

**Enhancing Ninth-grade students Listening Comprehension Through the Use of Online
Games at Bethlemitas Brighton School: An action research**

Nathaly Suárez Llanes

University of Pamplona

Education Faculty

Foreign Languages English-French Bachelor

Integral Practicum

Pamplona, 2020

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Nathaly Suárez Llanes

Mayeini Katherine García Parada

Mentor

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Acknowledgements

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I'm absolutely grateful for my family. I express my gratitude to my mom for giving me the life and the values that consolidated my personality, she has always supported me through thick and thin. I would like to give thanks to my husband who has been with me during all this process, he has brought me his support in any circumstance, and this achievement represents a success for our whole family.

There were many people who influenced my achievements in this career but I'm aware that it was my daughter Alice who gave me the greatest motivation to go ahead after every obstacle. She showed me that her future depended on my success, for that reason I tried hard like I never had.

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Approval Note

Practicum Committee Signature

Cooperative Teacher Signature

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Presentation

This proposal is an attempt to inquire about the factors that shape a pre-service teacher of ESL during the integral practice at University of Pamplona. With this regard, this project involves four chapters, the pedagogical, research, community outreach and administrative one. This project is broken down into a diagnostic description about the context of the study and four chapters per component.

Thus, the Diagnostic stage presents a detailed description of the normativity at Bethlemitas Brighton School. This analysis extends the environment identification, the educative activities, the methodology established due to the pandemic, the administrative documents and the pedagogical resources of the school. This is the point of departure to identify the problem of the study and to recognize the elements which regulate the pedagogical procedure into the institution.

Subsequently, the first component deals with the pedagogical aspect. It consists of a project entitled “Enhancing oral comprehension through the use of online games” that was carried out with ninth-grade students of the English course. The second chapter is related to the research element that aims at enhance the reflective process of the trainee teachers during their period of practice the last semester of Bachelor of Foreign Languages.

In a third place, appears the community outreach that was an approach to sensitize pre-school students with the learning process of ESL. Finally, as a future teacher it is important to know the administrative aspects that regulate every single institution, that is why the last chapter of this proposal was committed to describe the institutional activities developed throughout the scholar year. On the other hand, there is a brief conceptualization

of the changes established due to the sanitary emergency. Those changes determined also the institutional activities that were modified and carried out virtually.

Introduction

Nowadays, speaking a second language is perceived as a necessity to interact with another culture. As a result of the modern communication technologies; economic, scientific and cultural exchange have got accessible for everyone around the world. Nevertheless, there is a common denominator that is the universal usage of English as a global language. Many authors state that almost two billion people around the world are English speakers, and the major part of them are non-native people. In consequence, reaching a high level of proficiency of English in higher education offers several benefits for students' life.

In recognition of the importance of English learning, The Ministry of National Education started the Bilingualism Nacional Project. This design aims at educate citizens able to communicate in English in order to introduce communication, economic and cultural global processes in Colombia (MEN, 2006). For doing that, some basic standards were suggested for each grade, following the CEFR parameters. When learning a foreign language, it is required to develop four skills: reading comprehension, listening comprehension, speaking and writing.

Afterwards, this proposal gathers a set of methods to enhance English learning in elementary and higher education. The pedagogical component aims at enhance sixth-grade students listening comprehension through the use of online games at Bethlemitas Brighton School. This chapter contains the whole procedure to carry out the project including the problem of study, the theoretical framework, the methodology conducted to accomplish the envisioned results and the data analysis. On the other hand, it presents a detailed sequence following the chronogram of activities, materials, planning, and evidences that support the

research. During the data collection process, the researcher pursued a reflective process that belongs to the second chapter. The research component compiles the set of notes, mind maps, and personal reflections described in the journal throughout the proposal's implementation.

Afterwards, in the component of community outreach, there is a description of the approach chosen to sensitize elementary students of ESL in which I followed the four pillars of education (art, literature, play and exploration of the environment) to teach English. This project provided several materials and guidelines to generate a positive predisposition regarding the learning of ESL. For doing that, I used the digital platforms to provide the necessary material for students to accomplish this positive contact with English.

The performance of a pre-service teacher involves not only academic issues but also, the administrative knowledge of the practice environment. Thus, I analyzed the documents that determine the accurate working at Bethlemitas Brighton School such as the Institutional Educative Project, the Community Handbook, the methodology reforms, and the guideline to support students and parents during the educative virtual modality. On the other hand, there is a brief description of extracurricular activities like the "Talent Show" that promote the interdisciplinary students' engagement.

Justification

To reach a high level of proficiency of ESL at higher and elementary education, it is necessary to develop all the skills in the same way. However, English teaching in public schools is often concentrated on grammatical issues. Even if schools have adapted the methodology to use educative platforms and social networks in virtual education, the educative process follows a deductive approach in which students learn grammatical rules, then, teachers present some examples and finally students apply them.

This strategy has strengths and weaknesses, but in virtual education students demonstrate a lack of comprehension during the explanation of the topics, for that reason they get frustrated with the learning process. Rather than learn a set of rules and vocabulary, students need to carry out an active participation in which they discover the sense of every single subject to develop the communicative competence.

Throughout the diagnostic process at Bethlemitas Brighton School, I realized that the material is designed to develop reading and writing skills along with the grammar. Unlike these competences, speaking and listening activities are rarely implemented during the class. The listening exercises are limited to the students' book audio files and there is not a sequence to develop this competence. In this way, I consider that promoting listening comprehension as a pedagogic component can motivate students to engage with this skill since the main resource were online games.

Some students show themselves uncomfortable when learning English or another foreign language, due to during their learning process they acquire a negative predisposition because of the traditional teaching and the frustration at an early age. For

that reason, I propose a community outreach component addressed to elementary students. One of the aspects that I observed during the diagnostic stage was that children do not have a teacher specialized in English since there is a professional who teaches many areas. It is believed that children are more receptive to learn a language at an early age, then, this component aims at sensitize and create a positive predisposition towards English learning. In this way, the educative process was carried out through the contact with literature, art, games and environment.

Applying new strategies to teach English is not an easy task. This is the first professional experience in which practicum students perceived the real needs of students, and the whole context that shape their experience as future teachers. With this in mind, there was a process of reflection based on teaching practices. Personal considerations were consolidated on field notes and self-observation in order to analyze the relevance of the activities proposed. The research component offers some important insights for trainee teachers and for English students given that those reflections contribute to improve teaching methods of ESL.

Under those circumstances, this proposal enables the professional personality in terms of pedagogy, administrative knowledge, and research, allowing teachers and students recognize their achievements and drawbacks when teaching ESL.

Objectives

General Objective

To carry out the integral practice at Bethlemitas Brighton School following the pedagogical, research, community outreach and administrative components.

Specific Objectives

To enhance ninth-grade students listening comprehension through the use of online games at Bethlemitas Brighton School.

To identify the institutional generalities and students' context to carry out an educative process with elementary and high school students according to their needs.

To analyze pedagogical practices through the use of reflective field notes, mind maps and personal observations during and after the English courses.

To sensitize elementary students towards English learning by the use of the four pillars of education: art, literature, play and the environment exploration.

To participate in administrative and extracurricular activities at Bethlemitas Brighton School in order to recognize the institutional management.

Conclusions

The current Sanitary Emergency forced trainee teachers to carry out a virtual practice, the activities were accomplished as they were established from the beginning. During the previous months, Educative establishments and Ministry of National Education set a methodology to continue with the activities. That is why every Institution adopted a plan to supply students' necessities. In the case of Bethlemitas Brighton School there were asynchrony and synchrony accompaniment in the normal schedule for each assignment using platforms like Microsoft Teams and Webcolegios.

Despite Bethlemitas Brighton is a public School there were some students who had the possibility to attend virtual meetings. This fact allowed the implementation of the proposal that was adapted to the educative modality and to the students' interests.

- Students took advantage of the use of online games and educative platforms like Kahoot, EducaPlay and Games to Learn English to enhance their listening skills. However, it was just a 40% of the class who attended to the meetings because of the families' economy or the lack of interest. Evidently, after carrying out the pedagogical sequences, students improved not only listening skill but also reading comprehension. Despite students had not a high level of proficiency in oral comprehension they got motivated to learn English and they realized about their abilities.
- The reflection in action and on action during the academic activities improves the teaching methodology since teacher realizes about the strategies that work or not work with students. There are factors that emerged from the meetings like attitude, interaction, participation, engagement, and as future teachers it is necessary to

promote several qualities and abilities in students.

- Teaching through the four pillars of education with Pre-school students allowed creating a positive predisposition regarding English learning. Students are more active and interested when they can play and interact with their peers; that's why the games are fundamental to generate students' motivation in virtual modality.
- Teacher's role involves not only Educative issues, but also administrative issues in order to promote interdisciplinary learning. Extra-curricular events are part of teachers' lives and they shape the attitude and the engagement with the Institution.

Diagnostic Stage

Due to the mandatory isolation, the Institutional observation was carried out virtually. This section presents a detailed description of the P.E.I, the community handbook, the pedagogic approach, the supervisor's schedule and some basic generalities that helped me to understand the context of this study.

Table 1 Supervisor's Inquiry

1.	Name	Genis Emilse Navarro
2.	Institution	Bethlemitas Brighton School
3.	City	Pamplona, Norte de Santander
4.	Character of the Institution	Public
5.	Supervisor's grades	6 th , 7 th , 9 th , 10 th and 11 th
6.	Which educative modality do you have implemented during the sanitary emergency due to COVID-19?	Synchronic meetings and guides
7.	Which educative platforms does your Institution suggest or provide?	Webcolegios Microsoft teams WhatsApp
8.	Which educative platforms have you preferred during the academic activity?	Microsoft Teams

Administrative Analysis

Main issues of the PEI

The Institutional Educative Project is divided into three main parts, first of all the directive component, subsequently, we can find the administrative management and finally it shows the principles of the academic component. This section outlines the main aspects of the PEI like the historical, geographic and sociocultural context. It compiles also the Institutional mission, vision philosophy, principles and values. On the other hand, there is a brief description of the organizational chart, the human resources and the Brighton Bethlemitas School pedagogical model.

Historical context

In April 13th 1896 the first Bethlemitas nuns arrived to Pamplona, In April 17th the set up at “Asilo de la Sagrada Familia Brighton” that was under their care. The priest Numa Julián Calderon donated “La Quinta” to began an apostolic service addressed to low-income girls.

The asylum started with twenty girls who learned about domestic labors, religious and intellectual instruction. The first director was the nun Concepción Rubiano. Some years later, the Institution’s sense changed, getting the foundation as “Escuela Sagrada Familia” from the government.

In 1900, it begins to provide education in the first grades of elementary school. In 1953, the need arose to expand the educational service, after the fourth grade, this leads to the construction and conditioning of new classrooms and sports spaces; up to now having two headquarters, to house boys, girls and young people at the levels of pre-school, basic

primary, basic secondary and technical intermediate.

We currently have the approval of the Ministry of Education as “Bethlemitas Brighton Educational Institution” with articulation with SENA, in the Technical Media (10th and 11th). It has a number of 1,011 students.

Geographic Context (Location)

Bethlemitas Brighton School is located in the North of Santander Department, in the city of Pamplona’ south east at Carrera 1 N ° 5-90, in Brighton Neighborhood, and “Rafael Afanador y Cadena” headquarter is at Carrera 4 No 6 -84.

Socio Cultural Context

The major part of families belonging to the institution are from low strata. It is estimated that most of the families are single parents having as legal representing the single mother. On the other hand, an 80% are catholic and the other 20% represents families of another religion.

