, between the ages of 15-18 from Tomasa Najera School. In this institution there are three eighth-grade group that are composed of 32 students that have an elementary level of proficiency. This population is chosen taking into account the difficulties that students perceive when learning English, especially when they want to express their ideas.

Sample

The total sample in this study consists of 6 students, male and female. As a result, random sampling criteria will be considered in the light of Creswell's (2012) simple random sampling, defined as the process of selecting participants with equivalent probability to represent the population under study. Because of that, the sample of this research is

characterized by participating voluntarily, so that they can better inform the researcher about the study phenomenon.

Instruments and techniques to collect data

Data is gathered through three instruments: teacher journal, questionnaire, and audiovisual recordings.

Teacher's journal

The teacher's journal is a pedagogical research tool that allows to reflect on the behavior, the performance and the learning process of the student (Wiegerová, 2013, p.238). Through this instrument, the teacher has the opportunity to express her point of view towards the performance that students have in the development of the proposed activities during the learning process. In pedagogic research teacher journal is used mainly as an instrument to investigate student practices.

For the data collection process of this research, the teacher journal is used because allow me as researcher to be able to express, take notes, record in a written way what I can find in relation to the various aspects concerning the development of research, which can be write in each workshop implemented throughout the semester.

UNIVERISITY OF PAMPLONA
FIRST TEACHER JOURNAL
FIRST WORKSHOP

ACREDITACIÓN INSTITUCIONAL
Avanzamos...¡Es nuestro objetivo!

Teacher journal

The first workshop was carried out on April 06 to12 with both group C and D at Tomasa Najera School. During this workshop, students worked on phonetic according to English course for everyone. They learned about pronunciation of the vowel sound /a/ /ae/ and /ʌ/. It was done through diverse interactive games that allow them to talk and work on the oral production development. I particularly observed that throughout this workshop students was enthusiastic and excited towards the diver activities that were implemented. For instance when they did the match word game in educaplay platform, they feel motivating to learn English languages because it became a pleasant environment in the online classes.

Furthermore, when solving the workshop few students express doubts regarding some word pronunciation and oral production activities, theses doubts was solved through a call on WhatsApp's group in which I emphasize the different pronunciation between the vowel sound

Figura 5 Teacher Journal

Questionnaire

According to Young (2015), questionnaires can be described as any written instrument composed of a series of questions asked to participants in order to gain experience, attitudes or opinions that allow conclusions to be drawn from what is being studied. This instrument is essential to understand the perceptions of students regarding the implementation of interactive games, and the contribution for improving oral production.

During the development of this project, two questionnaires is carried out. The first questionnaires is developed in the second week of April in order to know the students' perceptions about the implementation of interactive games in English classes **(appendix 18).**

Thereby during the nine week another questionnaire will make in order to know students' opinions about the use of digital tools in English classes to improve oral production. **(appendix 19).** Thanks of questionnaires implementation the pre-service teacher collects relevant information about the topic from students' perceptions.

Audiovisual recording

Video and audio recording have become as essential instruments in this time that is why it is considering fundamental for gathering data, since through it we can identify the pronunciation of English, the difficulties and progress in this language, the coherence of the sentences, and the effectiveness in communication between the subjects of study.

With the objective of having a range of information concerning the importance of the implementation of interactive games to improve oral production. An audiovisual recording in each workshop by the students will be taken into account for the data collection and the result of the project.

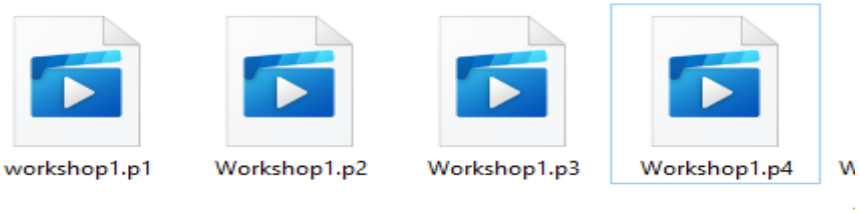


Figura 6 Audio Recording

Chronogram of implementation of the project

WEEK	DATE	ACTIVITY
1	**March 24th – 26th**	Introduction of the project and implementation of the first workshop.

2	**April 5th- 9th**	Feedback of the first workshop
3	**April 12th- 16th**	Design of the second workshop.
4	**April 19th- 23th**	Correction of the workshop
5	**May 10th- 14th**	Implementation of the second workshop
6	**May 18th- 20th**	Feedback of the second workshop
7	**May 20th- 22th**	Design of the third workshop.
8	**May 25th- 29th**	Tutor correction of the third workshop
9	**May 31th June 4th**	Implementation of the third workshop

Tabla 9 Project implementation Chronogram

Chronogram of project execution

Weeks	3	4	5	6	7	8	9	10	11	12	13	14
Instruments												
Teacher Journal			**X**				**X**					**X**
Questionnaires			**X**					**X**				

Audiovisual Recording				**X**			**X**					**X**

Tabla 10 Project execution Chronogram

Data analyses and codification

The data collection will analyze through a qualitative interpretative analysis, which according to Hatch (2002) consists of "making inferences, developing insights, attaching significance, refining understandings". Therefore, in order to draw conclusions, the results of this analysis will show taking into account the research questions, the objectives and in light of the three workshop implementation.

Beside, in order to have a better understanding of the objectives establish in this research the pre-service teacher considered convenient to use manual codification chart from the students perception in the instruments used.

CODIFICATION		
Instrument	**Code**	**Participants**
Teacher journals	Lack of vocabulary	
	The interactive game helps to understand easier.	
Questionnaire 1	Motivation	Participant 1
	Attach student attention	Participant 1
	Better pronunciation	Participant 2 and 4

	Feel confident	Participant 3
Questionnaire 2	Improvement of oral production	Participant 1
	Vocabulary enrichment	Participant 2
	Games are fun	Participant 3
Audio recordings	Acquire knowledge in a dynamic way	Participant 1
	Coherence of the speech	Participant 2
	Interactive activities	Participant 3
	Better understanding of the topic	Participant 4

Tabla 11Codification chart

Results

The purpose of this section is to describe the results revealed based on the instruments administered during the research in order to answer the main-questions and the sub- question for this research. These are the questionnaire, the teacher journal, and the audio recording, from which emerged the following two categories: the impact of the interactive game for improving oral production and using interactive games by increasing student's vocabulary and pronunciation.

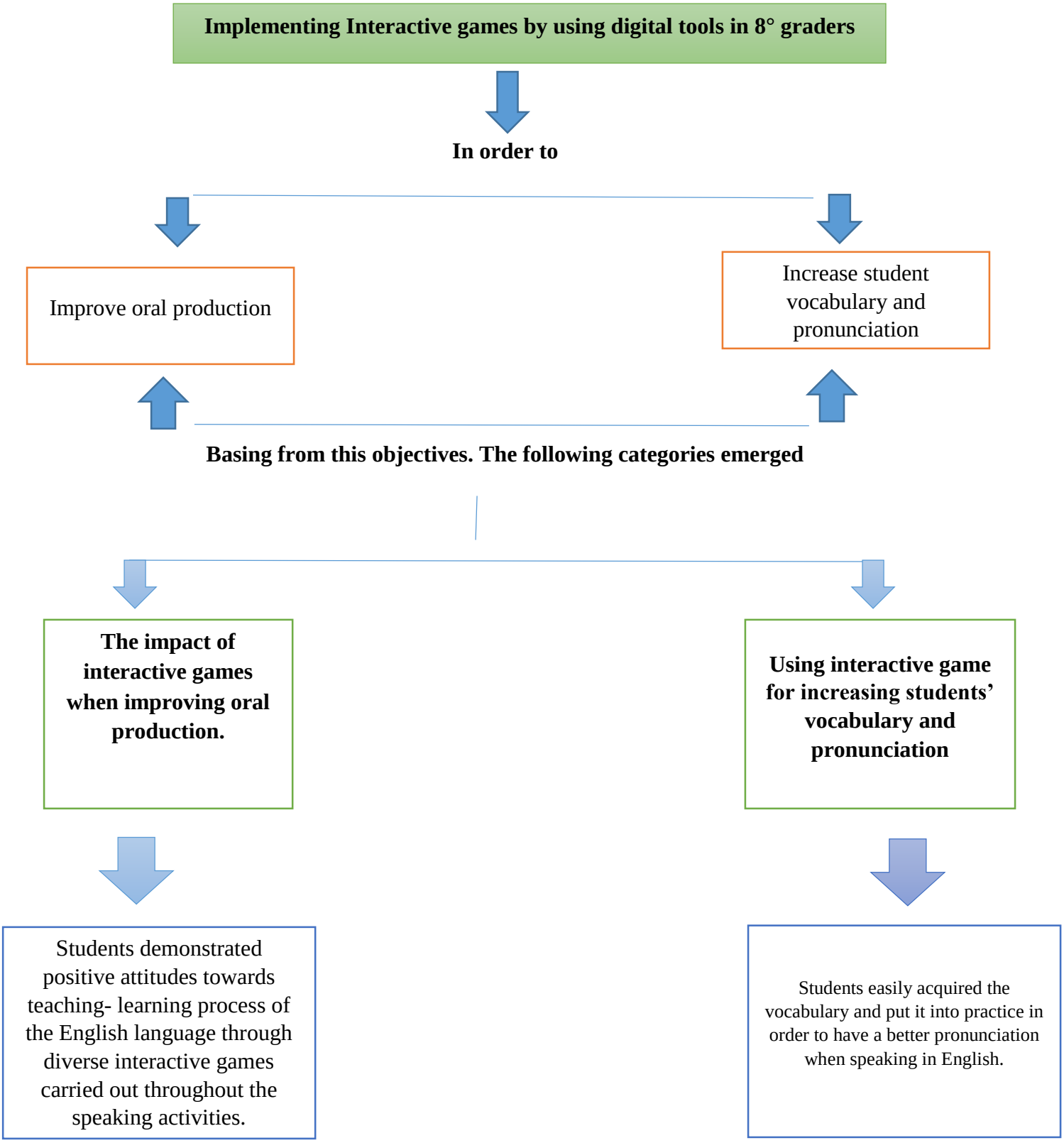


Figura 7 Synoptic chart:

The impact of interactive games when improving oral production.

At the end of the implementation of this project, the majority of students demonstrated positive attitudes towards teaching- learning process of the English language through diverse interactive games carried out throughout the three workshops. Generally, since the first workshop carried out with eighth graders belonging to both courses C and D, all of them seemed to be enthusiastic and excited towards the idea of playing games online for improving oral production. From this atmosphere promoted during most of the activities, students developed learning skills such as communicating, autonomy and building confidence at the moment they speak in English. However, not all the activities implemented were equally favored by the students.

From this perspective, in the teaching-learning process of a foreign language as English language is fundamental to implement diverse interactive games in the classroom in order to motivate and attach students' attention when they acquire a second language. Regarding the data collected, one participant mentioned.

"*Por que por medio de los juegos interactivos podemos desarrollar mejor el inglés y también nos ayuda a mejorar el habla para aplicarlo en nuestra Vida diaria" (*participant 1)

In addition, looking at the participants' responses in Questionnaire 1, we noticed that there is not a variety of interactive games and educational activities used by teachers in schools in order to integrate the topics in classes. However, with the implementation of the

workshops, which included different interactive games created on an educational platform such as Educaplay, Cerebriti and Quizzes, which have generated a positive impact on them, since it helps them to have a better pronunciation and acquire knowledge in a dynamic way. As illustrate in the data analysis, in the second workshop students did an activity in Educaplay in which they listened the pronunciation of the word for choosing the correct phonetic, in this way students mechanized the vocabulary and the correct pronunciation which has allowed students improve certain words pronunciation.

WORD PRONUNCIATION IMPROVEMENT	
As pronounce	**Correct way**
Free time	/fri/ /taɪm/
Book	*/bʊk/*
Soccer	*(sok'ər)*
Come	*/kʌm/*
Friends	*/frɛnd/*
Sport	*/spɔrt/*
Birthday	*/ˈbɜːrθdeɪ/*
Date	*/deɪt/*
Year	*/jɪr/*
Play	*/pleɪ/*

Tabla 12 Word pronunciation improvement

Participant-4 highlighted.

"puede ayudar. Por ejemplo estamos jugando al que pronuncie la palabra bien en inglés" (participant 4)

Moreover, interactive games have become so popular in recent years is because of its possible impact on user motivations and learning. In this context, the students were asked whether they considered that the use of games in the workshop motivated them to carry out the activities, whether it motivated them in their learning process and most of them said that they experienced the motivation when developing the speaking activities proposed in the workshop.

Finally, we find essential the use of interactive games for practice the skills according to the level of the learners and because of internalizing in a natural way with the use of reading exercises, and the phonetic allowing the appropriation of oral production.

Using interactive game for increasing students' vocabulary and pronunciation.

After analyzing the questionnaires, also listening to the audio recordings, a high percentage of participants showed having improved their oral production. In fact, 100% of answers kept in the two questionnaires after each workshop indicated that students perceived interactive games helped them improve not only participants' oral production but also the four language abilities including reading, listening, and writing.

During the first workshop, for example, students tried to study the corresponding material in which phonetic was the main topic. In this activity, the students showed great interest in carrying it out and sending the evidence, which allowed us to analyze certain factors such as: acquisition of new vocabulary, coherence in the speech and the pronunciation that would influence their oral production when speaking English; although, with the

performance of the other workshops, these aspects have had positive effect in their oral production.

Vocabulary

It was evident in the implementation of the workshop that students easily acquired the vocabulary of the workshop which was perceptible in the development of the proposed activities, in addition the students found that the vocabulary in each workshop, were aspects that facilitated the speaking activities that they were asked to do, which means that the students made use of the vocabulary established for that workshop.

Extract of audio recording

"nos ayuda a aprender mucho vocabulario" (participant 4)

Coherence

Through the students' productions it was possible to identify the correct use of vocabulary and an effort to use the grammar rules explained within the workshop, however they failed to express their ideas clearly, most of the text and audio of the students lacked coherence. Students chose a word that was wrong or had a different meaning than what they wanted to express, which made the audio confuse the reader.