Mission

We are an Educational Institution that, in light of the Bethlemitas Philosophy, seeks participation, updating and evangelization service. We contribute to integral training by providing quality and inclusive education, based on ethical, scientific, technical, investigative, environmental and participatory principles. We have the strength of God and the legacy of the Holy Founders, the politics of the State and the engagement with the Educational Community.

Vision

In 2022 The Bethlemitas Brighton School will be recognized by society as an entity with a projection towards leadership in educational, investigative, pedagogical and technical innovation, aiming for the care of the environment and respect for the public, of an inclusive nature, consolidated in its integral educative processes for reach highly qualified people.

Philosophy

The apostolic and educational legacy of our founding saints, consolidated by the norms emanating from the MEN and the Secretary of Education, improves every day our pedagogical practices, building an high-quality education that leads to the revitalization of meaningful learning, based on the transforming Holistic model that educates in the love for the service.

Principles

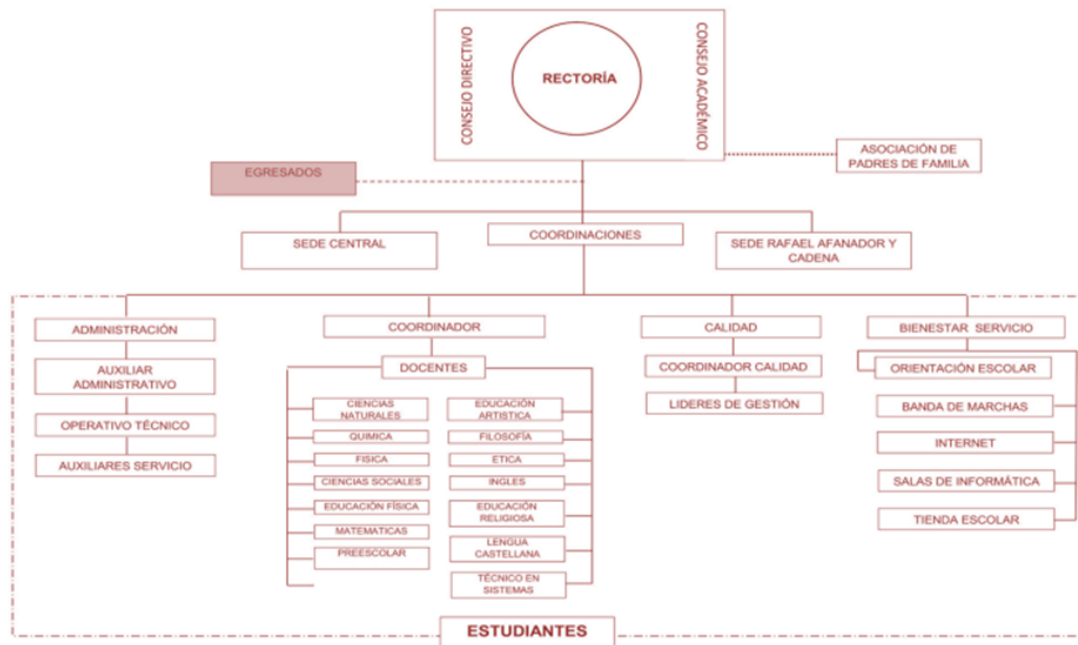
- The harmonious development of the person and integral human excellence.
- A solid academic and axiological quality.
- Respect for difference and inclusion.
- Communion and construction of the social fabric,
- Institutional Identity.
- A pastoral that has a positive impact on social transformation.
- Construction of justice, of a stable and lasting peace.
- Human rights protection.
- Social projection from the knowledge of human values and applicability in several social spaces.

- Experience the life testimony of our Holy Founders.
- Self-reflection, self-criticism within a social, political and economic context.
- Collaborative and cooperative work of the entire Educational Community.

Values

Life, Faith, Love, Freedom, Justice, Respect, Honesty, Responsibility, Dignity, Solidarity, Mercy, Service, Friendship, Tolerance, Simplicity, Peace, Fraternity, and Excellence.

Figure 1 Organization Chart



Human Resources

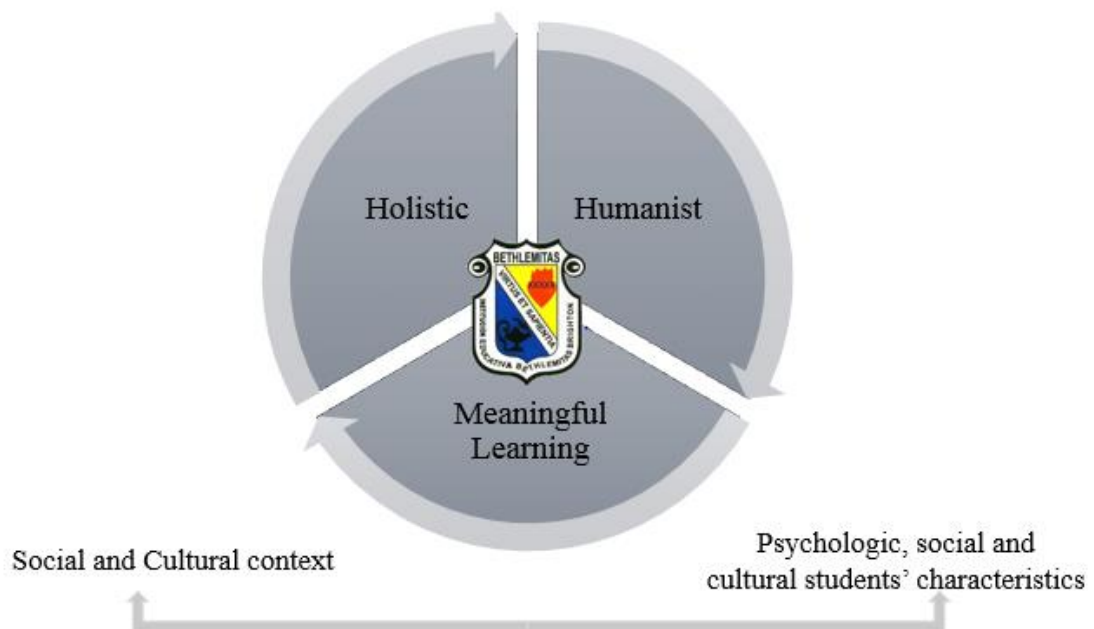
The human resources AT Bethlemitas Brighton School is composed by different

people assigned by the nominating body according to their profile. The administration of human resources implies enhancing officials' competences for community's benefit.

The personnel plant is composed by:

- Executives 3
- Administrative 3
- School counselor 1
- Teachers 38
- General Services 1

Figure 2 Pedagogical Model



The pedagogical model adopted by the Brighton Bethlemitas Educational Institution that guides the educational work is the holistic transforming theory based on the approaches of Dr. Giovanni Iafrancesco Villegas.

It is holistic because:

- It works for the welfare, promotion and human development.
- Guides the education by processes and development cycles.
- It enables the construction of knowledge.
- Encourages student activity.
- Seeks cultural changes from leadership and entrepreneurship.
- Enhances educational and pedagogical innovation.

It is humanistic because:

- It encourages the growth of the different dimensions of human development.
- Establishes affectionate relationships mediated by values of coexistence democratic, based on affection, trust, understanding, respect, tolerance, responsibility, demand, dialogue, activity and motivation; characteristics that favor the development of moral autonomy of the learners and their affective development, becoming the basis for the significant learning
- Promotes communication and expression of infants and young people.

It emphasizes meaningful learning because:

- It takes into account the interests, knowledge, expectations, customs, direct experience, and the creation of spaces for free expression.
- It promotes the integration of knowledge.
- It believes that learning is better through play and games.
- It motivates active participation.
- It takes into account the previous concepts.

- It considers that they learn through their school experiences and contextualized practices.
- It tends for curricular flexibility.
- It emphasizes collaborative and investigative learning

Main features of the Community Handbook

The coexistence Handbook is divided into the following chapters:

Chapter I: Generalities.

Chapter II: From the educational institution.

Chapter III: Institutional duties.

Chapter IV: Participation entities.

Chapter V: Presentation guidelines and rules of personal hygiene and public health

Chapter VI: Of the students.

Chapter VII: Prevention of consumption and trafficking of psychoactive substances, adolescent pregnancy and care of the environment.

Chapter VIII: Inclusion process.

Chapter IX: Rest of the educational community.

Chapter X: Rules for use and maintenance of furniture.

Chapter XI: Social media.

Figure 3 The Shield

Figure 4 The Flag



The internal corners surrounded by a quarter of Bethlem that means “The house of bread”, the name of the institution is written into the same border with the words “Virtus et Sapientia” that means Virtue and Wisdom. Over the gold land there is a heart that represents love, humanity and Christian ideology, and over the blue space there is a lamp that represents the scientific pedagogy of the institution.



White color as a symbol of integrity, honesty, simplicity, sincerity values.

In the upper and lower corner of the painting there are two red triangles to affirm that the primary value is Love, distinctive of the Heart of Christ and a bond of union, service and solidarity with the brother.

Ministry of National Education: Guideline for the provision of the educative service at home and in presence under the scheme of alternation and the implementation of biosecurity practices into educative community.

- a. Distance accompaniment:** pedagogical guidelines that teachers have communicated through different means to students and families, from the moment the preventive isolation began, to continue with the educational service at home.
- b. Alternation:** option to combine educational work strategies at home with face-to-face meetings in educational establishments approved by families and students, after a diagnosis of compliance with biosafety conditions.
- c. Gap:** Difference in conditions to advance with the learning process by groups of students who live in educational, social or economic inequality.
- d. Assessment for learning:** systematic and continuous practice that evaluates how the educational process develops and integrates different factors of the student's context to stimulate meaningful learning and integral development.
- e. Curriculum revision:** pedagogical adaptation carried out by the management and teaching team based on the PEI, to continue with the process of development and learning of students during the sanitary emergency.
- f. Family mediation:** Families' role towards educative process at home in which they should accompany and motivate children and adolescents in alternative options.
- g. Cross-cutting projects:** pedagogical initiative developed in an articulated manner by teachers integrating different disciplines to promote learning and to

facilitate students' interest identification.

- h. Lag:** learning issues that are delayed due to different like the modification of the interactions with their teachers during the preventive isolation measure.
- i. Academic work at home:** continuity of the educational service with flexible strategies to be developed at home, in accordance with the learning processes of children and adolescents with the accompaniment of teachers.
- j. Progressive transition from home to educational institution:** preparation and implementation of concrete biosecurity and school management actions by the members of the educational community to gradually resume, with the consent of families and students, the provision of the face to face service.

Supervisor's Schedule with sixth and ninth grade

Table 2 Supervisor's Schedule


Day	Hour	Grade
Tuesday	07:30 – 09:30	Ninth 1° and 2°
Wednesday	07:30 – 08:30	Sixth 3°
	08:30 – 10:30	Ninth 1° and 2°
Friday	10:30 -11:30	Sixth 3°

Institutional scheduling

Principal, executives and teachers fix the Institutional program each month, these are the activities established in September and October.

Figure 5 Institutional Schedule

SEPTIEMBRE 2020				
Lu.	Ma.	Mi.	Ju.	Vi.
	1 VALOR: LA COMPRENSION ENTREGA GUIA DE REPASO I	2 9:00 a.m. REUNION ADMINISTRATIVOS 2:00 ENTREGA KIT DEL PAE 2:30 p.m. ACTIVIDAD HOLISTICA.	3 8:00 REUNION VIRTUAL DIRECTIVAS. M.E.N. 2:30 p.m. ENCUENTRO DIRECTIVA CON S.E.D.	4 ENCUENTRO CON CRISTO GRADOS SEGUNDOS
7 2.30 P.M. CITACIÓN PREVENTIVA DOCENTES -DOCENTES TITULARES, PADRES DE FAMILIA.	8 CUMPLEAÑOS DE LA NIÑA MARIA.	9 REUNION DE REPRESENTANTES PADRES DE FAMILIA PROGRAMA FACEBOOK LIVE	10 REUNION REPRESENTANTES DE GRUPO	11 ENCUENTRO CON CRISTO DECIMO 01 - 02 2:30 p.m. ENCUENTRO CON CRISTO PRIMEROS. ENTREGA DE SEGUIMIENTO TRABAJO EN CASA.
14 SEMANA DE REPASO 2.30 JORNADA PEDAGOGICA CONSEJO ACADEMICO	15 SEMANA DE REPASO 2:00 p.m. ENTREGA KIT DEL PAE.	16 SEMANA DE REPASO CONSEJO DIRECTIVO. PROGRAMA FACEBOOK LIVE	17 SEMANA DE REPASO 9:00 REUNIÓN DOCENTES UTILIZACIÓN DEL TIEMPO LIBRE.	18 SEMANA DE REPASO ENCUENTRO CON CRISTO GRADO ONCE
21 PRUEBAS ACUMULATIVAS 4.00 P.M. ESCUELA DE PADRES SECUNDARIA 6:00p.m..ESCUELA DE PADRES	22 PRUEBAS ACUMULATIVAS ENTREGA GUIA 1 DEL 4TO. PERIODO 4:00 p.m. ESCUELA DE PADRES PRIMARIA 6.00 P.M. ESCUELA DE PADRE	23 PRUEBAS ACUMULATIVAS PROGRAMA FACEBOOK LIVE	24 PRUEBAS ACUMULATIVAS	25 PRUEBAS ACUMULATIVAS DIA DE REPARACION - JESUS AMIGO QUE NUNCA FALLA. CELEBRACIÓN AMOR Y AMISTAD. FINALIZACION TERCER PERIODO ENTREGA DE SEGUIMIENTO TRABAJO EN CASA
28. INICIO 4TO. PERIOD. 2:30 p.m. CELEBRACION AMOR Y AMISTAD COMUNIDAD EDUCATIVA.	29 9:00 a.m. REUNIÓN DOCENTES LEARNIG ENGLISH	30. 9:00 a.m. REUNION DOCENTES FERIA MICROEMPRESARIAL PROGRAMA FACEBOOK LIVE	1. LANZAMIENTO DEL VALOR: SENTIDO CRITICO. TALEN SHOW PRIMARIA	2. . TALENT SHOW SECUNDARIA. ENCUENTRO CON CRISTO NOVENO 0-1 Y 02 RECESO ESTUDIANTIL.

Do.	Lu.	Ma.	Mi.	Ju.	Vi.	Sá.
				1 LANZAMIENTO DEL VALOR: SENTIDO CRITICO. INTENSIVO ONCE SANTO ROSARIO Y MENSAJE M.E.R. PREESCOLAR. HORA: 5:00 P.M.	2 ENCUENTRO CON CRISTO GRADO NOVENO 01-02. INTENSIVO ONCE SANTO ROSARIO Y MENSAJE M.E.R. PRIMEROS 01-02-03 HORA 5.00 P.M.	3
4	5 SEMANA DE DESARROLLO INSTITUCIONAL. TRABAJO S.E.D ORACION G. DIRECTIVA ENTREGA ACTA COMISIONES DE EVALUACION	6 ORACION G. ACADEMICA COMISIONES DE EVALUACION PRIMARIA 11:00 A.M. VISITA S.E.D PROYECTOS TRANSVERSALES	7 SEMANA DE DESARROLLO INSTITUCIONAL. ORACION G.ADMINIST. COMISIONES DE EVALUACION E INTERVENCION TIFLOGICA.	8 SEMANA DE DESARROLLO INSTITUCIONAL. ORACION G. COMUNITARIA COMITE DE CONVIVENCIA	9 SEMANA DE DESARROLLO INSTITUCIONAL. ENTREGA DE VIDEOS- PREPARACION CELEBRACION BICENTENARIO.	10
11	12 DIA DEL DESCUBRIMIENTO DE AMERICA DIA DEL ARBOL DIA DE LA RAZA	13 ENTREGA DE LA GUIA N° 2 DEL CUARTO PERIODO. INTENSIVO ONCE 2.30 JORNADA PEDAGOGICA CONSEJO ACADEMICO SANTO ROSARIO Y MENSAJE M.E.R. HORA: 5:00 P.M. SEGUNDOS 01-02-03	14 INTENSIVO ONCE BOLETINES VIRTUALES A PADRES DE FAMILIA SANTO ROSARIO Y MENSAJE M.E.R. HORA: 5:00 P.M. TERCEROS 01-02-03	15 REUNION REPRESENTANTES INTENSIVO ONCE SANTO ROSARIO Y MENSAJE M.E.R. HORA: 5:00 P.M. CUARTOS 01-02-03	16 INTENSIVO ONCE SANTO ROSARIO Y MENSAJE M.E.R. HORA: 5:00 P.M. QUINTOS 01-02-03	17 CONGRESO DE EXALUMNOS. ENCUENTRO CON HNAS. RECTORAS.
18	19 INTENSIVO ONCE 2.30 JORNADA PEDAGOGICA SANTO ROSARIO Y MENSAJE M.E.R. HORA: 5:00 P.M. SEXTOS 01-02-03	20 FESTIVAL INTERNACIONAL DE CUENTO – MADRE ENCARNACION ROSAL. INTENSIVO ONCE SANTO ROSARIO Y MENSAJE M.E.R. HORA: 5:00 P.M. SEPTIMOS 01-02-03	21 PRIMER CONGRESO INTERNACIONAL DE JOVENES BETHLEMITAS. (PERSONERA) INTENSIVO ONCE SANTO ROSARIO Y MENSAJE M.E.R. HORA: 5:00 P.M. OCTAVOS 01-02-03-	22 PRIMER CONGRESO INTERNACIONAL DE JOVENES BETHLEMITAS. (PERSONERA) INTENSIVO ONCE SANTO ROSARIO Y MENSAJE M.E.R. HORA: 5:00 P.M. NOVENOS 01-02	23 APERTURA DEL BICENTENARIO. INICIO QUINQUENIO- ACCION DE GRACIAS INTENSIVO ONCE SANTO ROSARIO Y MENSAJE M.E.R. HORA: 5:00 P.M. DECIMOS 01-02	24 REZO DEL SANTO ROSARIO.
25 DIA DE ORACION REPARADORA- DESDE ITALIA.	26 EUCARISTIA DESDE QUEZALTENANGO- GUATEMALA INTENSIVO ONCE 2.30 CELEBRACION ESPECIAL HOMENAJE A NUESTRA MADRE ENCARNACION- MISPERAS	27 FESTIVAL DE VALORES SOLEMNE EUCARISTIA DE CIERRE- CASA GENERAL ENTREGA DE LA GUIA N° 3 DEL CUARTO PERIODO.	28 INTENSIVO ONCE TALENT SHOW ENTREGA DE BOLETINES ENTREGA PAE	29 INTENSIVO ONCE FESTIVAL DE DANZAS HOMENAJE AL BICENTENARIO MADRE ENCARNACION ROSAL	30 ENTREGA DE SEGUIMIENTO TRABAJO EN CASA. CLAUSURA MES DEL SANTO ROSARIO – ONCE FERIA MICROEMPRESARIAL	31 ESCUELA DE PADRES INTERNACIONAL DOCTOR ISAURO. ¿COMO VIVIR LAS EMOCIONES?

Pedagogic Analysis

Planning of the Language area

English teachers propose four guides per period following the parameters established on the Action plan, these plans include different competences using also the course book activities, communicative purposes and audio files. Teachers that share the same grade, fix a schedule to prepare the guide which is composed of these aspects:

- Institutional label.
- Area, course, teachers, date, deadline, student's name, number of the guide.
- Protection measures against COVID-19.
- Motivational phrase.
- Subject.
- Conceptualization.
- Explanation of the topic.
- Rules.
- Examples.
- Activities proposed.
- Critical reading activity.
- Feedback.

English teachers' methodology

English teachers follow a holistic approach that looks for the construction of knowledge. The lesson plans are based on the activities proposed in the course book "Outstanding" that follows a communicative approach.

English teachers cooperate to create guides, exams, to prepare classes and to establish the syllabus.

Pedagogical resources

- Webcolegios.
- Microsoft Teams.
- Course book "Outstanding".

- Guides.
- Action Plan.
- Reading Book.

Action Plan (Syllabus)

Teachers use different documents for the development of the classes. First of all, there is an Action plan for each period in which teacher establish contents, strategies and activities. The action plan includes topics established in the curriculum, and they are organized following the course book structure. There is a section that suggest activities according to the basic learning rights, the methodology for teaching this content and the virtual and physical resources. Action plans are elaborated for each period in order to have a deep perspective of the content and competences that students should achieve.

In the following table there are the Action plans elaborated by pre-service teacher during the practice for sixth and ninth grade.

Table 3 Action Plan Sixth Grade

Semana prevista para el aprendizaje	28 de Septiembre al 13 de Noviembre	Hora de estudio en casa	3 horas
Componente y/o proceso de pensamiento	Expresión y comprensión oral. Expresión y comprensión de textos.	Competencias	Competencia comunicativa. Competencia pragmática Competencia sociolingüística.
Estándar (EBC)	<p>Comprehension</p> <p>Listening:</p> <p>Comprende información personal de eventos pasados.</p> <p>Comprende preguntas cerradas en pasado con las WH questions.</p> <p>Comprende el estado del clima a partir de boletines informativos y noticieros.</p> <p>Reading:</p> <p>Comprende textos sobre el estado climático a partir de enunciados cortos.</p> <p>Comprende los datos básicos de celebridades a partir de biografías.</p> <p>Comprende textos acerca de desastres naturales.</p> <p>Production</p> <p>Speaking:</p> <p>Manifiesta datos básicos de celebridades en tiempo pasado.</p> <p>Describe las acciones de personas y eventos en el pasado.</p> <p>Describe el clima.</p> <p>Writing:</p> <p>Escribe textos cortos sobre vivencias personales en el pasado.</p> <p>Escribe frases cortas utilizando adverbios de tiempo.</p> <p>Escribe preguntas en pasado utilizando WH questions.</p>		
DBA	<p>Comprende el tema e información general de un texto corto y sencillo, valiéndose de ayudas tales como imágenes, títulos y palabras clave. Por ejemplo, después de leer un texto corto, comparte con sus compañeros ideas sobre el tema.</p> <p>Comprende y utiliza palabras familiares y frases cortas sobre rutinas, actividades cotidianas y gustos. Por ejemplo, comprende o produce un texto.</p> <p>Comprende el tema e información general de un texto corto y sencillo, valiéndose de ayudas tales como imágenes, títulos y palabras clave.</p> <p>Responde a preguntas relacionadas con el “qué, quién y cuándo” después de leer o</p>		