Extract of questionnaire 2

"Si por que antes no sabía hacer un párrafo en ingles con ideas claras y ahora si corto pero he mejorado" (participant 2)

Pronunciation

Analyzing each speaking activities, it was possible to highlight the improvement of the oral production of some participants in terms of a better pronunciation of certain words

that previously did not pronounce well, in the same way, there were participants who repeated the activities over and over again with the aim of gradually improving their oral production, which generated a satisfying impact for both the participant and the pre-service teacher since it observed the interest to continue learning and improving it in an autonomous and fun way.

Finally, after the implementation of the last workshop, although students did not end by speaking the language with high fluency and remarked verbal skills, they slightly improved within different areas of the foreign language: higher students' interaction, wide vocabulary and stronger grammar basis. This as a result of students' interaction and group work that had impact in every activity on students' learning processes. Participant-3, for instance, at the beginning of the project did not participate a lot during the activities and each time she did, she made mistakes of pronunciation and asked for the translation of Spanish words into English. However, she expressed that after this process she felt more confident towards speaking and open to use the language freely. In fact, participant-3 improvement was corroborated during recordings when she got correction which helped her recognize and change different mistakes of pronunciation.

Conclusion

From the workshops it was possible to identify that the use of interactive games can effectively cause students to have a positive attitude towards learning English, since they were motivated to carry out the proposed activities, the use of match words as an interactive game encouraged the student to fulfill the objectives of the speaking activities, which represent for them an academic achievement. In this way, interactive games reinforced the students' speaking competence, as they were focused on complying with the use of grammar

rules. Vocabulary was encouraged which favors the ability of oral production, because it engaged the students in their learning and allowed them to gain new vocabulary and put into use the grammatical structures.

Furthermore, the use of the digital platform promoted collaborative teacher-student work, allowing them to achieve the objectives set in the workshop and fulfill the task of speaking. Although, the students at this level A1 do not have so much faculty to express orally in English, but thanks to the approach and the stages of this methodology they did not refuse, and they tried to fulfill the task, because students were given the necessary explanation to understand what they needed to complete the task.

On the other hand, the practice process was carried out taking into consideration the need and level of each group, in which the planning classes were based on the teacher content and the phonetic course, basically these planning were focused on the reinforcement of each of the themes established in the guides that were sent to students each period. It emphasized that it has been a fruitful process despite the different problems that we face, as in any case, students who are very dedicated to do their school activities and others who never did anything respecting to the workshops.

Finally, implementing this methodology in virtual education was complicated, so effective results were not produced, since this demands permanent assistance or accompaniment, each of its stages needs to be adequately developed so that the students can build their knowledge and develop their language skills. Therefore, as it was done in a non-face-to-face manner and asynchronously, it was difficult to achieve constant monitoring of the students' process.

Recommendation

As recommendation for further studies, it is indispensable to take consideration the importance for teachers to find different strategies and activities for helping students to improve their oral production. Workshops should be given sufficient time to carry out every activity accurately and that the material implemented should be in accordance with students' needs and preferences. In such way, as students may encounter activities more interesting and significant, they will have a grounded impact on students' outcomes. Moreover, that language teachers should be encouraged to teach integrally the four language skills composing the acquisition of a foreign language instead of teaching them separately. In this way, significant learning will allow them to involve their different competences as well to put in practice all those elements into real situations.

Finally, as an attempt to facilitate data analysis, it would be convenient to implement plenty of instruments with the aim of identifying and collecting students' attitudes, conceptions, opinions and preferences that guarantee the effective improvement of any language skill. For instance the use of interviews, questioners, surveys, teacher journal between others.

Chapter II: Outreach Component

Title:

Using didactic activities to teach English vocabulary at primary school.

Introduction

In a globalized world English has become one of the main language in communication, at a personal and professional level. This is why teaching English as a foreign language by using didactic activities will be effective for children at primary school.

Actually, the strategies use in the different schools have been monotonous and they've become repetitive, to the point students are demotivated. For the previous reason, it proposes to implement didactic activities to provide students in their early school years with creative tools that boost their imagination and allow them to acquire the elementary English vocabulary.

As a result, this proposal carries out from pre-service teacher aims to create a virtual knowledge exchange space to interact with primary school students from Tomasa Najera school in the department of Bolivar in collaborative learning in order to acquire basic English vocabulary by using educational platforms and fun activities.

Justification

For educational institution, learning English should be a continuous process through an interactive and a face-to-face class but due to the pandemic situation, students do not have a real contact with the teacher which means that teacher have to implement some activities to give their classes using educational tools providing an important role for students' learning process.

On the other hand, Vocabulary is such an important part of English language which makes sense to incorporate a wide variety of teaching strategies. Discover several great teaching vocabulary activities that your students are sure to enjoy.

These are just a few examples of the many great vocabulary strategies you can use to engage students in learning new words.

Crossword: A crossword is a word puzzle that usually takes the form of a square or a rectangular grid of white- and black-shaded squares. The game's goal is to fill the white squares with letters, forming words or phrases, by solving clues, which lead to the answers.

Word search: A puzzle consisting of letters arranged in a grid, containing several hidden words written in any direction

Word roulette: is an activity that consists of guessing a word for each letter of the alphabet from a clue, which can consist of text, audio or image**.**

Ordering words: it consists of ordering the words that are out of order, to form a sentence or paragraph. Cited by Alber in your pdf tip for teaching vocabulary.

In summary, it says that these fun activities contribute to the child's learning process, since it presents the topics in a dynamic and constructive way.

Indeed, the virtual exchange has been a powerful way for people to continue learning and connect with others, especially at a time when we have to stay at home to be safe; so that, this project brings into focus didactic activities by using technology devices and online resources to be developed. These didactic games allow school community to take place in a comfortable atmosphere of creative and meaningful learning as well as developing their intellectual and emotional abilities in collaborative work using relevant resources that contribute to the purpose of this project.

Objectives

General

- To teach English vocabulary through didactic activities at Primary school.

Specific

- To create didactic activities that can be useful and easy for the English learning process.
- To promote a learning process in this pandemic time with the use of educational platforms.

Methodology

This macro-project point to design didactic activities to teach elementary school students basic vocabulary in English at Tomasa Najera School, the preserve teacher propose to create didactic activities in educational platforms such as: Educaplay, Cerebriti, Quizzes between other, taking into account the unit topics establish in the programmatic content.

On the other hand, I pretends to design worksheets, which consist of two parts, a first part dedicate to knowing new words, definition or translation of the corresponding vocabulary to each course, and a second part dedicate to developing activities to practice vocabulary.

Planning and Implemented workshop

With the purpose of fulfilling the calendar and achieving the proposed objectives in the macro-project. Didactic activities in educational platforms were designed such as: Educaplay, Cerebriti and Live worksheets among other, in order to teach basic vocabulary in English at Tomasa Najera School, furthermore, the conception of worksheets are done, it consists of two parts, the first part is dedicated to know new words, definition or translation of the corresponding vocabulary to each topic, and the second part is devoted to register an audio in order to practice the vocabulary, Finally, 98% of the advancement in the suggested

activities are showed, as well as the progress the main objective that seeks to teach basic vocabulary in English through didactic activities that enhance students in today's world situation.

1st implemented workshop

Regarding the implementation of the first workshop at primary school, it was design taking into account the activities proposed in the outreach chronogram, in which the greeting vocabulary was the first activity emerged **(appendix 20)** in order to teach the pronunciation of each word and put it into practice through an online game **(appendix 21)** and speaking activity. As a result of doing this workshop, I appreciated the students' participation in the activity, in the same way I was grateful for send me evidence of their video.

PLANNING		
GROUP 3°	**LEVEL: Beginner**	**DATE:06/04/2021**
LINGUISTIC OBJECTIF: Student will be able to learn the greeting vocabulary.		
COMMUNICATIVE OBJECTIF: Student will be able to mechanize the vocabulary with its pronunciation		
STAGE	**ACTIVITY DESCRIPTION**	**MATERIAL**
Warm-up activity	The teachers will send the students the lyrics of a song called "hello" Super Simple Songs,	(https://www.youtube.com/watch?v=tVlcKp3bWH8)

Pre-teach vocabulary	The teachers will begin to send a pdf or a flashcard with the greeting vocabulary related to images.	
Presentation of implicit grammar	Teacher send an audio with the vocabulary pronunciation through WhatsApp group.	https://drive.google.com/file/d/1ZrGya2R_ckr8RD-W8n98-YOO4B0sWvby/view?usp=sharing
Speaking activities	the teacher will explain the two activities the first activity is about a word search, which consists of looking for the greetings vocabulary, and the second activity is related to register an audio recording with the vocabulary pronunciation and send the evidence in the WhatsApp group.	https://es.educaplay.com/recursos-educativos/8853215-greetings.html

Farewell	Thank you for your participation, if you have doubts, questions, do not forget to write me in the whatssap group, Goodbye see you next week	

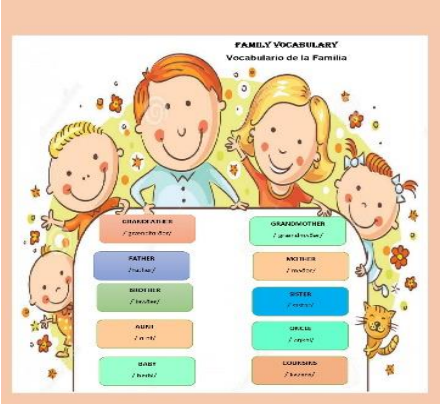
Tabla 13First Primary Planning

Following the evidence of the first implemented worksheet, the voluntary participation is remarked by learners who have done all the suggested activities and who are motivated to acquire elementary vocabulary in English **(appendix 22)**.

2st implemented workshop

This second workshop is based on "the Family vocabulary" in which students learn some word related to the family members such as: mother, Father, brother among other. This vocabulary is elaborated in a pdf with image and the phonetic of each word **(appendix 23),** then, it is shared with the participant through a recording audio with the correct vocabulary pronunciation **(appendix 24).** Finally teachers post two activity, the first one is about an interactive game **(appendix 25)** and the second one is based on the speaking activity.

PLANNING		
GROUP **3°**	**LEVEL: Beginner**	**DATE:12/04/2021**

LINGUISTIC OBJECTIF: Student will be able to learn the family members in English		
COMMUNICATIVE OBJECTIF: Student will be able to pronounce the vocabulary in a correct way.		
STAGE	**ACTIVITY DESCRIPTION**	**MATERIAL**
Warm-up activity	The teachers will send the students the lyrics of a song called " Family members song"	https://www.youtube.com/watch?v=NVEzzzia8Yo
Pre-teach vocabulary	The teachers post a pdf about family members with the phonetic and image in our WhatsApp group.	
Presentation of implicit grammar	Teacher send an audio with the vocabulary pronunciation through WhatsApp group.	https://drive.google.com/file/d/1F1JQ5guvn0GE2MZ2Zoh7s-Z7wys9xY3b/view?usp=sharing
Speaking activities	the teacher will explain the two activities the first activity is about an online game about the family members and the second activity is related to	https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(

	register an audio recording with the vocabulary pronunciation and send the evidence in the WhatsApp group.	ESL)/Family_members/My_family_lk678940fi
Farewell	Thank you for your participation, if you have doubts, questions, do not forget to write me in the whatssap group, Goodbye see you next week	

Tabla 14 Second Primary Planning

Concerning the second workshop, the analysis of the evidence from participants, permit to observe captivating aspects of their speech activity such as the use of English vocabulary and pronunciation **(appendix 26).**

3st implemented workshop

Concerning the third workshop, it is based on "the numbers vocabulary" in which students learn the numbers from 1 to 10. This vocabulary is post on a flashcard with image and writing in English **(appendix 27),** then it is shared with the participant through a video in which I play counting the numbers with the traditional game call **(appendix 28)**. As finally results teacher suggests student to do a video counting the numbers playing hopscotch **(appendix 29).**

PLANNING

GROUP 3°	**LEVEL: Beginner**	**DATE:26/04/2021**
LINGUISTIC OBJECTIF: Student will be able to acquire the numbers vocabulary.		
COMMUNICATIVE OBJECTIF: Student will be able to rehearsal the vocabulary with correct pronounce through a hopscotch game.		
STAGE	**ACTIVITY DESCRIPTION**	**MATERIAL**
Warm-up activity	Teachers encourages students with a lyrics of a song called "Numbers song".	https://www.youtube.com/watch?v=sOVyMOULZqE
Pre-teach vocabulary	The teachers send to students a flashcard with the numbers vocabulary on our WhatsApp group.	
Presentation of implicit grammar	Teacher send a video counting the numbers from 1 to 10 playing a hopscotch game.	https://drive.google.com/file/d/13xRt8k0rSrHW5F6ZZ7SgFYdV4u69wVTo/view?usp=sharing

Speaking activities	the teacher supports students to do a video in which they count the numbers through a hopscotch game and send the evidence on the WhatsApp group.	
Farewell	Thank you for your participation, if you have questions, do not forget to write me on the whatssap group, Goodbye	

Tabla 15 Third Primary Planning

4st implemented workshop

This fourth workshop is focused on "the colors vocabulary" in which students acquire the write and pronunciation of some colors. This vocabulary is present in a pdf with image and the write of each word **(appendix 30)**, then it is shared with the participants through a recording audio with the correct vocabulary pronunciation **(appendix 31),** finally students do an interactive game in Cerebriti **(appendix 32)** and also a speaking activity related to the each color pronunciation **(appendix 33).**

<table>
<tr><td colspan="3">PLANNING</td></tr>
<tr><td>GROUP
3°</td><td>LEVEL: Beginner</td><td>DATE:21/05/2021</td></tr>
<tr><td colspan="3">LINGUISTIC OBJECTIF: Student will be able to acquire the colors vocabulary.</td></tr>
<tr><td colspan="3">COMMUNICATIVE OBJECTIF: Student will be able to rehearsal the vocabulary with correct pronounce.</td></tr>
<tr><td>STAGE</td><td>ACTIVITY DESCRIPTION</td><td>MATERIAL</td></tr>
<tr><td>Warm-up activity</td><td>Teacher encourages students with a lyrics of a song called "what’s your favorite color”.</td><td>https://www.youtube.com/watch?v=WsL3PPwHLGY</td></tr>
<tr><td>Pre-teach vocabulary</td><td>The teacher sends to students a flashcard with the colors vocabulary on our WhatsApp group.</td><td>
</td></tr>
</table>

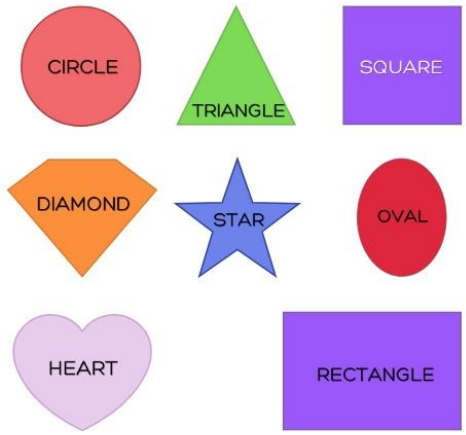
Presentation of implicit grammar	Teacher sends a video singing a song call my favorite color is with the vocabulary pronunciation of the each colors.	https://drive.google.com/file/d/1RPpC_QuX950kzFaOrFKyxhmFB7Vd-e3R/view?usp=sharing
Speaking activities	the teacher will explain the two activities the first activity is about an online game about what is your favorite color in cerebriti platform and the second activity, students will be required to participate by recording an audio, with the colors pronunciation send the evidence on the WhatsApp group.	Activity 1: https://www.cerebriti.com/juegos-de-idiomas/what-is-your-favorite-color 2: Audio recording
Farewell	Thank you for your participation, if you have questions, do not forget to write me on the whatssap group, Goodbye	

Tabla 16 Fourth Primary Planning

5th implemented workshop

Regarding the implementation of the fifth workshop at primary school, it was design taking into consideration the activities proposed in the chronogram, in which the shapes vocabulary was the activity emerged, for this activity an interactive games is did **(appendix 34)** and a pdf **(appendix 35)** in order to teach the vocabulary and the pronunciation of each word and put it into practice through a speaking activity. As a result of doing this workshop, I appreciated the students' participation in the activity **(appendix 36).**

PLANNING		
GROUP 3°	**LEVEL: Beginner**	**DATE:24/04/2021**
LINGUISTIC OBJECTIF: Student will be able to acquire the shapes vocabulary.		
COMMUNICATIVE OBJECTIF: Student will be able to rehearsal the vocabulary with correct pronounce.		
STAGE	**ACTIVITY DESCRIPTION**	**MATERIAL**
Warm-up activity	Teachers encourage students with a video about shapes are all around.	https://www.youtube.com/watch?v=lcl8uB2AWM0

Pre-teach vocabulary	The teacher posts on WhatsApp group a flashcard with the shapes vocabulary.	
Presentation of implicit grammar	Teacher send an audio with the vocabulary pronunciation of the each shapes.	https://drive.google.com/file/d/1dZFhtqFr-CNPoDYqnyRkTADGcWcUO30r/view?usp=sharing
Speaking activities	the teacher will explain the two activities the first activity is about an online game about shapes vocabulary in educaplay platform and the second activity, students will be required to participate by recording an audio, with the shapes pronunciation send the evidence on the WhatsApp group.	https://es.educaplay.com/recursos-educativos/7038798-shapes.html

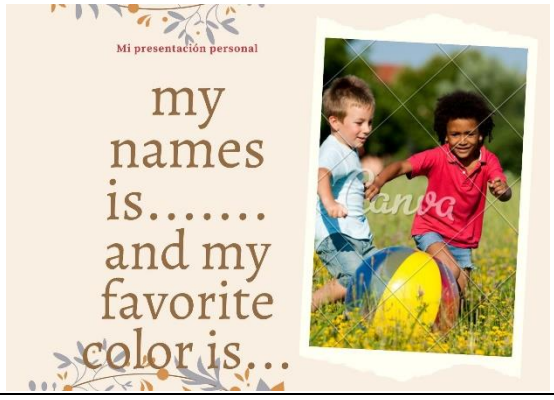
Farewell	Thank you for your participation, if you have doudt, do not forget to write me on the whatssap group, Goodbye	

Tabla 17 Fifth Primary Planning

6th implemented workshop

Concerning the sixth workshop, it is based on "the personal presentation" in which students practices the colors vocabulary with their names. This exercise is followed with an example post on WhatsApp group **(appendix 37),** then it is shared with the participant through a message in which I explained how the activity should do. As finally results teacher suggests student to do an audio saying their names and their favorite color **(appendix 38)**.

PLANNING		
GROUP 3°	**LEVEL: Beginner**	**DATE:02/06/2021**
LINGUISTIC OBJECTIF: Student will be able to mechanize the vocabulary learned.		
COMMUNICATIVE OBJECTIF: Student will be able to rehearsal the vocabulary with correct pronounce.		
STAGE	**ACTIVITY DESCRIPTION**	**MATERIAL**
Warm-up activity	Teacher encourages students with a video about traditional game called	https://www.youtube.com/watch?v=oGkSuGPtFC8

	"juguemos en el Bosque mientras el lobo no esta"	
Pre-teach vocabulary	The teacher sends to students a model with her personal presentation on our WhatsApp group.	**Example:** HELLO, MY NAMES IS INDRINA, I AM 25 YEAR OLD AND MY FAVORITE COLORS IS PINK.
Presentation of implicit grammar	Teacher sends an message explaining the activity which is about recording an audio saying their personal presentation.	BUENOS DIAS QUERIDOS ESTUDIANTES ESPERO QUE TENGA UN EXCELENTE DIA, EN EL DIA DE HOY VAMOS A COLOCAR EN PRACTICA NUESTRA PRESENTACION PERSONAL GRABANDO UN AUDIO DICIENDO NUESTRO NOMBRE Y NUESTRO COLOR FAVORITO.
Speaking activities	the teacher will explain the task for this activity, students will be required to participate by recording an audio with the personal presentation following the example, and send the evidence on the WhatsApp group.	1: Audio recording 

Farewell	Thank you for your participation, if you have questions, do not forget to write me on the whatssap group, Goodbye	

Tabla 18 Sixth Primary Planning

Chronogram

Date	**Activities**
25rd March	**Let's start!** Audio about the project's presentation and give a greeting « See you later, Alligator » Song
06rd April	**Activity # 1** Greetings! Educaplay activity such word search
13rd April	**Activity # 2** Online game about family vocabulary.
20rd April	**Activity # 3** Short video counting the numbers through hopscotch game.
27rd April	**Activity # 4**

	« What's your favorite color? » Colors' song Cerebtiti activity find the pattern
15rd May	**Activity # 5** Shapes vocabulary
27rd May	**Activity # 6** Audio recording activity: Your name Your favorite color
8rd june	**Activity # 7** Short video : family presentation My mother is My father is…. My brother is……

Tabla 17 Outreach component chronogram

Result

In this section, we will describe the observable data extracted from the activities conducted throughout the project, all inside these activities, where some relevant aspects have emerged from.

Indeed, when developing the project every week, a planning has already designed to establish a specific organization, and execution of activities during the interaction with the participants, who at the beginning were just two students but all the way through the project's progress more children have become interested in learning the language manifesting a high participation, sending their evidences and works.

During the development of these activities, we were able to emphasize the use of digital tools for creating interactive games as useful and advantageous tools that allow students to be motivated when learning a foreign language, beside, this material helps the teacher to impart knowledge in a practical and ludic way, in addition, this kind of activities avoid the appeal to traditional classes that make students bored during the progress of the classes.

Bearing in mind that, students enjoyed most of the topics published by the teachers because they sated it would be beneficial to enrich their English vocabulary, although, it is important to emphasize that the use of interactive games, and songs promotes motivation in the participants, which leads to an active intervention of them in each activity. Besides, our data collected reveals that teaching a second language to children between 6 to 10 years old, requires implementing didactic strategies to boost the participants' encouragement through a variety of audiovisual tools that allow acquiring knowledge in a fun and interactive way.

Conclusions and recommendations

In conclusion, the purpose of this outreach component was to provide a new alternative of learning during pandemic, where children stay at home without having a direct

contact with teachers, through a meaningful process using dynamic and captivating activities that allow students to acquire a basic knowledge about English language due to the interest they have towards games and songs promoting an interactive space of learning and an active participation. Moreover, the subjects established can enrich their speaking skill due to the utility on possible daily situations to be used. Although the amount of participants was reduced in social platform WhatsApp, it was an adequate intervention and participation from kids, sending their activities' evidences each class what proved that they were learning.

With this in mind, it is necessary for teachers to make use of songs and games in their classes as a motivating strategy, in order to engage students toward the topic studied promoting pupils' communicative skills and assert the success of their students in learning process, because, an efficient teaching with adequate materials avoid a tedious and frustrating acquisition in the classroom.

Chapter III: Administrative component

Title

Actively participation in the extra-curricular activities at Tomasa Najera School

Introduction

As a teacher, being a part of a high education school entails enormous responsibility and duties with the institution. From this perspective, this stage involves engagement with all the processes during the practice period in connection with various kinds of events such as: the English Festival, the Intercollegiate Cheerleaders, the flag events, the meeting and the tutorship without getting away of all the academic obligations. Through this component the pre-servicer teacher will be in contact with the members of the institutional administration

which will allow her to prepare, acquire knowledge that will serve her in her professional life.

Finally, as a practitioner, member of this school, one of the main commitments it is to respect the rules and policies, as well as its vision and mission.

Objectives

General

- To participate as an active member in all academic and administrative activities propose at Tomasa Najera School during the current academic term.

Specific

- To collaborate with the administrative activities suggested for the Tomasa Najera School.
- To enrich the teaching experience through teacher meetings.

Methodology

The methodology of this component aligns with the participation of all these extra-curricular activities proposed for the institution and that will involve the pre-service teacher. According to the information provided by the supervisor, during this period these activities is impossible to do owing to pandemic situation, however the main institutional administrative activity that takes place is regular teachers' meeting that have no stipulated date.

As a pre-service teacher of the Tomasa Najera School, there are extra-curricular activities in which would involve me. So during this period one of these activities is the international mother language event. Concerning the pandemic situation, this event is not face-to-face, it is a virtual event, for the previous reason, the celebration is based on the creation of a short video click about an important poet and actor how is William Shakespeare.

In relation to the language day organization, this celebration is coordinate by the Spanish and English language teachers , as regards my responsible in this activity was to motivate and help students in the poem and biography pronunciation and also to design the video click with the collaboration of the teacher Francisco. So a result of this celebration we created a video click of 53 minutes with the participation of the students and the teachers **(appendix 39).**

Conclusion

Firstly, it can be seen that so far not all the objectives proposed in this component have been met, the main reason is that there have been no events in the institution that allowed me as pre-service teacher to be included in administrative activities. Thus, it is not possible to verify having participated or actively collaborated in the institution's events, taking into account that the institution had no scheduled meetings to plan and carry out institutional events.

However, it can be affirmed that the practice process was enriched through language day events with the supervisor, in which I appreciated the students' participation in the monologue of a poem of a very important writer who was William Shakespeare. This events was exceptional because learners were very creative when recite the poem and a word of effort and dedication was noted.

Narratives

Through the narratives, the description of aspects is made such as tasks performed during each week, experiences, situations or inconveniences during these week of practice in the institution. During this process, I was able to reflect on and understand some of the institution's challenges; I was aware that it had been a challenging task for this school to reinvent itself in the face of this health emergency, and that ensuring continuous and meaningful learning for its students had been a complex task for the institution.

regarding the narratives, the lack of knowledge about digital resources in the institution is one of the factor that influence in the learning-teaching process on the students to develop their abilities and to build new and more knowledge. I have realized that the institution is capable of adapting and proposing some small changes in the face of circumstances such as the one we are currently experiencing, but that these changes should be greater and try to satisfy those needs that hinder the inclusion of more up-to-date educational strategies **(appendix 40).**

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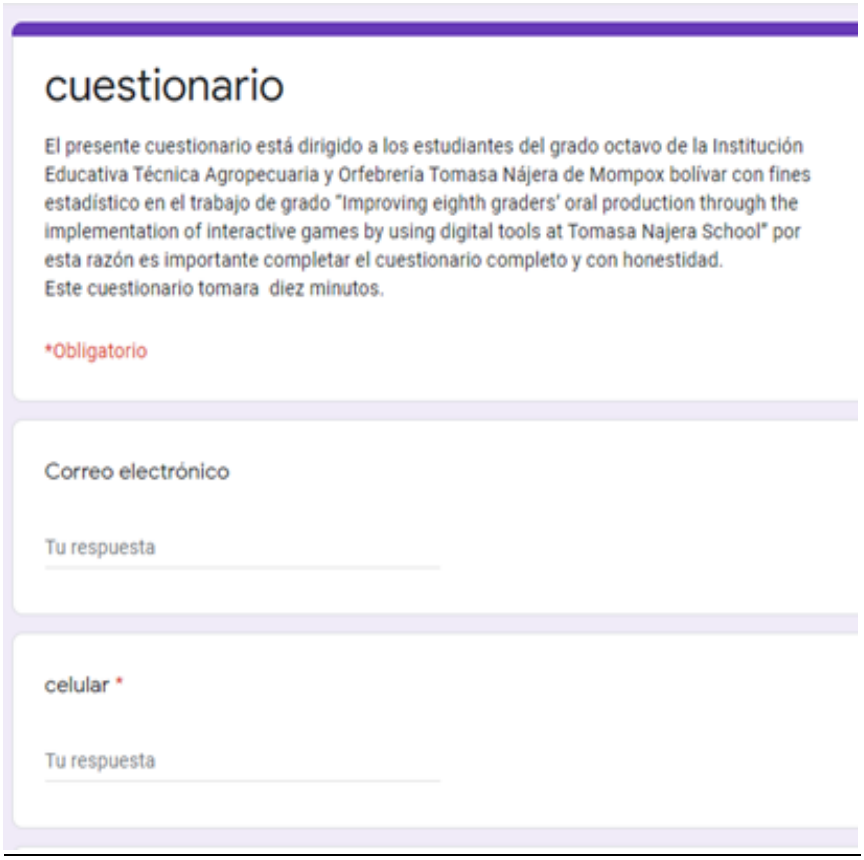
Appendices

Appendix 1 project's presentation

https://drive.google.com/file/d/15wHG-_0Yj8Z8d15XcPBGq3HdIHIGEPS7/view?usp=sharing

Appendix 2 Diagnostic

https://docs.google.com/forms/d/e/1FAIpQLSdkIqwBvb1tgEqblZ69ygQOo_UHdLQwIepXU8pREvUOci1kpA/viewform?usp=sf_link



cuestionario

El presente cuestionario está dirigido a los estudiantes del grado octavo de la Institución Educativa Técnica Agropecuaria y Orfebrería Tomasa Nájera de Mompox bolívar con fines estadístico en el trabajo de grado "Improving eighth graders' oral production through the implementation of interactive games by using digital tools at Tomasa Najera School" por esta razón es importante completar el cuestionario completo y con honestidad.
Este cuestionario tomara diez minutos.