	<p>escuchar un texto corto y sencillo, siempre y cuando el tema esté relacionado con eventos que le son familiares. Por ejemplo, cuando lee o escucha un texto puede responder preguntas.</p> <p>Describe las características básicas de personas, cosas y lugares de su escuela, ciudad y comunidad, a través de frases y oraciones sencillas.</p>		
Eje temático	<p>Pasado simple.</p> <p>Adjetivos y opuestos.</p> <p>Adverbios de frecuencia.</p> <p>Regulares e irregulares en pasado.</p> <p>Desastres naturales, el clima.</p> <p>Adverbios de tiempo.</p>	Aprendizaje	<p>Investigar la biografía del artista favorito y escribir un texto en pasado.</p> <p>Escuchar un boletín informativo acerca del clima y realizar un noticiero.</p> <p>Describir las actividades realizadas durante la semana usando adverbios de tiempo.</p> <p>Interactuar con los compañeros haciendo preguntas con las WH questions y respondiendo.</p>
Desempeños esperados (Evidencias de aprendizaje)			
Saber conocer COGNITIVO	Saber hacer PROCEDIMENTAL		Saber ser ACTITUDINAL
Identifica el uso de las diferentes WH questions y de los adverbios de frecuencia para usar el tiempo pasado.	Escribe frases sencillas en pasado simple, con los verbos regulares e irregulares en inglés y las relaciona con los adverbios de tiempo y las WH questions.		Demuestra interés por las clases virtuales y los tutoriales participando desde su casa, con responsabilidad en cada una de las actividades planteadas por las docentes de área y los docentes en formación.
Recursos Educativos disponibles para el aprendizaje en casa			
Con acceso virtual o computador	<p>Herramientas TIC para apoyar los procesos educativos, actividades virtuales, uso de la plataforma. www.webcolegios.com/bethlemitas celular, WhatsApp.</p> <p>Plataformas con recursos virtuales disponibles, Programa Nacional de Bilingüismo</p>		

	http://aprende.colombiaaprende.edu.co/colombiabilingue Recursos digitales: Google Classroom (https://classroom.google.com/) Edmodo (https://new.edmodo.com/) Comunidad TU CLASE (https://comunidad.tuclase.net) YouTube Studio (https://studio.youtube.com/) Zoom (https://zoom.us/) Kahoot (https://kahoot.com/) Educaplay (https://www.educaplay.com/) Quizlet (https://quizlet.com/) Games to learn English (https://www.gamestolearnenglish.com/)
Sin acceso virtual o computador	Guías, unidades didácticas, talleres, materiales impresos diseñados por la docente. Textos escolares, materiales de modelos educativos flexibles.

Methodology

Deductive approach: Teacher suggests a guide with the explanation of the topic and some examples, then students solve some exercises to practice the topic learnt during the class.

Modality of Accompaniment

English teachers organize synchronic meetings three hours per week with sixth grade, and four hours per week with ninth grade. If students cannot join to the class they can ask for the activities on WhatsApp and send the exercises or exams by this platform. For general information they communicate by WhatsApp or by telephone with students and parents keeping in mind the accompaniment schedule.

For students who do not have Internet access, they can get the guides at “Multi trabajos” these guides are free and the virtual meetings are carried out on Microsoft Teams or Webcolegios where students can find guides, exams, grades and activities proposed by teachers.

Design of guides and materials

Teachers design four guides per period. For teachers who share the same grade e.g. 6.1, 6.2, 6.3. Teachers fix a schedule to prepare the classes and they distribute the guides to create during the period.

For each class, teachers seek different materials as texts, audio files, online activities, and evaluations using Institutional platforms and virtual resources.

Ministry of National Education Standards

The curriculum includes the basic learning Rights, the standards and competences proposed by the MEN for each grade and level

Technologic resources

All the courses have synchronic meetings on Microsoft Teams. It is estimated that almost the 65% of students attend the classes, some of them participate by chat due to problems with their devices like camera and microphone damages. Bethlemitas Brighton School has acquired the license to use the platform Webcolegios before the preventive isolation as an important resource to explore TICs advantages in terms of communication, organization and evaluation.

Sixth grade students have synchronic meetings three hours per week and ninth grade

students have virtual meetings four hours per week. The minimum of connectivity time is one hour and the maximum two hours. Students who present problems to participate in virtual meetings can contact the teacher by Email or WhatsApp to complete their activities and send the exercises and evaluations. However, students do not participate actively on virtual meetings, there are some of them that interact with teacher but they are frequently the same students.

Population

The major part of students live in Pamplona, but some of them have traveled to the urban fringe ant to rural zones. Almost all the students are in low strata. It is estimated that a 64% of the families are composed by single parents in which the responsible is the mother.

Sixth grade group 3: 24 boys, 8 girls

Ninth grade group 1: 21 boys, 13 girls (One student dropped out)

Ninth grade group 2: 21 boys, 13 girls

Teachers and administrative staff

Principal: Flor Elba Torres Miranda

High School coordinator: Socorro Jauregui

Elementary School: Luz Dary Solano Villamizar

- Executives (3)
- Administrative (3)
- School counselor (1)

- Teachers (38) English teachers (3)
- General Services (1)

Communication and attention to parents

Parents can communicate through Zoom, Webcolegios, WhatsApp, Microsoft teams, Email. Families that do not have Internet access can ask for the guides at “Multi trabajos” the guides are absolutely free. If they have a question they can call teachers during the day with the exception of weekends and breakfast, lunch and dinner hours.

Chapter I. Pedagogical Component

Enhancing Ninth-grade students Listening Comprehension Through the Use of Online Games at Bethlemitas Brighton School: An action research

Introduction

Over the last decades, English has become the universal language. Many authors assert that beyond being a way to communicate effectively with another culture, English is the common tongue used in science, technology, international businesses and universal education. In this way, “English deserves the position of an international or global status in order to fulfill the needs of the people who live in various regions around the world (Rao, 2019, p.66). According to the British council, it is estimated that in 2020 the number of English speakers will reach two Billion people (2013). In fact, English speakers have several opportunities to experience an intercultural growing because of the exchange of educative, economic and cultural experiences; that is why, learning English as a second language plays an important role in people’s life.

Keeping in mind that speaking English is a tool to get access to universal knowledge, The Ministry of National Education implemented the Bilingualism Project with the aim of achieve B1 level in 11th grade students. However, acquire this level of proficiency demands the accomplishment of some challenges like, establishing communicative objectives for each grade, the use of transversal projects to set up English immersion into the school and out school and to enhance students’ motivation. (Parra et al. 2012). In 2019 the international position of Colombian English speakers remained in a low grade of proficiency, placing Colombia in the position number 68th (EF EPI, 2019).

To achieve the expected English quality in Colombia, all the students' skills should improve. In this way, this project aims at enhance listening comprehension through the use of online games. It is known that in public school teachers usually concentrates on reading, writing and grammar competences. Speaking and listening activities are limited into the English class, especially in the virtual modality. This strategy was proposed in order to provide complete sequences to develop listening comprehension following a set of functions for each stage: pre-listening, while listening and post-listening.

According to, Al-Nafisah (2009) listening development is highly important because “the key to learn a foreign language is to receive language input” p.94. It means that students need the exposure to authentic material, in this case audio files to acquire English language and begin with a process similar to the natural approach in which they are immersed in the context to generate other competences as grammar.

Therefore, the pedagogical resources of this proposal were the interactive platforms as EducaPlay, Kahoot, and Games to learn English. The planning lessons were based on the syllabus course implementing a whole structure for every lesson plan in which the main protagonists were online listening games.

Problem

Learning a foreign language involves the development of four skills: listening, reading. Writing and speaking. To achieve a high level of proficiency it is required to receive good input through written or oral comprehension. However, English teaching is commonly focused on grammar and vocabulary and students don't have the opportunity to work on their listening improvement.

Even if the students' book suggests a set of listening activities, there is not a pedagogical sequence to teach how to listen, how to take notes because this work depends on the autonomy of students, for that reason the problem of this study is the lack of listening activities during the English class.

Research Questions

How ninth grade students at Bethlemitas Brighton School can improve their listening skills through the use of Online Games?

- What is the impact of online games on students' motivation when doing listening activities?
- What is the importance of developing ninth grade students' listening skill to learn English language?

Justification

This study took as a point the departure the diagnostic stage at Bethlemitas Brighton School, in which the pre-service teacher realized about the lack of listening activities during the English classes in ninth grade. Effectively, to achieve a high level of proficiency as an English speaker, skills of comprehension are required to communicate with others native or non-native speakers. Listening is usually considered as a passive competence, nevertheless this skill involves certain actions like: “dealing with the characteristics of the spoken language, using context and the knowledge of the world, understanding different text types, understanding different speeds of speech and accents” (Spratt, 2005, p.31).

In fact, listening skill deals with several activities that demand an active role of students since rather than understand some words, phrases and texts, English learners should analyze the whole context and the main ideas of the audio files or videos. For doing that, they were required to manage prior knowledge and the other skills. This proposal aimed at enhance ninth grade students listening comprehension through the use of online games as a strategy to motivate them and make the content easier to understand.

It is supposed that ninth grade students should have B1 level in English, but according to the participant observation they are located in A1 level listening comprehension. According to the parameters of the Common European Framework of Reference in this level, “students should be able to recognize familiar words and very basic phrases concerning themselves, family and immediate concrete surroundings when people speak slowly and clearly” (CEFR, 2001, p. 35)

Afterwards, it was necessary to carry out a strategy that promoted students’ comprehension establishing a progressive process with basic standards until achieve a high

level of proficiency using online games as the main tool to enhance students' participation. Developing this skill is highly important for students given that, in natural approach people learn by listening into a real context. There are several important areas where this study makes an original contribution to create listening tools as the online games along with the basic characteristics of gamification to awake students' interests in this competence.

For a practicum teacher, applying this kind of proposal is a basis to explore new strategies, educative platforms, authentic materials that will shape the professional profile of the future English teacher. Many authors assert that games are a common technique that can make the students enjoy, they are more likely to take risks, make mistakes without having feelings of failure, and try to overcome their initial feelings of confusion when they encounter new words and patterns (Dyah, 2012) With this regard, this process was an opportunity to reflect on the educative practice and the activities that are more effective with English learners.

Objectives

General Objective

To enhance ninth grade students listening comprehension through the use of online games at Bethlehem Brighton School.

Specific Objectives

- To create online games with authentic material on the educative platforms as Kahoot, EducaPlay and Games to Learn English.
- To explore the influence of online games on students' motivation during the listening practice.
- To analyze ninth grade students' progress after implementing listening activities with online games as a main tool.
- To reflect on the pedagogical sequences developed during the synchronic meetings and their incidence on students' improvement.

Theoretical framework

Games: "Games work as a tool which provide enjoyment to students' process and at the same time allow the teacher to give the students the information that she/he wants to transmit" (Payan et Restrepo, 2009, p.35) Games allow the students to be more confident and to fulfill their little goals by themselves. One of the most attractive advantage of the games is that we can adapt them to different ages, purposes, ways of thinking, language level and skills.

Gamification: According to Brian (2014) Gamification is the process of adapting any kind

of experience an experience through the use of games' elements. "By borrowing the intrinsically rewarding elements of game play; rules, victory conditions, rewards, punishments, status, stakes" (Brian, 2014, p.2).

Motivation: "Motivation is what stimulates students to acquire, transform and use knowledge" (Groccia, 1992, p.62).

Listening

English learning involves the knowledge of receptive and productive skills. Receptive skills represent the set of input activities that are necessary to develop speaking and writing. Listening and reading are considered as receptive skills because these competences outline the comprehension of the language. Srena & Ilankumaran (2018) state that "for a good output, an input is necessary" that is why, every competence complements each other. Listening skill is too important because "it opens up possibilities for continuing communication" (Srena & Ilankumaran, 2018, p.670).

Listening is the point of departure to understand a language as occurs with the mother tongue. People learn the native language receiving input and creating experiences into a determinate context. Therefore, first people listen to, then people speak; first people read, then people write. Dyah (2012) says: "listening is a receptive skill which involves responding to the oral language rather than producing the written language." p.8. With this in mind, it is possible to argue that oral communication depends on the degree of

comprehension between the speaker and the receiver.

Several authors assert that listening comprehension is a complex skill that contributes with the second language acquisition. According to Payan & Restrepo (2009), a successful listening process requires the integration of certain skills such as the discrimination of the sounds in which the listener should identify frequency, intensity, location, duration and recognition of words. Moreover, the learner should analyze grammatical and pragmatic competences that are part of the structures in the audio files, and finally students should apply the ability to synthesize the information taking into account the context and the main idea given in the listening activities. (Payan & Restrepo, 2009).

Online Games

The use of games into the English classroom has become an interesting strategy to motivate students. Recent studies show the impact of interactive games to improve listening comprehension. This tool offers several advantages as promote students' attention and avoid the monotonous atmosphere. On the other hand, using games helps the teacher to generate situations and contexts in which the language is practical, useful, functional and meaningful. (Payan & Restrepo, 2009).

Literature review

Over the last years, several studies about listening have examined strategies to facilitate listening teaching. The most successful finding in this area is the use of a

pedagogical sequence that includes pre listening, while listening and post listening activities.

Tuzcu & Dilidüzgün (2014) point out that pre listening activities are implemented to catch students' attention, to explore prior knowledge and to provide some clues about the content of the recording. On the other hand, the while listening is the “plot” of the listening sequence, during this step, the main audio files are presented to students. It is suggested to establish a number of repetitions according to the students' level. Tuzcu & Dilidüzgün (2014) say that main activities take place during the while listening step. The final stage of the sequence is post listening; in this part students should demonstrate the understanding of the receptive activity, in this case a listening. It is common that after doing an activity of comprehension, teachers propose an activity of production. However, some course books do not propose post listening activities.

The classification of those activities are based on the analysis and contrast of three course books: Yeni Hitit 1, New Headway A1 and New Headway A2. Tuzcu & Dilidüzgün (2014) classified the activities and their functions showing in a graphic which are the activities more used for each competence. Implementing those activities with a new strategy encouraged students to improve their listening skill since this process facilitated the understanding of the context and general features.

Methodology

Pedagogical Methodology

This study proposed online games as the main tool to enhance listening comprehension. In spite of the dynamic nature of the games, it was necessary to carry out

four pedagogical sequences that compiled an effective approach to teach listening. In this way, the lesson plans were divided into 7 moments: Opening, warm-up, explanation of the topic, Activity of production (in this case the activities of comprehension production were the post listening exercises), feedback, evaluation and task.

Online games were included not only in the production activities, but also in the other moments of the class, for that reason there were used different educative platforms as Kahoot, EducaPlay, Games to learn English and some tools like roulettes or power point templates. For developing the main activity which involves a listening sequence, the sequences followed the functions and the activities proposed by Tuzcu & Dilidüzgün (2014)

Pre-listening: Generating interest, acquiring knowledge, activating vocabulary, language, pre-learning vocabulary, setting context, activating current knowledge, predicting content. In a listening pedagogical sequence is necessary sensitize students and activate their mind to perceive and understand the whole sense of the listening

While listening: Repetition, sequencing, picture-sentences, information transfer, filling in gaps, ticking off items, detecting mistakes, comparing with pre-listening, matching, information search, pronunciation and completing dialogue.

Post listening: question-answer, composing dialogue, true-false, summarizing, writing texts, comparing with their lives, telling and discussing the text.

The classification of those activities was based on the analysis and contrast of three course books: Yeni Hitit 1, New Headway A1 and New Headway A2. Tuzcu & Dilidüzgün (2014) classified the activities and their functions showing in a graphic which are the

activities more used for each competence.

Before analyzing the process to carry out this proposal it is necessary to highlight that the main variables of the project are oral comprehension and the use of online games. With this regard it was followed a methodology proposed by Tuzcu & Dilidüzgün (2014) who proposed a set of functions and activities for a listening sequence. The three parts of these sequences are divided into pre-listening, while listening and post listening. According to this classification, the following format was created to organize the workshops in a functional way.

Table 4 Pedagogical Sequence Format

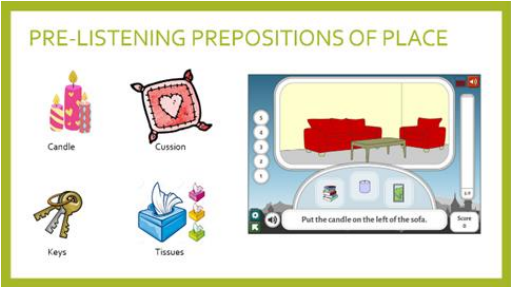
Date:		Course:	
Name:			
Topic:			
Linguistic Objective:			
Communicative Objective:			
Sociocultural Objective:			
Methodology			
Comprehension Activity	Functions	Description	Materials
Pre-Listening			

While Listening			
After Listening			

The workshops developed at Brighton School with ninth grade students provided them several strategies to work on listening skill, on the other hand they realized about their abilities. It was a fact that online games motivate students to learn by themselves because of the games' characteristics like competition, time, scores, levels so achieving the best score was their goal and they gave the best during each activity. In order to improve listening comprehension through online games, four workshops were carried out. To create the online games, the researcher looked for platforms that were accessible for all students during the synchronic meetings like Games to learn English, Kahoot and EducaPlay.

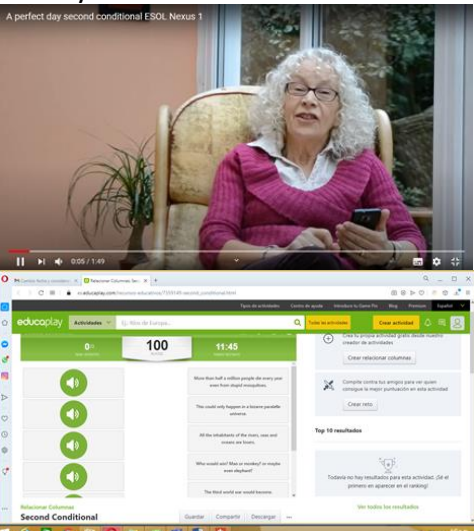
Table 5 Workshop N°1



Date: September 16 th		Course: Ninth grade	
Name: Nathaly Suárez Llanes			
Topic: Zero And First Conditional – Prepositions			
Linguistic Objective: To know the difference between ought to and should, to review the prepositions, conditionals and intensifiers.			
Communicative Objective: To say where the objects are located using prepositions of place.			
Methodology			
Comprehension Activity	Functions	Description	Materials

<p>Pre-Listening</p>	<p>Activating vocabulary.</p> <p>Setting context.</p>	<p>Teacher is going to show the setting of the listening activity, a room and an office through an image placed in a power point presentation. Teacher is going to show also four images for each setting in order to teach the vocabulary that students can ignore.</p> 	<p>Microsoft Teams</p> <p>Power point presentation</p>
<p>While Listening</p>	<p>Picture-Sentences.</p>	<p>Students are going to play an Online game about prepositions on the platform “Games to learn English” in which there are different levels, the setting of the first level is the room and the setting of the second level is the office. They are going to listen to some instructions to put the objects in a determined place, for example: “Put the plant in the corn of the room” Taking into account prepositions of place. To play this game, students are going to hold They are going to play just the first and second level.</p>	<p>Games to learn English Platform</p> <p>https://www.gamestolearnenglish.com/prepositions-game/</p>

<p>After Listening</p>	<p>Question-Answer.</p>	<p>Teacher is going to show the image with all the objects in the right place in a slide and she is going to ask the students where each object is. They are going to answer using prepositions of time. For example, teacher asks. Where is the book? And the students should answer: The book is on the table.</p>	

Table 6 Workshop N°2

Date: September 30 th		Course: Ninth Grade	
Name: Nathaly Suárez Llanes			
Topic: Second Conditional			
Linguistic Objective: To learn the structure of the second conditional.			
Communicative Objective: To write about how a perfect day.			
Socio Cultural Objective: To learn some basic facts about Christina Aguilera.			
Methodology			
Comprehension Activity	Functions	Description	Materials
Pre-Listening	Pre-learning vocabulary Setting Context	<p>Students are going to watch a video about a woman who explains how would be a perfect day for her. Before listening, students are going to play a matching game on the platform EducaPlay about the difficult vocabulary and the key words that they are going to listen to in the recording. Such as: Coral reef, live music, sea, tropical Island, snorkeling and tropical fish.</p> <p>In the game students have to make pairs with images and vocabulary, they will have three opportunities and no limit time to complete the activity.</p>	<p>Microsoft Teams platform</p> <p>YouTube video "A Perfect Day" https://www.youtube.com/watch?v=583Np_y2CC0&t=1s</p> <p>EducaPlay Game https://es.educaplay.com/recursos-educativos/7359149-second-conditional.html</p>
			

<p>While Listening</p>	<p>Information transfer</p> <p>Information search</p>	<p>During the first listening, students are going to take notes, they are going to write simple words or phrases of the thing they can understand. After that, teacher is going to share a cloud in a slide and she is going to write the words or phrases that students understood. They can participate orally or by chat.</p> <p>After the second listening, students are going to play a challenge on Kahoot. They have to choose the correct answer according to the information given in the video.</p>  	<p>Microsoft Teams Platform</p> <p>Power Point Presentation</p> <p>Kahoot https://kahoot.it/challenge/04227193?challenge-id=ac4e73f7-8a3d-4eb4-89e9-59275ad6af021601471635698</p>
<p>Post Listening</p>	<p>Writing text</p>	<p>Students are going to write a text of six lines about how would be a perfect day for them. They should write the text considering these questions: who would be with them? Where would they go or travel? What would they do? And they should use the structure of the second conditional.</p>	<p>Microsoft Teams Platform</p>

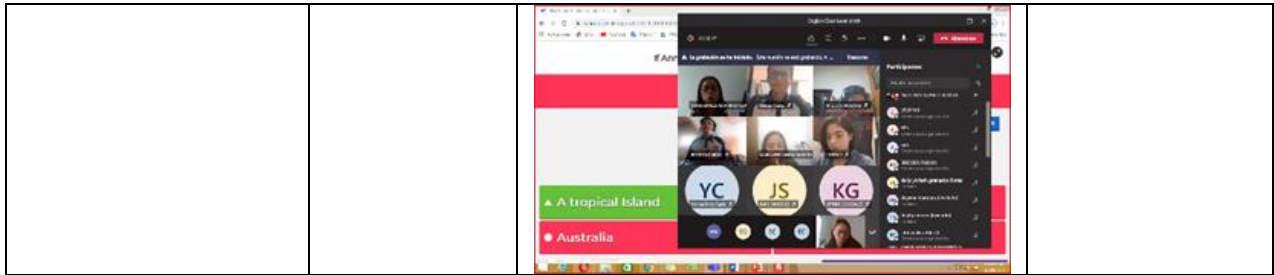



Table 7 Workshop N°3

Date: October 13 th		Course: Ninth Grade	
Name: Nathaly Suárez Llanes			
Topic: Second Conditional			
<p>Linguistic Objective: To study the structure of the second conditional. To learn some vocabulary about animals.</p> <p>Communicative Objective: To say hypothesis about what would happen if animals were reasonable. To debate about positive and negative thing that would happen if animals were reasonable.</p> <p>Sociocultural Objective: To learn about the ten most iconic animals from Canada: Grizzly Bear, Bison, Grey wolf, Cougar, Mountain Goat, Great grey owl, Whooping Crane, Vancouver Island Marmot, Burrowing Owl and the Beaver.</p>			
Methodology			
Comprehension Activity	Functions	Description	Materials
Pre-Listening	<p>Activating current knowledge .</p> <p>Predicting content.</p>	<p>Students are going to watch a video entitled “What would happen if all animals on Earth were reasonable”. But before the first listening, the teacher will play the video with the sound off. Students should watch attentive and formulate hypothesis about what is the video about and the relation with the title.</p>	<p>Microsoft Teams platform</p> <p>YouTube video “What would happen if all animals on Earth were reasonable?”</p>