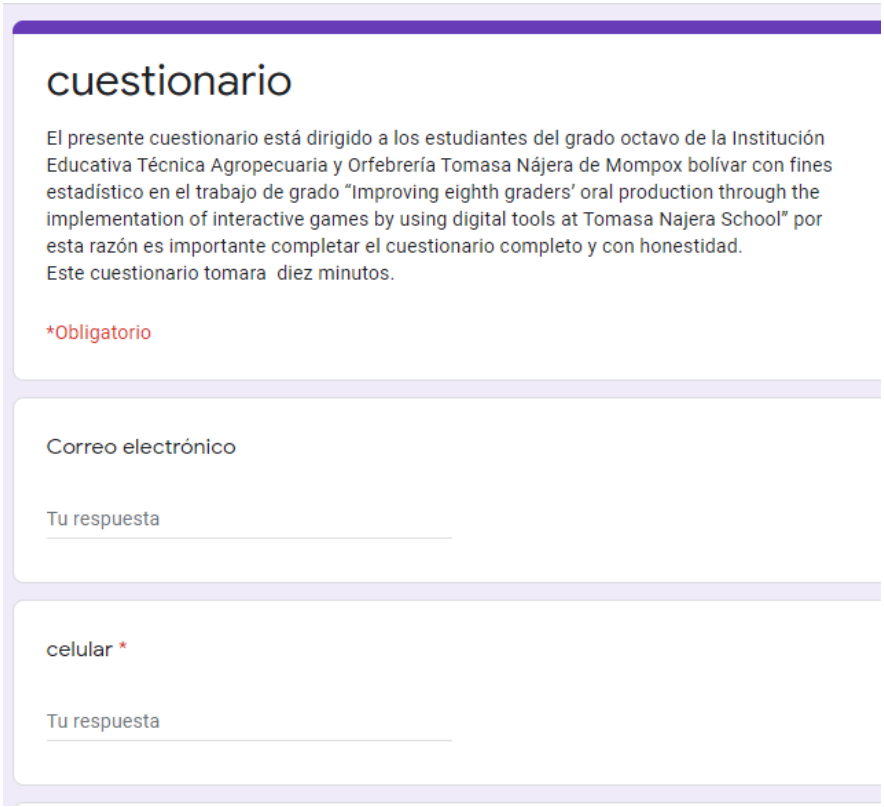
*Obligatorio

Correo electrónico

Tu respuesta

celular *

Tu respuesta



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Este cuestionario tomara diez minutos.

*Obligatorio

Correo electrónico

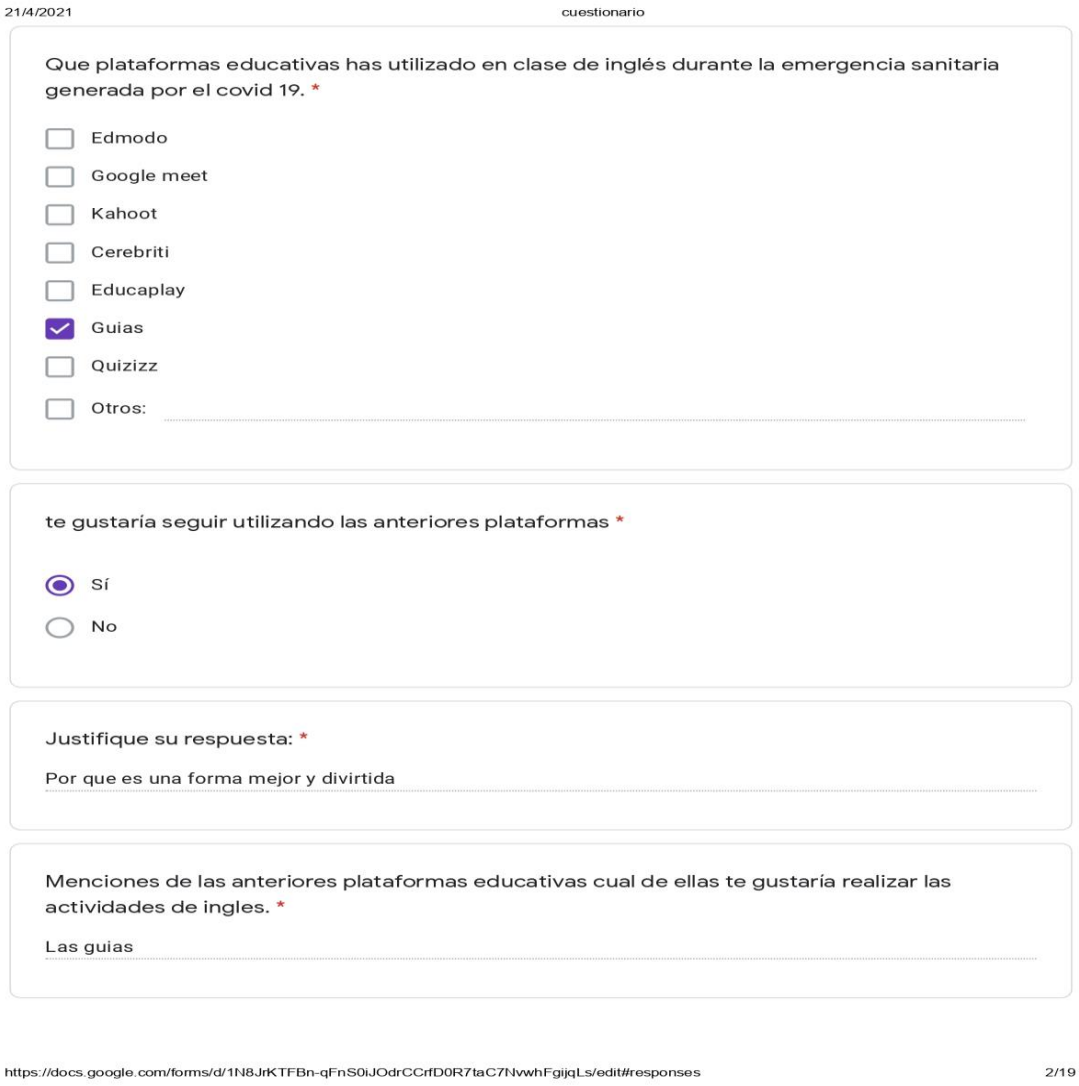
Tu respuesta

celular *

Tu respuesta

Appendix 3 Diagnostic responses

https://drive.google.com/file/d/1kc4wDo0koiNvsh5JlXqb2V65SuYQ3Pgo/view?usp=sharing



21/4/2021 cuestionario

Que plataformas educativas has utilizado en clase de inglés durante la emergencia sanitaria generada por el covid 19. *

- [ ] Edmodo
- [ ] Google meet
- [ ] Kahoot
- [ ] Cerebriti
- [ ] Educaplay
- [x] Guias
- [ ] Quizizz
- [ ] Otros:

te gustaría seguir utilizando las anteriores plataformas *

- (•) Sí
- ( ) No

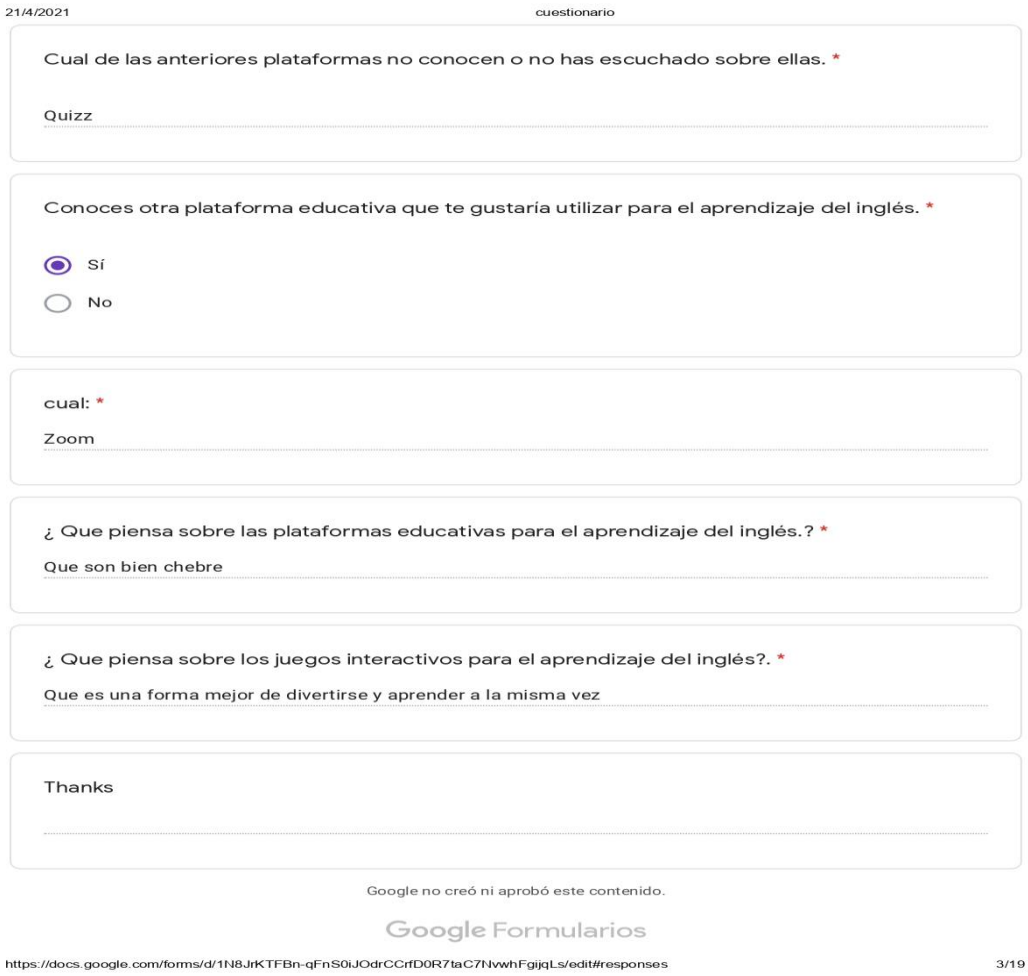
Justifique su respuesta: *

Por que es una forma mejor y divirtida

Menciones de las anteriores plataformas educativas cual de ellas te gustaría realizar las actividades de ingles. *

Las guias

https://docs.google.com/forms/d/1N8JrKTFBn-qFnS0iJOdrCCrfD0R7taC7NvwhFgijqLs/edit#responses 2/19



21/4/2021 cuestionario

Cual de las anteriores plataformas no conocen o no has escuchado sobre ellas. *

Quizz

Conoces otra plataforma educativa que te gustaría utilizar para el aprendizaje del inglés. *

- (•) Sí
- ( ) No

cual: *

Zoom

¿ Que piensa sobre las plataformas educativas para el aprendizaje del inglés.? *

Que son bien chebre

¿ Que piensa sobre los juegos interactivos para el aprendizaje del inglés?. *

Que es una forma mejor de divertirse y aprender a la misma vez

Thanks

Google no creó ni aprobó este contenido.

Google Formularios

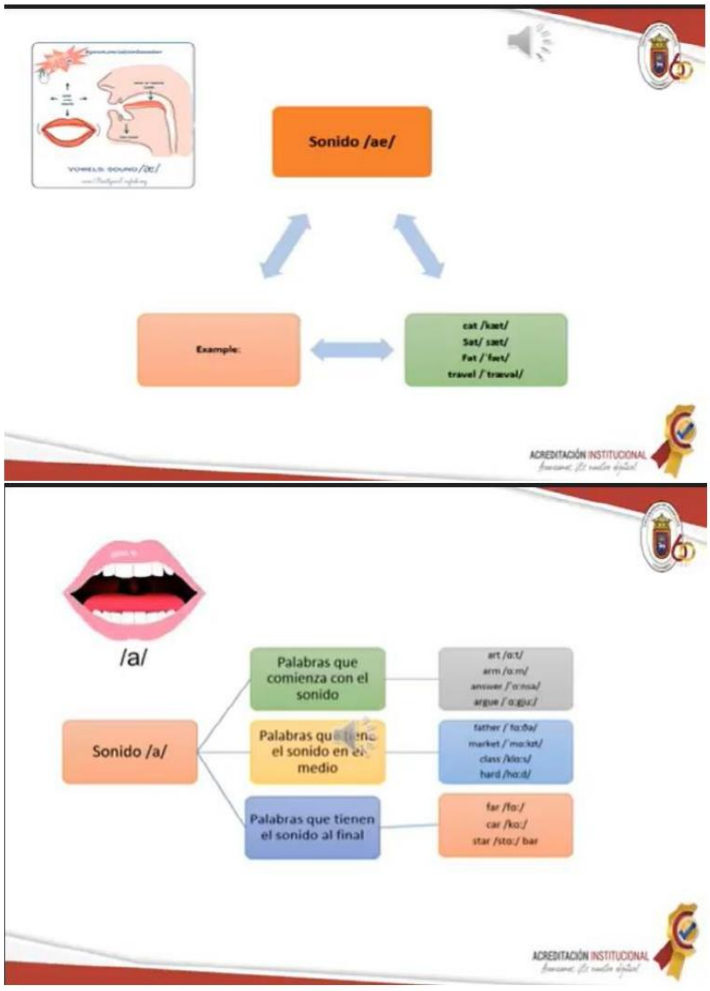
https://docs.google.com/forms/d/1N8JrKTFBn-qFnS0iJOdrCCrfD0R7taC7NvwhFgijqLs/edit#responses 3/19

Appendix 4 English for everyone
https://drive.google.com/file/d/1UtkNDlDq2ApGRKHoKlPOszPS7ve28jO0/view