	<p>Generating interest.</p>	<p>Then teacher is going to ask the students to share their opinions about what would happen if animals could think keeping in mind what they watched in the video. They can share their hypothesis speaking or writing on the Microsoft Teams chat.</p> 	<p>https://www.youtube.com/watch?v=hE_MPCy8vQM&t=10s</p>
<p>While Listening</p>	<p>Comparing with pre-listening</p> <p>Matching</p>	<p>After the first listening students will be demanded to write the hypothesis proposed on the video and compare them with the hypothesis that they had already stated.</p> <p>Students are going to answer some questions about the global comprehension such as:</p> <p>What was the video about?</p> <p>Which animals are mentioned in the video?</p> <p>Who would win the war?</p> <p>Then, students are going to play a game on EducaPlay in which they are going to listen to the audio and match each one with the script.</p>	<p>Microsoft Teams Platform</p> <p>EducaPlay game</p> <p>https://es.educaplay.com/recursos-educativos/7359149-second_conditional.html</p>




			
<p>After Listening</p>	<p>Discussing the Audio</p>	<p>Students will be divided into two groups to argue about the question: What would happen if all animals were reasonable? The group number one should provide positive hypothesis while the second group should think about negative possibilities. They can use the same arguments mentioned on the video.</p> 	<p>Microsoft Teams Platform</p>

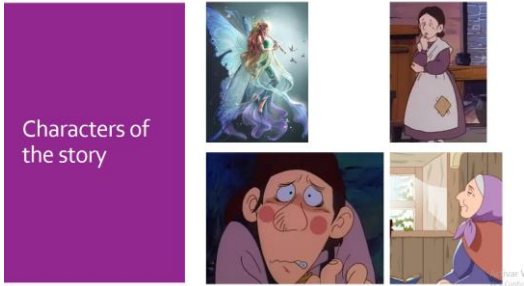
Table 8 Workshop N°4

<p>Date: November 4th</p>	<p>Course: Ninth Grade</p>
<p>Name: Nathaly Suárez Llanes</p>	
<p>Topic: Wishes and Regrets</p>	
<p>Linguistic Objective: To learn the structure of the wish conditional for present, past and future wishes or regrets.</p>	

Communicative Objective: To talk about the wishes and regrets of the main characters of a story.

Methodology

Comprehension Activity	Functions	Description	Materials
Pre-Listening	<p>Activating Vocabulary</p> <p>Activating current knowledge.</p> <p>Generating interest</p>	<p>Students are going to watch some images on a slide with their meaning in English and they are going to hear the pronunciation. After that they will observe other slide which has letters to form the same words they learnt before.</p> <p>Teacher is going to ask what is the word for each image and students are going to answer orally or by chat. To make the activity more interesting, teacher is going to give a point for the group who guess a word.</p>  <p>After that, teacher is going to show the characters of the story and she is going to introduce them in order to give clues about the content of the recording.</p>	<p>Microsoft Teams platform</p> <p>Audio file “The fairy”</p> <p>Power Point presentation</p>

			
<p>While Listening</p>	<p>Comparing with pre-listening</p> <p>Matching</p>	<p>Students will be demanded to understand the general idea, something about the characters and identify the main character, then they will listen to the recording.</p> <p>After listening once, teacher is going to ask students to share the ideas about what they understood. They will listen again and teacher is going to ask the same questions she proposed on the Kahoot challenge to help students with the score.</p> <p>Teacher is going to say a little part of the story in English in order to elicit some answers.</p>	<p>Microsoft Teams Platform</p> <p>EducaPlay game https://es.educaplay.com/recursos-educativos/7359149-second_conditional.html</p>
<p>After Listening</p>	<p>Discussing the Audio</p>	<p>Students are going to play a Kahoot challenge and then they are going to ask about what would they wish if they found a fairy?</p>	<p>Microsoft Teams Platform</p>

Chronogram of activities of pedagogical methodology

Table 9 Chronogram of activities

Workshop	Date	Topic
Number 1	September 14 th	Prepositions of place
Number 2	September 30 th	Second Conditional
Number 3	October 13 th	Second Conditional
Number 4	November 4 th	Wishes and regrets

Research Methodology

Approach

Keeping in mind that the purpose of this proposal was to understand a phenomena of foreign languages study, this inquiry followed a qualitative approach, Jackson et al. (2007) state that this methodology “turns to understanding human beings’ richly textured experiences and reflections about those experiences. Rather than relying on a set of finite questions to elicit categorized, forced-choice responses”. In other words, qualitative approach looks for a deeper understanding of individuals, in this process, the pre-service teacher had the opportunity to reflect on the teaching process in order to realize about the effectiveness of the strategies implemented during the practice.

Design

In a first moment this study analyzed a problem related with listening comprehension in which it was detected that ninth grade students of Bethlemitas Brighton

School do not have B1 level competences. After carrying out a diagnostic stage to determine the characteristics of the population, the researcher realized about the lack of activities to enhance this competence into the classroom. Under those circumstances, this inquiry followed an action research design since it is used when there is a specific educational problem to solve. Creswell (2002).

Assuming that pre-service teachers take part of issues to improve educative practices, the action research design determined the whole procedure to apply the proposal, in this case the use of online games to enhance listening comprehension. In the meantime, researcher has the opportunity to reflect on the practices and how students perceive the strategies implemented throughout the classes. In fact, “the scope of action research provides a means for teachers or educators in the schools to improve their practices of taking *action* and to do so by participating in research” Creswell (2002).

According to Allard-Poesi and Perret (2003) carrying out action research involves following three steps that promote the teaching and learning process in participants and researchers. The first involves the construction of the research problem in which the researcher aims at modify individual and social situations with the implementation of action research (Allard-Poesi and Perret, 2003). To define the problem of this study, the pre-service teacher, followed the protocols to get access into the context, then there was implemented an institutional diagnostic and two observations participant and non-participant.

In a second phase, it was necessary to specify the development and evolution of the type of research so that the object of study acquires a solid structure in accordance with the

initial problem. In this regard, the type of research is subject to the stages of understanding, design, action and analysis of results (Allard-Poesi and Perret, 2003). After making the first observations and establishing the problem statement, it was necessary to delve into the subject of study to fully understand the phenomenon. For that reason, the researcher carried out a class using listening exercises to take it as a non-participant observation.

During this phase there are four steps to follow: conception, the design or plan, the action and the analysis. The conception is related with a reflective process about the procedure that will follow the researcher. Then it is important to plan or to build the strategy to implement, design stage is one of the most complex in action research because it requires the prior analysis of the needs of the participants and the interests of the researchers. So, the practicum teacher must anticipate all the resources, technical support, professional assistance, knowledge and logistics that will make it possible to continue with the action phase. (Allard-Poesi and Perret, 2003)

The third stage is the action in which the plans organized by the researcher will be implemented with the population and finally the information gathered throughout the inquiry should be organized and analyzed to know if the objectives were achieved.

Population

Participants of this study were the first and the second group of ninth grade of Bethlemitas Brighton School who are between 14 to 16 years old. In ninth grade group one there are 21 boys and 13 girls and in ninth grade group 2 there are 21 boys and 13 girls. Students are supposed to have B1 level, however, in listening comprehension they have A1 level. The major part of students live in Pamplona in the urban zone and they have Internet

access, but there are some students who live in the countryside or in rural zones near to Pamplona.

Simple

The sample is composed of four students of ninth grade who participated voluntarily in the activities proposed during the pedagogical sequences and in the interviews.

Instruments for collecting data

Participant Observation: According to Bastien (2007) participant observation is a method of data collection that involves the absolute installation of the researcher in the study environment. The objective of this method is for the researcher to be able to interact with the participants to understand the phenomenon of study, especially in situations that are more complex to assimilate with no direct methods.

Taking into account that this research aimed at enhance oral comprehension in ninth grade students following a pedagogical sequence through the development of four workshops, it was necessary that the researcher was conscious about the individual process of each student. The participant observations were analyzed through four field notes in order to recognize students' improvement, strengths and weaknesses during the workshops.

Field notes: They are the set of events and narratives of what happens throughout the data collection process. They are essential for organizing the main events, such as the remarkable ones in order to have a logical sequence of the data collection phase. "Field notes serve many functions. Predominately, they aid in constructing thick, rich descriptions of the study context, encounter, interview, focus group, and document's valuable contextual

data” (Phillippi & Lauderdale, 2017, p.314. This project had a progressive character where the analysis of the behavior of individuals and their responses in each activity guided the process towards the appropriate development of activities and strategies. See appendix

Interview: “Interviewing is the process whereby individuals exchange information... The information exchanged need not be limited to facts” Trull (1964) At the end of the project there was applied a final interview by Zoom divided into a Likert scale and some opened questions. The participants of the project were all the ninth grade students but I took an experimental group of eight students who decided to participate voluntarily. Regardless, only four students’ parents declared the permission to participate in the interview for that reason the sample reduce to four students. The Interviews were carried out on November 14th and 15th, Each interview took 12 to 18 minutes and they were recorded to do the transcription and the translation. See appendix

There was created a guide for the interview composed by closed and opened questions. Closed questions followed Likert scale parameters and in the opened questions section students could provide all their opinions about each category. The questions were elaborated and validated according to the categories established previously. See appendix

Calendar

Data Analysis

There were carried out a one interview with four participants and one field note per workshop. After gathering data, the researcher made the transcription of the interviews and the reading of the data collected to classify the extracts in categories that were established

at the beginning of the project. The categories were conceived according to the main variables: Listening and Online Games. (See categories chart)

Table 10 Categories

Enhancing Listening Comprehension Through the Use of Online Games			
Nathaly Suárez			
General Objective:			
To enhance ninth grade students listening comprehension through the use of online games at Bethlemitas Brighton School.			
Specific objectives:			
To explore the influence of online games on students' motivation during the listening practice.			
To create online games with authentic material on the educative platforms as Kahoot, EducaPlay, Quizlet among others.			
To analyze ninth grade students' progress after implementing listening activities with online games as a main tool.			
General Category	Subcategories	Theory	Comments
Listening	Vocabulary	A1 level (CEFR, 2001) Students can familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings.	
Listening	Speech	A1 level (CEFR, 2001) Students can understand when people speak slowly and clearly.	
Listening	Global Comprehension	high-level listeners seem to process audios using detailed and global cues, while low-level learners use to process recordings using	

		detailed cues firstly. (Becker, 2016)	
Listening	Detailed comprehension	At A2 (CEFR, 2001) Students can catch the main point in short, clear and simple messages.	
Listening	Pronunciation	Pronunciation training exhibits its impact on not only perception of specific phonemes but also in general listening comprehension. (Nguyet, 2019)	
Online Games	Motivation	“Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation” (Payan & Restrepo 2009)	
Online Games	Interaction	The interaction between students promotes solutions of the problems through the sharing, checking, discussion and connection of knowledge teaching among the people. (Payan & Restrepo 2009)	
Online Games	Educative Platform	Virtual games encourage students’ motivation, promoting creativeness, spontaneous use of language, development of the communicative competence and at the same time allow students to have fun. Subsequently, the cognitive benefit starts to work; it reinforces, reviews, and extends knowledge, focused on grammar communicatively (Payan & Restrepo 2009)	

Findings

Vocabulary

One of the most difficult aspects in a listening activity is to recognize unknown words, for that reason, activating vocabulary and emphasizing in the pronunciation help students to understand the recordings and the videos. *“The most difficult thing is the level of some parts of the recording, for example words that are not yet in my vocabulary”* (Participant 3) Taking into account this statement, teacher can use several tools like order words, matching the sound with the word or a word search to sensitize students with the difficult words they are going to listen.

Speech

Speaker’s speed sometimes affects the comprehension. The major part of the participants considers that if the speaker talks slowly they can understand. According to the Participant 1, when listening to a recording, they can confuse because of the speed *“there are recordings in which people speak very fast and we get lost”*. But the same participant stated that if the speed might not affect the understanding if the pronunciation is clear.

Global and detailed comprehension.

The global comprehension is more complex than the detailed comprehension. Some students needed to understand specific ideas to form the general idea of the text and provide their conclusions. It is curious that in some cases students who understand specific details

cannot form general ideas, and students who realize about the general ideas present difficulties to understand specific details. For example, the Participant 3 strongly agreed he could understand specific details like dates, ages, opinions but he found hard to understand general ideas. On the other hand, there are some students who don't remember all the information but they can understand the general idea of the recording. *"I am a person who finds it difficult to retain information for a long time, so I forgot some things or some sentences"* Participant 2

Pronunciation

There is a deeper relation between the knowledge of the pronunciation of the words and the listening comprehension because for instance students know the word but they don't know how to say the word for that reason they cannot guess what is the word emitted by the speaker. *"when we want to communicate with another person we must know the pronunciation of the words in order to understand what people are talking about"* Participant 4. There is also an effect on the pronunciation after receiving input because when learners hear information in English they recognize the correct pronunciation of the words. *"Listening activities have helped me to learn the English language, I also learned to pronounce better"* Participant 3

Motivation

Learning a foreign language requires not only a good strategy but also a particular interest of the learners. For that reason, online games have become a useful tool to catch

students' attention. When teacher is going to choose the recording or the video it is necessary to think about students' interests, and think about stories that explode learners' imagination. *"The listening activities were very good since in normal classes the teacher spoke to us in English but in this project we improved our English a lot because the topics covered were of interest to the students so it was very good"* Participant 3.

There are some characteristics of online games that promote students' motivation like the competition, the levels, the scores, the time limit and the personal challenging that's why students learn with pleasure and not with obligation. *"The idea is to motivate students through the amusement because the brain receives a major stimulus. On the other hand, we feel the satisfaction after finishing a game and we want to play more, that's why we learn while we play"* Participant 1

Interaction

With the use of online games students feel the pleasure to participate during the class sharing their ideas and complementing their partners' ones. *"I really liked brainstorming exercise due to we completed the ideas we had to provide the best answer and I liked working in teams since we could support ourselves and better understand our ideas"* Participant 1

Conclusions

Current education should adapt to the students' interest and necessities. Nowadays, active learners find more interesting having a practice role during the classes because they can learn in context. The use of online games and educative platforms to enhance listening comprehension was an excellent tool to motivate students and to keep the concentrated during the exercises because they felt a personal challenge to overcome.

When students are engaged with their learning process the results are more positive because they are conscious about what they are doing. Another key aspect of the virtual modality is that students can work in groups and compete against themselves, when there is a competition between little groups students are more active and they show the initiative to participate.

The listening activities developed during the workshops followed an exhaustive process of reflection about the recordings or the videos, the idea was to find a relation between the audio and the grammatical topic that students were learning without concentrating on grammar. In this way they learned not only listening but also, vocabulary, grammar, pronunciation, reading comprehension with the scripts of the recordings and it was interesting that students discovered that they could understand the sense of the script only with the listening.

This process was challenging because listening is not commonly worked during the

English classes but students improved in more than one skill with the activities because they wanted to participate and they felt comfortable with the strategy that was implemented during the workshops.

Recommendations

For future researchers I recommend to think about a purpose for each recording and reflect about the level, the process carried out with the students and their interests. On the other hand, it is necessary to follow a sequence with students because the idea is to generate a positive attitude regarding English learning. We lived in a globalized world and technology plays an important role in students' lives, they are familiarized with the platforms and teachers should take advantage of the benefits of technology for teaching.

I absolutely recommend the use of online games to enhance listening skills, and I suggest to test every game before executing it in a class.

Chapter II. Research Component

Introduction

Pedagogical training of foreign languages degree pre-service teachers, have become a focal point of interest and updating to study and document in order to improve teaching-learning processes looking for a high quality education. Even if there is a special interest in understand and transform the pedagogical practice, recent local studies focus on learning problems rather than the teaching process.

With this in mind, it is necessary to carry out a Project that promotes the reflexive approach regarding practicum experiences as a way to outline knowledge, behavior and attitudes that shape future teachers. On the other hand, it is a conscious exercise about teachers' perceptions through the self-questioning and the ability to solve problems into the educative context.

Justification

The formulation of this project into the training context of Language students, is part of the professionalizing conception of practice. This is a tool to improve educational processes in the centers of practice. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand professional troubles, the self-actions and to become interested in the knowledge of the models and approaches to attend a problematic situation and establish an analytical perspective about the fact.

In accordance with Jhon Dewey, an educative philosopher and forerunner in the field of reflective thinking applied to teaching, it is necessary applying this project to

provide students with tools of analysis and self-observation that allow them to distinguish between the routine action and reflective action. It is possible that a reflective approach protects the agents from the traditional context of inertia and authority that permeate the school.

Problem

At school, essential aspects of the subjects' constitution and institutional life are assumed without question. They are seen as stable and invariable features that shape the identity and the school culture. When events trigger without major variations, the teacher risks of settling into a logic of action that does not allow pedagogical evolution and the renewal of school culture. Where there is a lack of reflection during the practice the problematic situations are not visible; these realities are ignored.

Whit this regard, pedagogical practice is assumed from reproductive codes that lead teachers in a traditional practice, of cultural reproduction, becoming a barrier to emergent practices improvement tending to generate transformations of thought and knowledge, to meet the social needs.

Due to this situation, which affects teachers in different scales it is required that the teacher training process encourages a critical and reflective spirit that contributes to the evolution of their pedagogical practices, so that these in turn are essential elements that impact and transform their work and their future professional performance.

In the Bachelor of Arts in foreign languages at University of Pamplona, reflection is perceived as a fundamental exercise for students who make their integral training. In this

way, they can evaluate and analyze their teaching role. These are the research questions that will allow begin with this study.

In the Bachelor of Arts in foreign languages at University of Pamplona, reflection is perceived as a fundamental exercise for students who make their integral training. In this way, they can evaluate and analyze their teaching role. These are the research questions that will allow begin with this study:

- In what way does the implementation of reflection contribute to the transformation of the pedagogical processes of the development of integral practice?
- How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

Objectives

General Objectives

- Implement reflection as a transforming tool of the pedagogical processes of integral practice.
- Promote in the Student-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific Objectives

- Consolidate a group of practicum teachers with a critical spirit that reflects and presents proposals and alternative solutions to the problems emerged during the pedagogical practice.
- Socialize criteria, share ideas and guidelines to assume their pedagogical practice and

insert themselves effectively in the institution.

- Identify and analyze the strategies used by the student in their pedagogical practice.
- Implement workshops for reflection and development of didactic units that guide the reflection of the Student-Practitioners.
- Analyze personal beliefs about teaching work and about students.

Theoretical framework

The theory about the teaching profession, reflection, reflective practice and pedagogical practice, constitutes the conceptual framework of this study. In order to have a deeper degree of clarity on the concepts covered, in close relation to this research project, we present an approach to each one of them.

The Teaching Profession

One of the fundamental members of any educational institution is the teacher, who is responsible of transmit the knowledge framed in a certain science or art, but who also has within her responsibilities the comprehensive training of students.

The teaching profession requires a series of competencies, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work and education. This is how we find that all teachers must comply with competencies in the discipline that allow them to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level at which they

develop their activity. In the same way, all teachers must have competencies in the organization of content, that is, pedagogical practice not only requires ordering its components to be learned by students, but also foreseeing the conditions of teaching in the educational context or outside of it. . The most immediate function that teachers must develop is to design or anticipate the practice of teaching.

Reflection

Talking about reflection involves the knowledge of different conceptions about this notion. For this reason, two aspects will be taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

Reflection as a process

The reflection is carried out from following certain stages in a cyclical way, which becomes a whole process. According to Schön (1983) cited by Correa Molina et al (2010), reflecting on the experience implies “a type of reflective dialogue with the situation, where language would favor access to the individual's experiences, which would allow to extract a new structuring of the situation”.

Reflection as a theme

The concept of reflection is based on a theme that is related to that concept. To do this, and taking Grimmet et al (1999) cited by Correa Molina et al (2010) as a reference, reflection is based on three perspectives: reflection as an instrumental mediation of action, reflection as deliberation, and reflection as reconstruction of the experience.

For the first two perspectives the external aspects were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects what allowed

the reflection exercise. In the meantime, these perspectives have mediators to carry out this process; in the first instance there is the action, the context, the colleagues and the person who reflects.

Reflective Practice

Updating and qualifying the academic proposals at the University and guiding the students towards new ways of perform in the world, it is necessary for the teacher to question himself about his own practice and about the repercussion that it has generated; this is necessary to evaluate their behaviors, and to assume the different roles in the pedagogical relationship.

The teacher plays the main role in the current educational world; it acts in a complex environment that is constantly changing according to the variation of factors and conditions. The teaching profession demands that: “teachers develop their professional knowledge in relation to changing circumstances” (Ebutt and EllioT: 1986). In this context, the problems of practice, of the classroom space, requires a particular treatment oriented to understanding and social interaction.

The need to articulate the changing social reality to our pedagogical work is evidenced in the existence of numerous attempts to try to explain school phenomena and in the search for ways to address these phenomena, to reach an effective school’s function.

This study will help the pre-service teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristan 1999)

According to Van Manen (1997) there are different levels of reflexivity, at a first level in the classroom there is the effective application of skills and technical knowledge. Reflection is applied to the proper selection and use of the teaching strategies that the teacher will use.

In a second level, the reflection carries on the implicit assumptions in the specific practices of the classroom. The consequences of the adopted strategies, of the curricula, the practices are then analyzed. The choice is then made to apply educational criteria to the practice of teaching to make pedagogical decisions adapted to the institutional reality and the contexts.

In a third Van Manen establishes an exercise in critical reflection; at this level, it formulates that the most elaborate reflection is presented, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

- Pedagogical practice

For the analysis and reflection on practice, it is considered appropriate to methodologically resort to a conceptual operation of classifying practice; for this purpose, the Zeichner' proposal about Modalities of practice has been assumed.

- Academic Practice

It aims at preparing teachers capable of reflecting on the courses they teach, in such a way that they transform them into understandable structures for students.

- Practice of social efficiency.