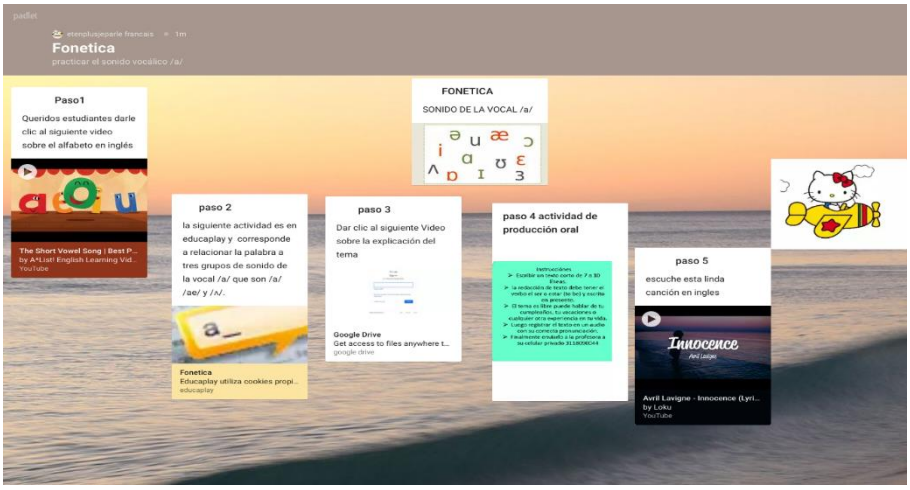
Appendix 5 Educaplay game
https://es.educaplay.com/juego/8854210-phonetics.html

Appendix 6 First workshop

https://drive.google.com/file/d/1x8J9tKwpueQMR-A6iQBkX6l-xCollsED/view



Appendix 7 Padlet



Appendix 8 Educaplay game played

Appendix 9 First workshop speaking activity

1P:

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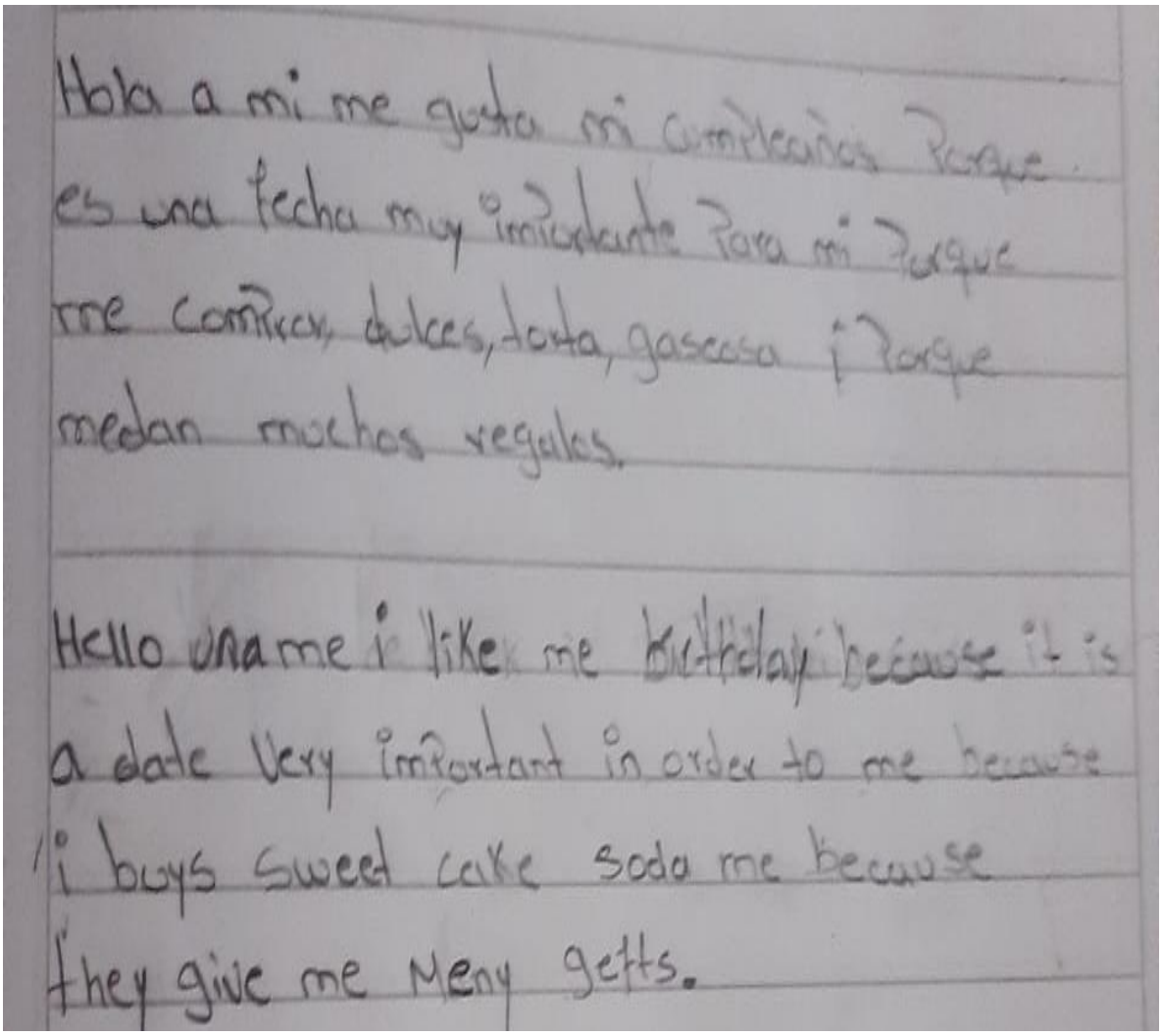
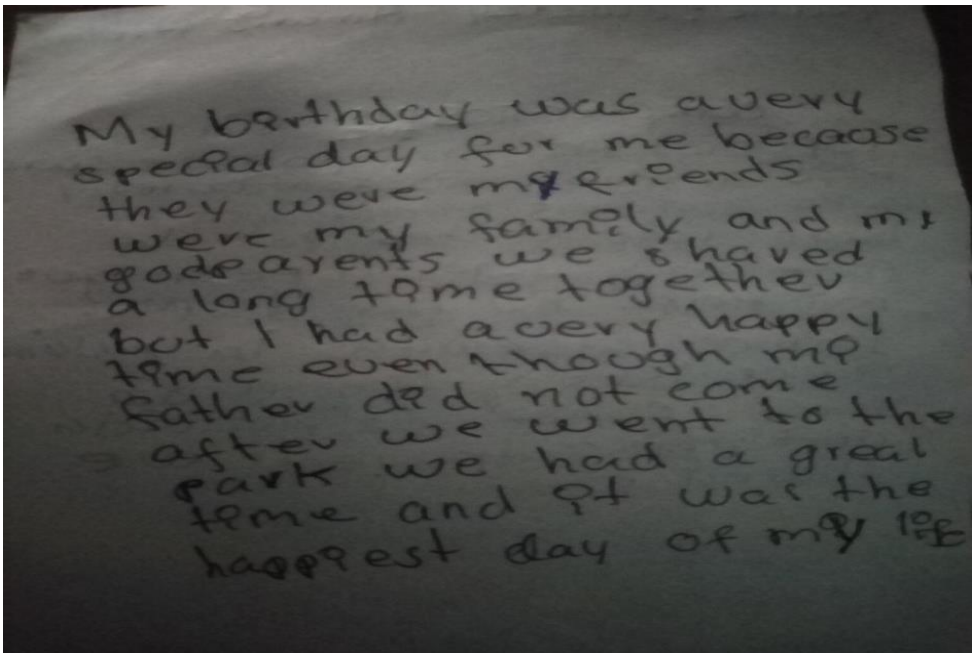
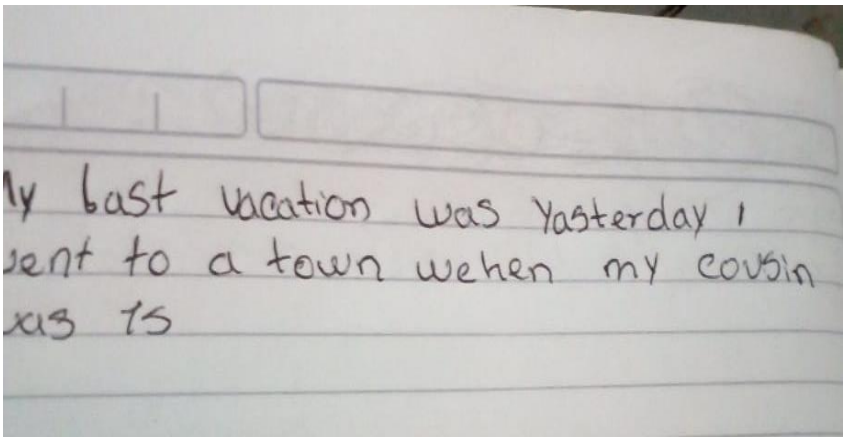


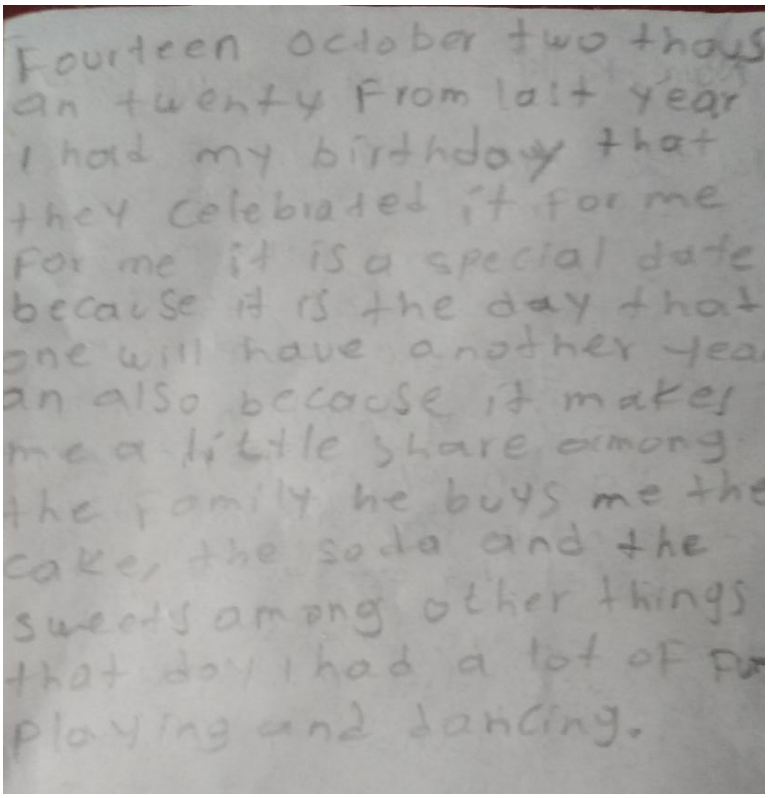
2P: https://drive.google.com/file/d/1NxGM2X969VDvOQMyvoxrpwXdQYgGOc-k/view?usp=sharing



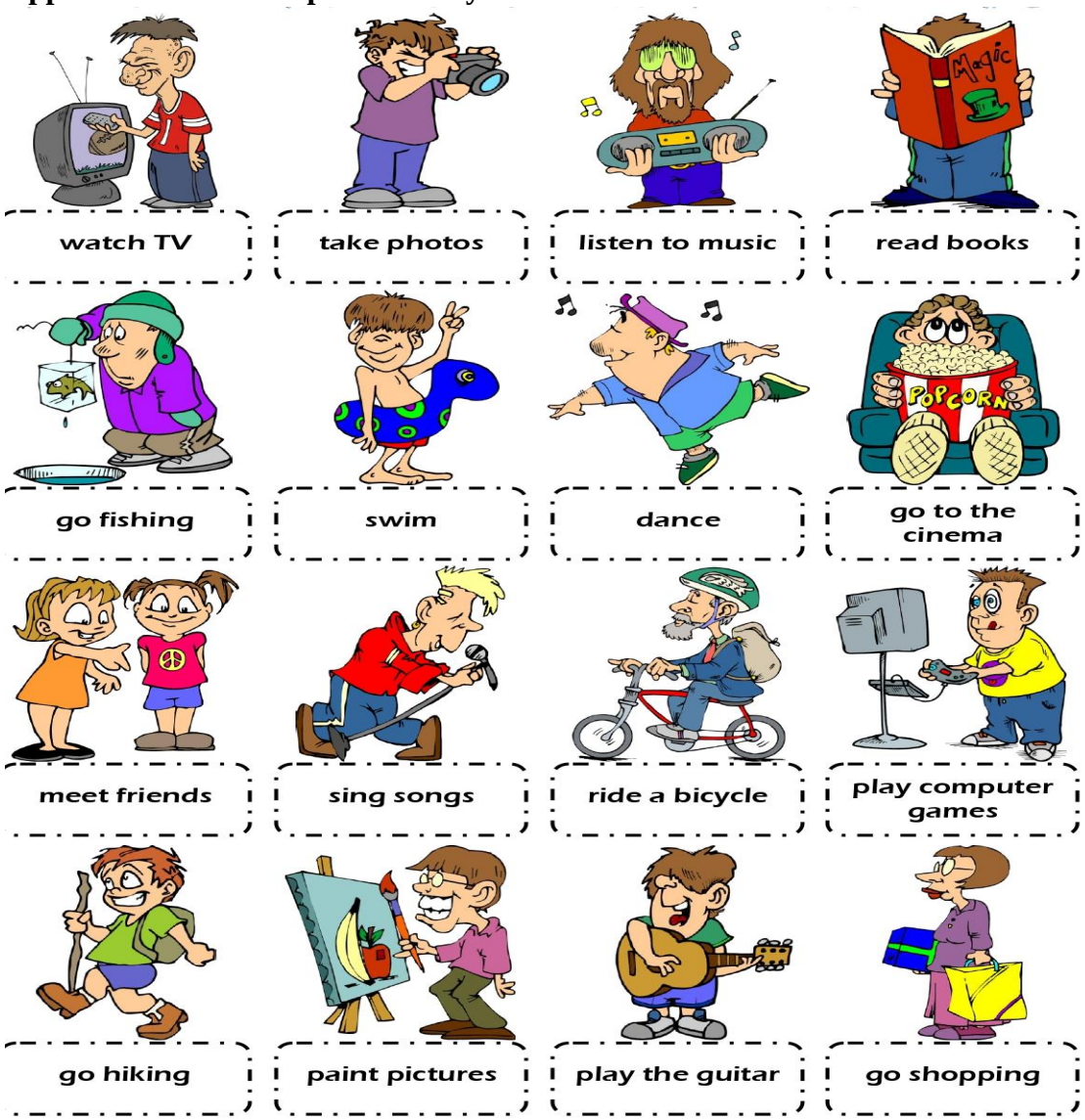
3P: https://drive.google.com/file/d/1jjNbJNwrxQ--5oiCVyyFQWa7GMCk4sXC/view?usp=sharing



4P: https://drive.google.com/file/d/1s1Zq1AkM31K_b4IrORicBtwRKF5EJRD3/view?usp=sharing


Fourteen October two thous
an twenty From last year
I had my birthday that
they celebrated it for me
For me it is a special date
because it is the day that
one will have another yea
an also because it makes
me a little share among
the family he buys me the
cake, the soda and the
sweets among other things
that day I had a lot of fu
playing and dancing.

Appendix 10 Workshop vocabulary



Appendix 11 Workshop Game

https://matchthememory.com/freetimeactivities

Appendix 12 Second workshop

Formando líderes para la construcción de un nuevo país en paz

ACREDITACIÓN INSTITUCIONAL
Avanzamos...¡Es nuestro objetivo!

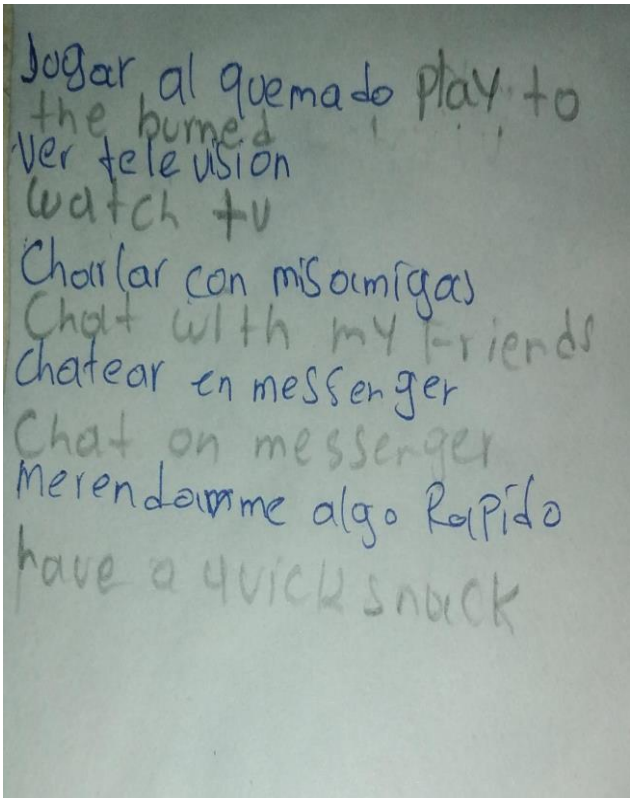
PRESENT SIMPLE & FREE TIME ACTIVITIES

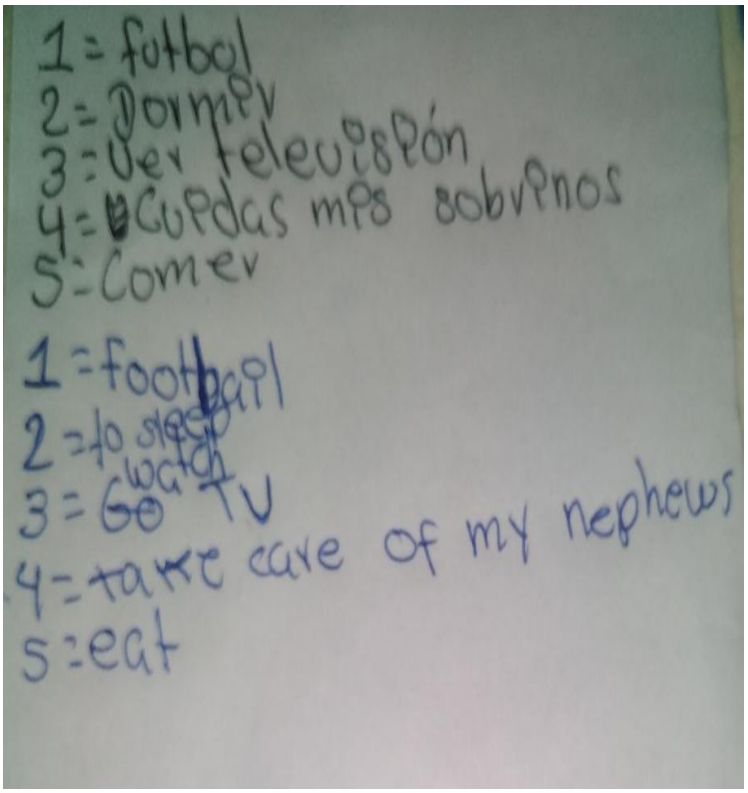
Pre-Service Teacher:
Indrina Otero Acuña

What do you do in your free time?

ACREDITACIÓN INSTITUCIONAL
Avanzamos...¡Es nuestro objetivo!

Appendix 13 Second workshop activity





Appendix 14 Second workshop speaking activity
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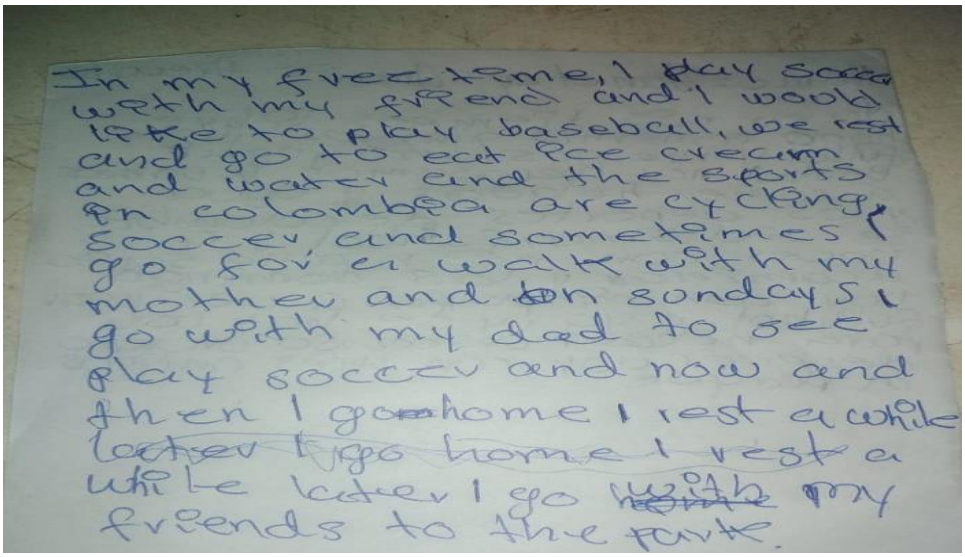
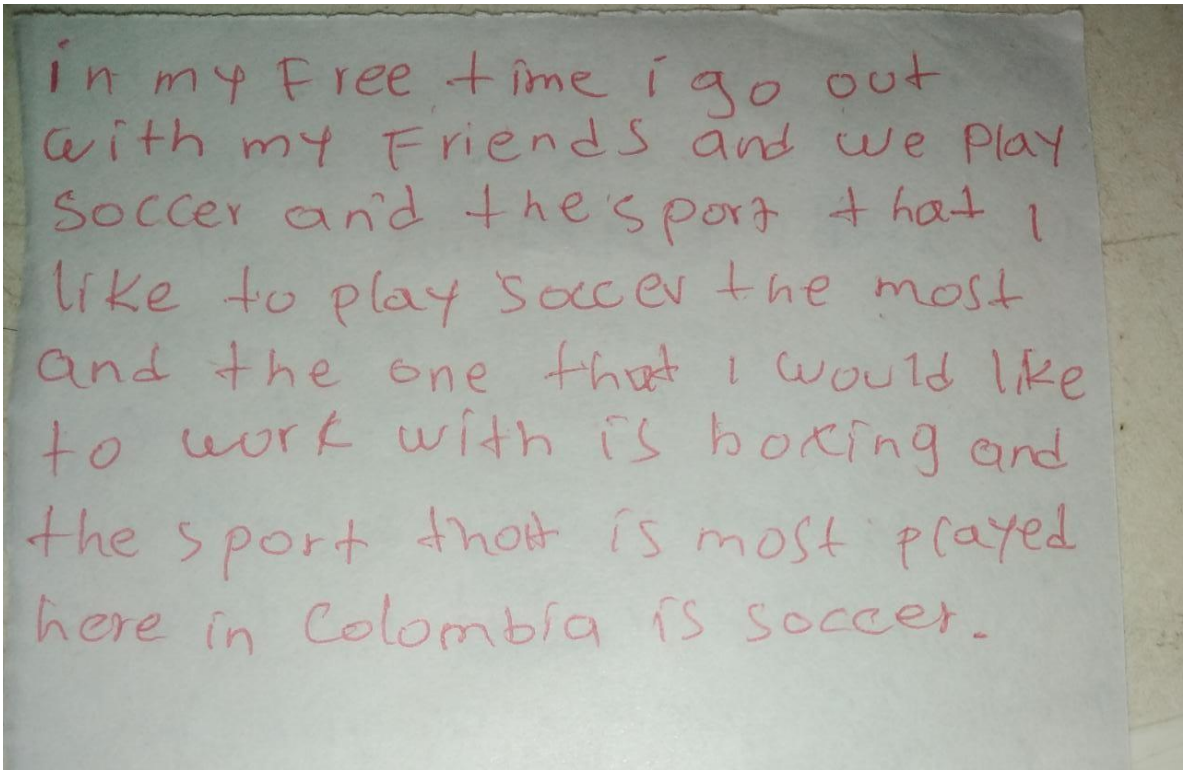
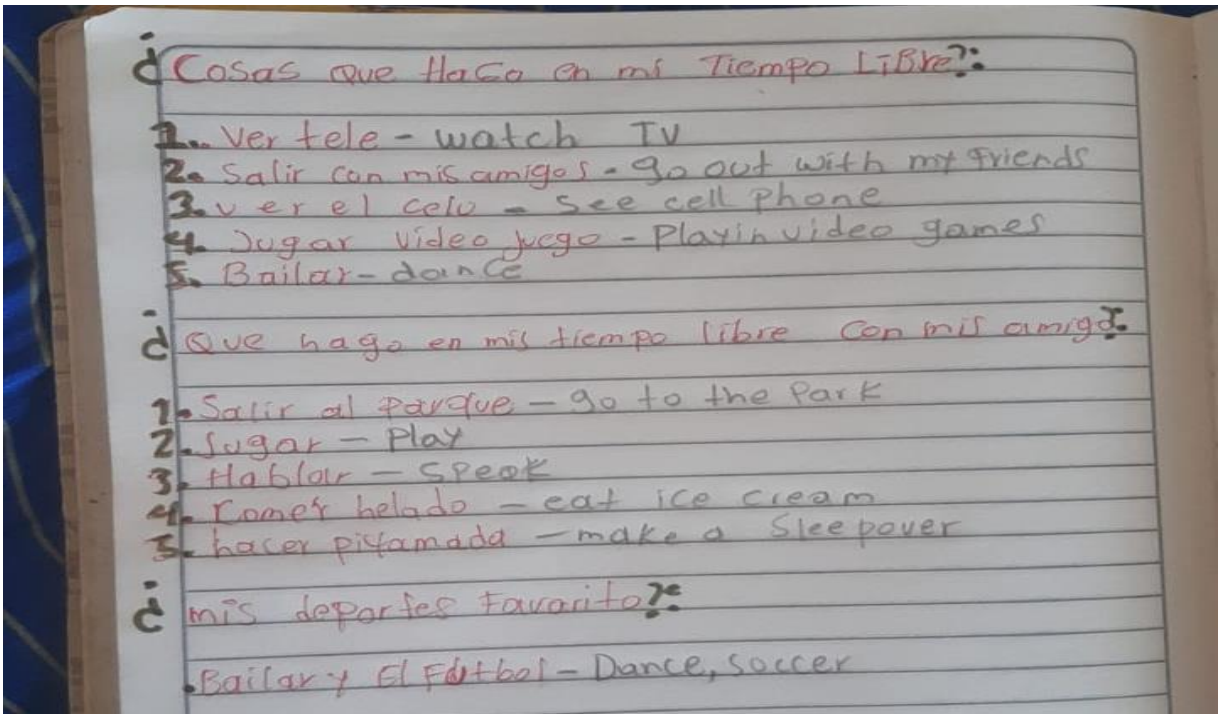

In my free time, I play soccer with my friend and I would like to play baseball, we rest and go to eat rice cream and watch and the sports in colombia are cycling, soccer, and sometimes I go for a walk with my mother and on sondays I go with my dad to see play soccer and now and then I go home I rest a while later I go home I rest a while later I go with my friends to the park.

https://drive.google.com/file/d/13twkZXWpowDqsfR4xaDUFWPp_zpeNlxr/view?usp=sharing


in my Free time i go out with my Friends and we play soccer and the sport that I like to play soccer the most and the one that i would like to work with is boxing and the sport that is most played here in Colombia is soccer.

https://drive.google.com/file/d/1YDa_qYAkNpfvbxygAnWAPZ2zhVrTlpUI/view?usp=sharing



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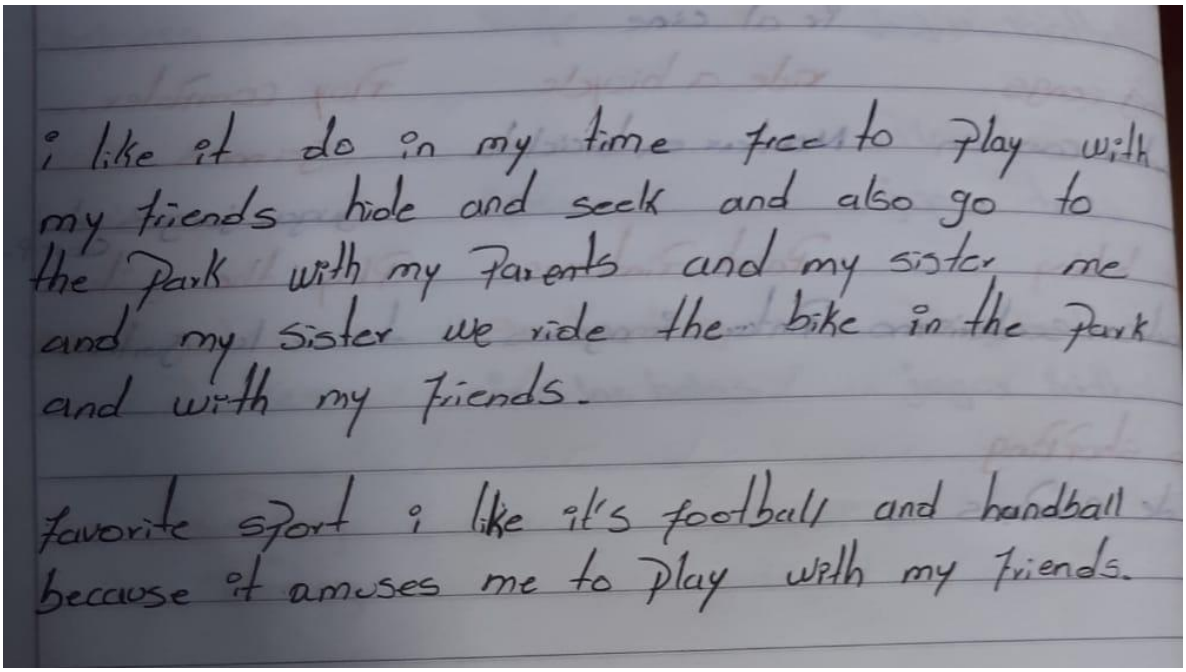

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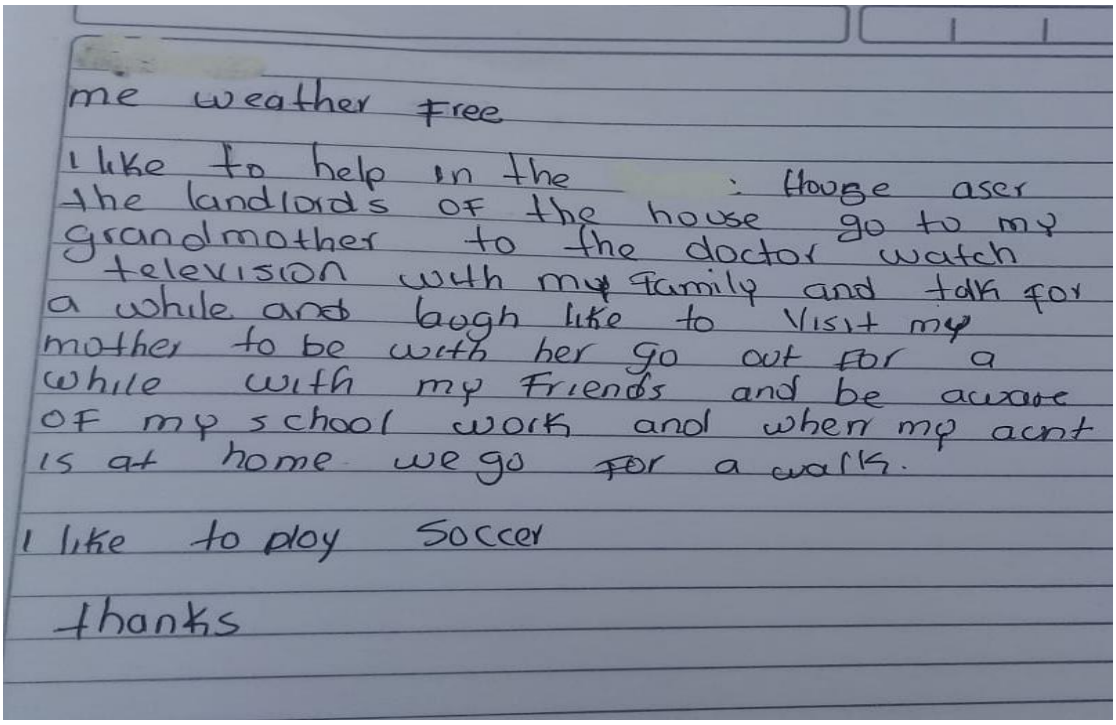
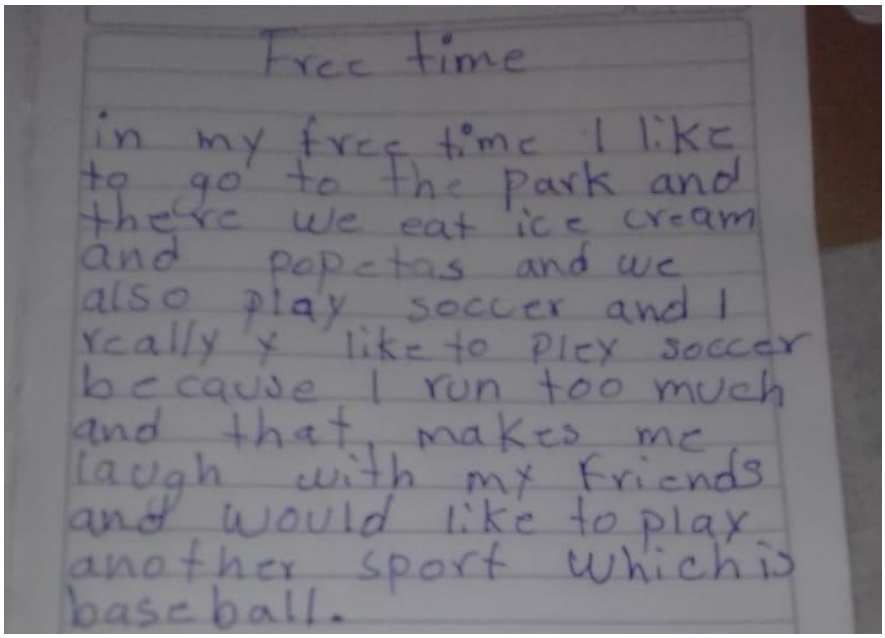

me weather free

I like to help in the House aser the landlords of the house go to my grandmother to the doctor watch television with my family and talk for a while and laugh like to visit my mother to be with her go out for a while with my friends and be aware of my school work and when my aunt is at home we go for a walk.

I like to play soccer

thanks

https://drive.google.com/file/d/1BjjzphArf0NAez-AJG1Z52XVHWJtMDUA/view?usp=sharing


Free time

in my free time I like to go to the park and there we eat ice cream and popetas and we also play soccer and I really x like to plex soccer because I run too much and that makes me laugh with my friends and would like to plax another sport which is baseball.

Appendix 15 Third workshop game

https://www.cerebriti.com/juegos-de-idiomas/match-the-vowel-sound-with-the-phonetic

Appendix 16 Third workshop

Appendix 17 Speaking activity

Betty Botter

Betty Botter bought some butter,

But she said, “The butter’s bitter.

If I put it in my batter,

It will make my batter bitter;

But a bit of better butter,

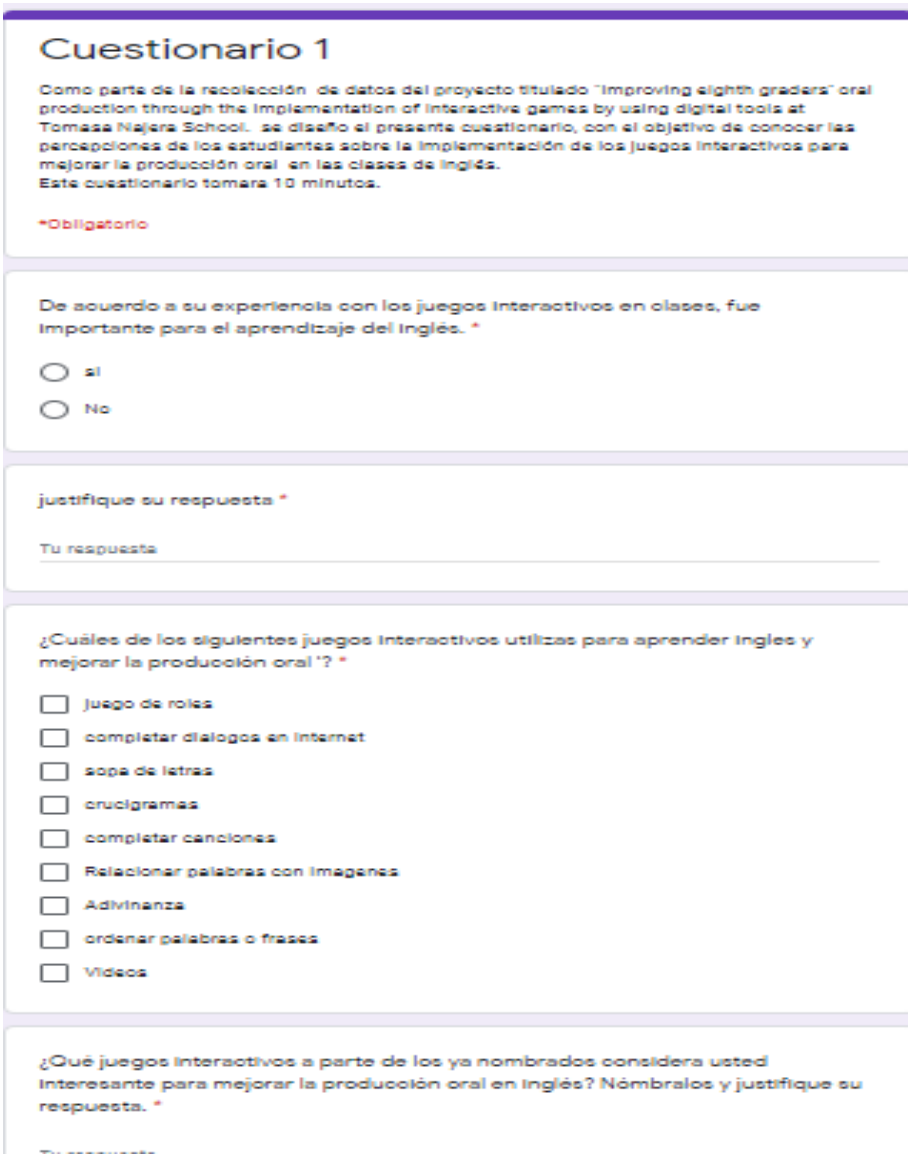
That would make my batter better.”

https://drive.google.com/file/d/18GCgeTF4zFQOatGbZU3BvGzALxtAQH4m/view?usp=sharing

https://drive.google.com/file/d/1XRdmRxFTOLuVz8gSIOjXOYPB3jPe-jF-/view?usp=sharing

Appendix 18 Questionnaire 1

https://docs.google.com/forms/d/e/1FAIpQLSeI7r7FdiirgatiCUtUOUCsR6IVLg8DSmErtMk_j66JzFu8kw/viewform?usp=sf_link



Cuestionario 1

Como parte de la recolección de datos del proyecto titulado "Improving eighth graders' oral production through the implementation of interactive games by using digital tools at Tomasa Najera School. se diseño el presente cuestionario, con el objetivo de conocer las percepciones de los estudiantes sobre la implementación de los juegos interactivos para mejorar la producción oral en las clases de inglés.
Este cuestionario tomara 10 minutos.

*Obligatorio

De acuerdo a su experiencia con los juegos interactivos en clases, fue importante para el aprendizaje del inglés. *

- Si
- No

justifique su respuesta *

Tu respuesta

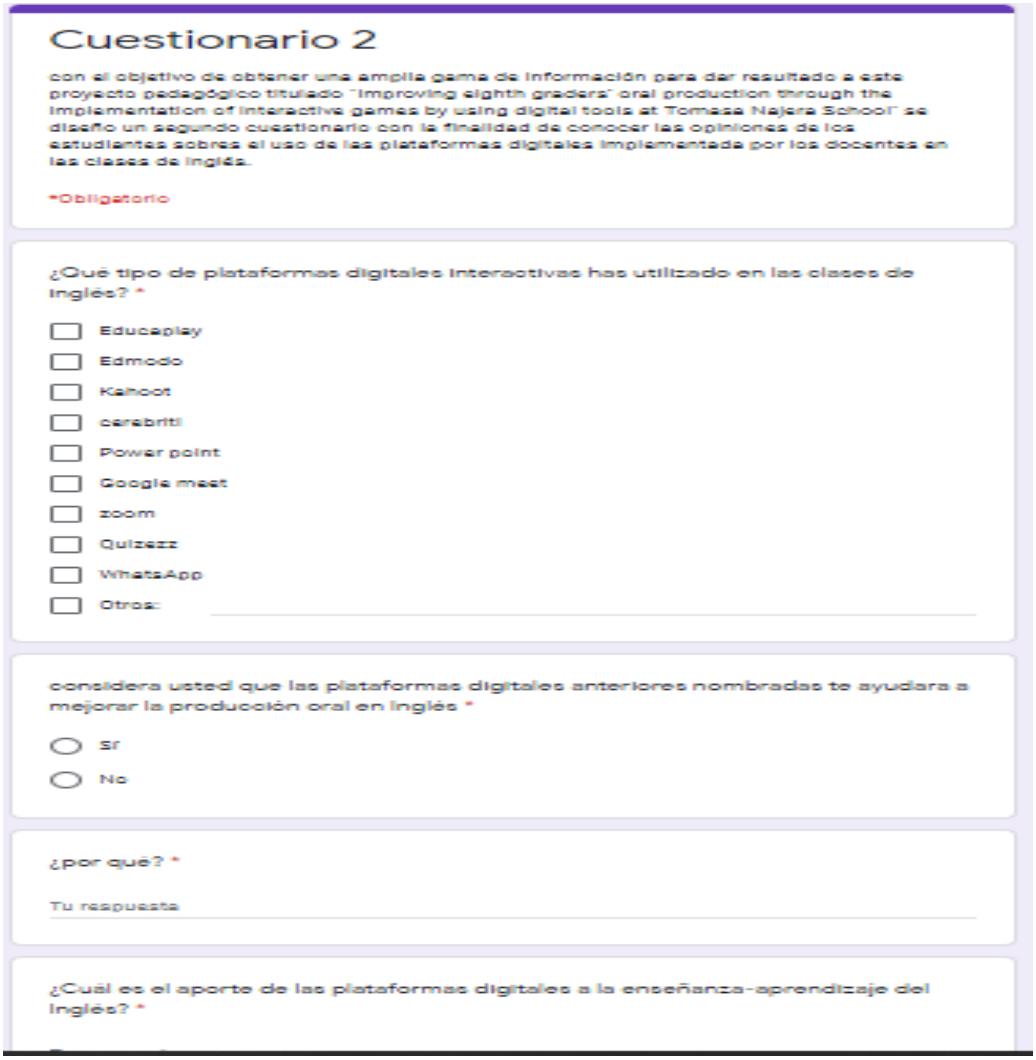
¿Cuáles de los siguientes juegos interactivos utilizas para aprender ingles y mejorar la producción oral '? *

- Juego de roles
- completar dialogos en internet
- sopa de letras
- crucigramas
- completar canciones
- Relacionar palabras con imagenes
- Adivinanza
- ordenar palabras o frases
- Videos

¿Qué juegos interactivos a parte de los ya nombrados considera usted interesante para mejorar la producción oral en inglés? Nómbralos y justifique su respuesta. *

Appendix 19 Questionnaire 2

https://docs.google.com/forms/d/e/1FAIpQLSfWDxMik2_mOPdHPAuwScSbyGVkzsXweT7vL5c6A930Mrx6Pw/viewform?usp=sf_link



Cuestionario 2

con el objetivo de obtener una amplia gama de información para dar resultado a este proyecto pedagógico titulado "Improving eighth graders' oral production through the implementation of interactive games by using digital tools at Tomasa Najera School" se diseño un segundo cuestionario con la finalidad de conocer las opiniones de los estudiantes sobres el uso de las plataformas digitales implementada por los docentes en las clases de inglés.

*Obligatorio

¿Qué tipo de plataformas digitales interactivas has utilizado en las clases de inglés? *

- [ ] Educaplay
- [ ] Edmodo
- [ ] Kahoot
- [ ] cerebriti
- [ ] Power point
- [ ] Google meet
- [ ] zoom
- [ ] Quizezz
- [ ] WhatsApp
- [ ] Otros:

considera usted que las plataformas digitales anteriores nombradas te ayudara a mejorar la producción oral en inglés *

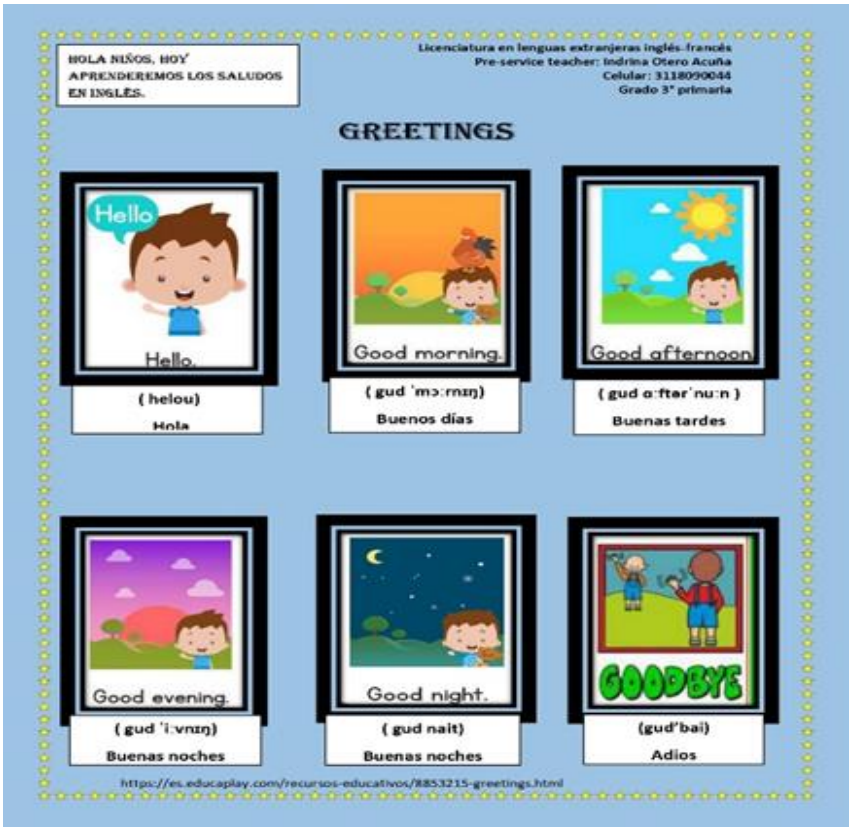
- ◯ Si
- ◯ No

¿por qué? *

Tu respuesta

¿Cuál es el aporte de las plataformas digitales a la enseñanza-aprendizaje del inglés? *

Appendix 20 Greetings vocabulary

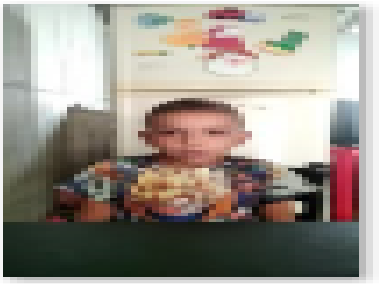


Appendix 21 Interactive game

https://es.educaplay.com/recursos-educativos/8853215-greetings.html

Appendix 22 Speaking activity

https://drive.google.com/file/d/1AOcJygh4H0w-GKKo3RValYVDPgC62dad/view?usp=sharing



WhatsApp Video 2021-04-16 at 6.59.12 PM

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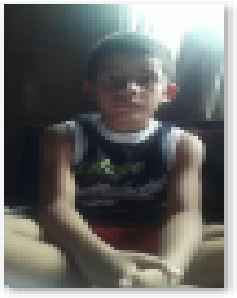


VhatsApp Vide
2021-04-12 at
2.52.37 PM (1)

https://drive.google.com/file/d/1RvzlvO8ShZ6iVhG0tv6mYs4JfapiOkVY/view?usp=sharing

Appendix 23 Family vocabulary

Appendix 24 Audio of Family vocabulary
https://drive.google.com/file/d/1BE8HHovSyMD6SZbHE1YGBhHpSaU0dmai/view?usp=sharing

Appendix 25 Interactive game
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Family_members/My_family_lk678940fi

Appendix 26 Speaking activity
P:1: https://drive.google.com/file/d/1fS5l_rsTlOHZ7N_1c46zW4xnhCr7Po-k/view?usp=sharing

p.2: https://drive.google.com/file/d/1pSjVjNb2jePRxgjf8fO7hkRdtZC-UvyU/view?usp=sharing

P.3 https://drive.google.com/file/d/1pSjVjNb2jePRxgjf8fO7hkRdtZC-UvyU/view?usp=sharing

Appendix 27 Numbers vocabulary

Appendix 28 Traditional game
https://drive.google.com/file/d/13xRt8k0rSrHW5F6ZZ7SgFYdV4u69wVTo/view?usp=sharing

Appendix 29 Speaking activity

p.1: https://drive.google.com/file/d/1sl89XHej5GOdsxurfK2aVTn-qu4i-x3e/view?usp=sharing

p: 2: https://drive.google.com/file/d/1p43jH1uTeqbv24r5dowIH9rUZ5NO31-o/view?usp=sharing

Appendix 30 Colors vocabulary

Appendix 31 Audio of colors vocabulary

https://drive.google.com/file/d/1RPpC_QuX950kzFaOrFKyxhmFB7Vd-e3R/view?usp=sharing

Appendix 32 Interactive game

https://www.cerebriti.com/juegos-de-idiomas/what-is-your-favorite-color

Appendix 33 Speaking activity

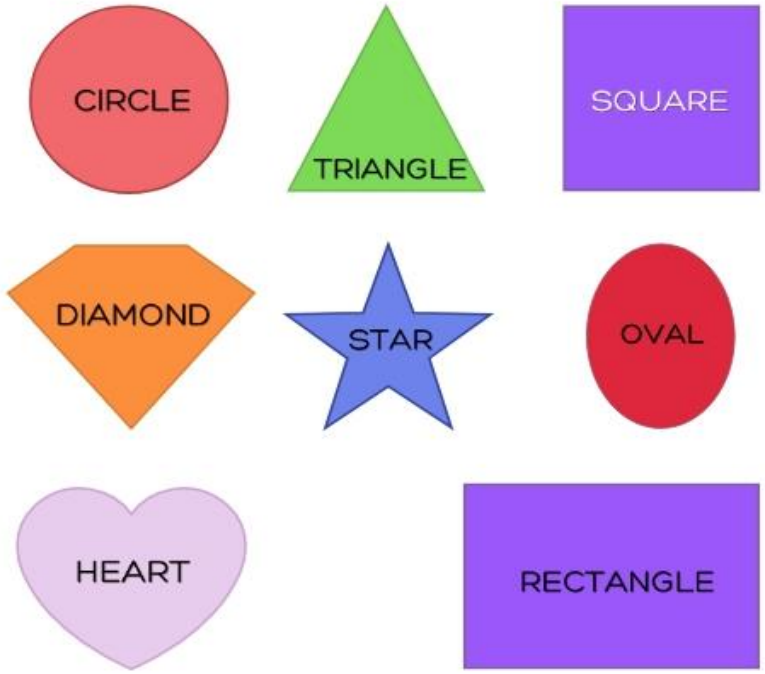
p.1: https://drive.google.com/file/d/1uzTaAzn7YUrfi5GBEvutSLbTS0NC5gqF/view?usp=sharing

p.2: https://drive.google.com/file/d/1dzE7gxOBlqUj_t24sD2DgzanzMuLVDPq/view?usp=sharing

Appendix 34 Interactive game

https://es.educaplay.com/recursos-educativos/7038798-shapes.html

Appendix 35 Shapes vocabulary



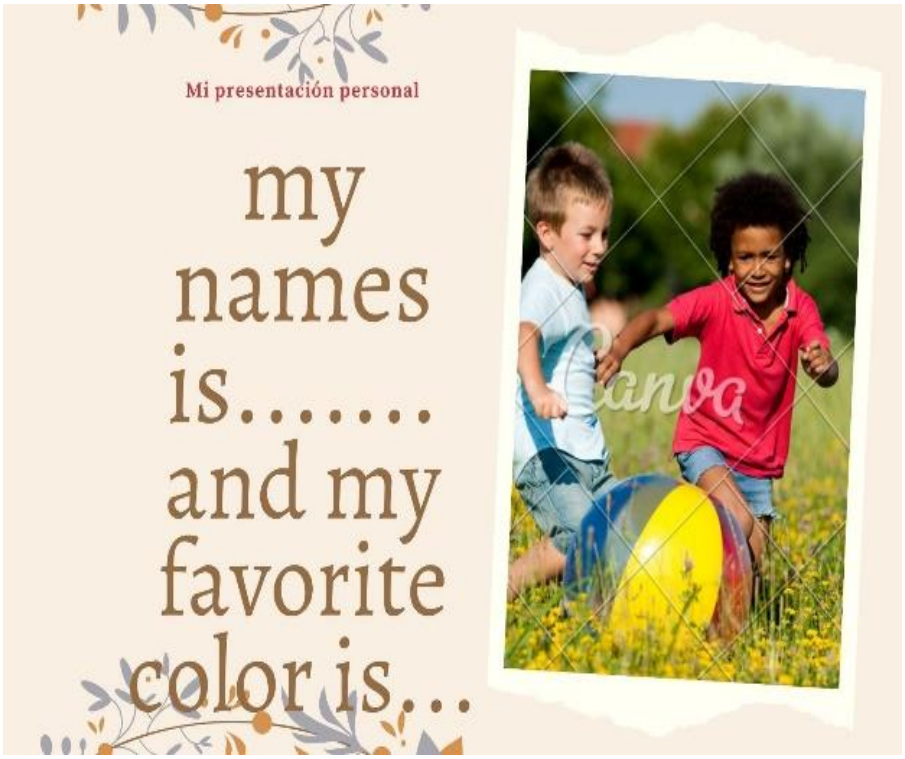
Appendix 36 Speaking activity

https://drive.google.com/file/d/1dZFhtqFr-CNPoDYqnyRkTADGcWcUO30r/view?usp=sharing

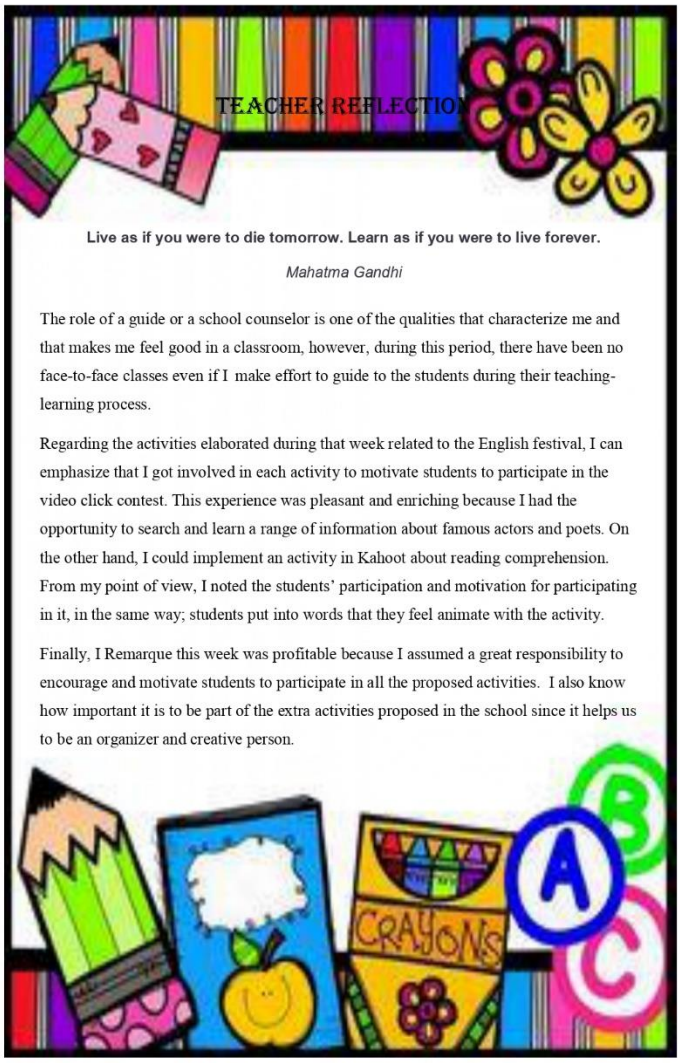
Appendix 37 Personal presentation

HELLO, MY NAMES IS INDRINA, I AM 25 YEAR OLD AND MY FAVORITE COLORS IS PINK.

Appendix 38 Speaking activity



https://drive.google.com/file/d/15XPBshrPODOYohgelndYg1UXsPhjIWBT/view?usp=sharing

Appendix 39 Extra-curricula activity
https://www.youtube.com/watch?v=gcSQOwWZFQU

Appendix 40 Narrative