It is about achieving effective teaching through the application of didactic

techniques that are deduced from general principles reached by pedagogical research. In this case, the reflection consists of a strategic decision: "select from the range of available techniques the one that is considered most effective." This is the way of proceeding of technical rationality.

From development

Teaching is based on the interests and development of the students, and, at the same time, considers the development of the teacher as a teacher and as a person

Social reconstruction.

The object of reflection is the social, economic and political context, so that truly democratic relationships are fostered in the classroom, and egalitarian and fair in the social sphere.

Generic

The programs refer to reflection in a generic way, but without specifying the pretensions of the programs or the contents on which to reflect or the strategies to promote reflective learning.

Reflection triggers

According to Schulman (1987), these activators are the teacher's cognitive foundations of classroom life; they are essential because they constitute the element of reflective thought that contributes in the process of the own knowledge that a good teacher needs to make decisions in the classroom.

Critical Element of Reflective Thinking

This element of reflective thinking is related to “the moral and ethical aspects of compassion and social justice” as stated by Sparks-Langer and Colton 1991: 39. Interest in matters pertaining to social justice and ethics in education. Colton 1991: 39. Interests in matters pertaining to social justice and ethics in education.

These authors established some classifying categories of knowledge

1. Knowledge of content
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, etc.)
4. Teaching knowledge and own professional configuration
5. Knowledge of the students and their characteristics
6. Knowledge of educational contexts
7. Knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton, the narrative element is another of the elements of reflective thinking that is included in this study as an instrument. This is related to the teacher's narratives, to encourage the stories of their experiences in the classroom that are they persist in many forms and fulfill diverse functions in subjectivity, and in the constitution of subjectivity. In this component are located the educational journals in which writing triggers the elaboration of the teacher's reflective thinking, about her experiences of practice, objective and subjective and intersubjective.

Methodology

The central axis of the methodological strategy proposed focuses on the continuous reflection that additionally contemplates the holding of meetings to strengthen the practice group as an initial space to address the educational and labor problems. The principles of organization are autonomy, planning and self-observation.

To review the incidence of the proposal on reflection during the practice process, there will be a space to socialize and systematize teachers' perceptions and experiences.

This study is part of the qualitative research approach, from the perspective of reflection as a professionalizing space that will contribute greatly to the description, identification and analysis of pedagogical practice itself.

These are the instruments proposed for gathering data:

Reflective workshops:

The purpose of the reflective workshops is to guide the reflective process of pre-service teachers. At the same time socialize and share the experiences in order to enrich the formative process and include new strategies to change their own pedagogical practices.

I participated in two reflective workshops in which we had the opportunity to present our process and to know our partners' experiences. Sharing our process helped us to recognize the particularities in every institution such students with exceptional qualities, interaction, participation, we reflected on our way to teach, our strengths and weaknesses and teachers gave us some advices to improve our practices.

Objectives:

Consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the educational problems of their pedagogical practice.

- Socialize criteria, share ideas and guidelines to assume their pedagogical practice.
- Qualify, facilitate and effectively insert themselves into the educational center.

Self-observation checklist

The main objective of the self-observation sheet is to guide the student-practitioner towards a view of his practice as a teacher and of his role in the classroom and in the environment of the educational community of which he is a part.

The self-observation checklist was established keeping in mind all students' suggestions. It is a good tool for a practicum teacher since it includes important points about the teaching process and the elements that we have to improve in order to provide a high quality of education strategies. I applied just one during my practice. See appendix

Narrative

The reflection exercise will allow the student to express himself about his work from the narrative of his experience as a way of giving meaning to the daily life of the teacher. While we are writing we can perceive in other way our experiences. We can reflect on the things we did correctly or we can realize about our mistakes and try to find solutions to improve our practices.

I did four narratives during my practice at Bethlemitas Brighton. There were many

aspects to think about like the interaction between our students in a virtual modality, the participation, the engagement with the activities and after doing each narrative, I fixed some goals to improve in the weak aspects of my trainee process. See appendix

Class recordings

The evidence of the actions of practicum students in the classroom will allow to reflect on different aspects regarding the teaching / learning process of foreign languages that may or may not have been taken into account by the teacher in training in their exercise of reflection. These records will allow an external and constructive look at their pedagogical practices.

Population

The population of this Project consists of tenth semester students of foreign languages at University of Pamplona who are doing their integral practice in public or private schools in Colombia.

The direct benefited population

Pre-service teachers

Supervisors

Student community in which the Integral Practice take place

The indirect benefited population

It is made up of the teaching community of the Foreign Languages Program,

The results will feed back the vision of the Program agents about their practices.

Collective of Integral Practice

Institutional dependencies linked to the project

Foreign Language Program

Department of Languages and Communication

Education Faculty

External institutions linked to the Project

José Antonio Galán High School

Bethlemitas Brighton High School

La Presentation High School

Table 11 Research component calendar

Date	Instrument
September 14 th – 18 th	First Narrative
September 21 st – 25 th	Second Narrative
September 28 th – October 2 nd	Third Narrative
October 14 th – 18 th	Self-observation
October 21 st 25 th	Fourth narrative

Results

Students' interaction

It is possible to promote students' interaction even if we are teaching virtually. But it is necessary to think about the purpose of the class and select activities that motivate students to interact with their partners. For example, games of competition between teams increase the cooperative work and the engagement with the activity because students always want to win the games.

Students' engagement

One of the obstacles to carry out a good process of teaching and learning is the responsibility. Some students didn't show any kind of interest about their activities and they sent them late or they didn't participate in class activities.

Class Planning

The previous preparation of the classes has been exhaustive; the practicum teacher has spent three or four hours planning a class because in the case of ninth grade students, the population of the pedagogical component, the variables are listening and online games. The games were created by the teacher and regarding the listening, it takes a lot of time watching videos, and listening lot of material to choose the one which better adapts to the content and the level of students.

Conclusion

The experience as a pre-service teacher has allowed me to grow as a person and a professional. This process began with the knowledge of the Educative Institution Bethlemitas Brighton in which there was a first contact with the methodology, the resources, the materials, the assessment system, and the modalities to accompany parents

and students among other aspects. It is important to highlight that the knowledge of the teaching environment helps to plan and carry out an appropriate teaching process in which teacher is conscious about her role and the students' role.

The pre-service teacher has adopted a methodology which follows the patterns of the communicative approach, and with pre-school students some characteristics of the natural approach. The activities proposed during the synchronic meetings have been oriented to create input in order to facilitate communicative activities, and it has been challenging to motivate students interact during the class. Until this moment, I could state that younger learners are more willing to participate in class than students of higher education. However, with the use of gamification strategies, especially the reward and the competition students get engaged with class activities.

The previous preparation of the classes has been exhaustive; the practicum teacher has spent three or four hours planning a class because in the case of ninth grade students, the population of the pedagogical component, the variables are listening and online games. The major part of the games have been created by the teacher and regarding the listening, it takes a lot of time watching videos, and listening lot of material to choose the one which better adapts to the content and the level of students. Regarding pre-school students, it was proposed as the main objective to create a positive predisposition to learn English through the use of art, literature, games and environmental exploration. It is an irony that the classes in which the teacher has spent more time of previous reflection have been for children, because they got bored with long activities, for that reason a class of an hour should be divided into four or five activities.

The process to introduce a topic in the class with pre-school students and high

school students has been absolutely different since with children, the teacher has the autonomy to teach with the resources or the strategies she prefers, on the other hand with high school students, the pre-service teacher has adapted the methodology to follow the supervisor's one. Thanks to the autonomy of choosing the methodology to work with children, they have created a positive expectation towards English learning. They enjoyed every class with games, with the tales and interacting with their partners. Working with high school students is harder because they do not want to participate, there are less than ten students who participate actively during the classes but they are always the same.

There are students who do not follow the main rules to pronounce for example, and for that reason they do not feel comfortable to participate, frequently they say that their camera is damaged when teacher is doing a speaking activity. In these occasions teacher allows them to participate by chat or to send a recording but the participation is sometimes overwhelming.

Chapter III: Outreach Community

English learning through the four pillars of education: Literature, Art, Play and environmental exploration

Introduction

The University of Pamplona in Colombia, as a public institution that trains trainers and more specifically the Bachelor's Degree Program in Foreign Languages English-French, has approached the reality faced by the primary school of the city of Pamplona with regard to the National Policy on Bilingualism; Many of the educational institutions in this city do not have an English teacher to meet the training needs of the primary sector.

In recognition of this reality and the problems it generates, this proposal for social projection seeks to meet the needs of training in English, of the child population of primary school in the city of Pamplona and integrate foreign language training of students from the Bachelor Program in Foreign Languages English-French to the educational reality of this sector to try to reduce the gap that is generated between public and private schools in the area of foreign languages.

Government policies identify the problem, however their attention is not filled with regulations, effective support is needed, for the specific case, trainers in the area of foreign languages, so that the results of the exams, tests and Our students' results are in accordance with the proposals of Colombia the most educated.

This project will carry out an educative process to sensitize elementary students through the use of the four pillars of education: Literature, Art, Play and environmental

exploration

Justification

Learning and acquiring a foreign language allows you to be at the forefront of your own needs that the world demands today. That is why this process is necessary to implement and work from the beginning of schooling of children so that at the end of their basic education cycle they have foundations that allow them to continue said learning in secondary, vocational and higher education, so that more people are trained in this area.

The application of the proposal was born out of the need to create emotional ties and a first approach with the English language, taking into account that currently, speaking more than one language represents numerous academic and work advantages at a national and international level. The reason for focusing this project towards elementary education students is on the one hand in order to sensitize them and create a positive predisposition for learning it; on the other hand, because in the first years of life children have great linguistic potential.

Starting a foreign language acquisition process before the age of five allows in a way to introduce the linguistic rules of English from everyday activities, I speak of acquisition because in this project there is no focus on learning grammar and vocabulary rules, but to generate in students an ability to understand English that, like the mother tongue, is the first learning; first we understand, then we speak, and then we enter into technical language learning.

In this way, the process of acquiring English will be carried out from the four pillars of education, play, art, literature and the exploration of the environment in order to

maintain the motivation of children and generate a transversal learning process in which they will acquire a new language from these activities. Taking into account what is established by the Ministry of National Education, in order to promote physical, emotional, social and cognitive development in early childhood, the practice of these four pillars is a great tool to enhance human development in an integral way in all its axes. Consequently, all the activities that will be carried out throughout this service will adhere to these criteria.

Objectives

General Objectives

The implementation of this community outreach component, by the English-French Foreign Languages Bachelor Program of the University of Pamplona, aims at:

- Attend to the English training needs of the primary school child population in the city of Pamplona.
- Integrate the training in foreign languages of the students of the English-French Bachelor of Foreign Languages Program to the educational reality of teaching English in the primary school of the city of Pamplona.

Specific Objectives

Familiarize the child in the primary school of Pamplona with fundamental knowledge of English.

Involve the students of the English-French Foreign Languages Bachelor Program in the processes of teaching English in the primary school of the city of Pamplona.

Articulate pre-service teachers in the English-French Foreign Languages Bachelor

Program with the social projection programs offered by the Social Interaction Office of the University of Pamplona.

Methodology

Teaching English in Elementary School with the current virtual modality is a challenge because children can distract easily. For that reason, the pre-service teacher had to take advantage of the technological resources to motivate children to learn English. For developing this proposal carried out synchronic meetings with pre-school students four hours per week. The class was divided into three parts: opening, warm-up, explanation of the topic and an activity of production which includes one of the four pillars.

The implementation of the four pillars of education were included every single class into the different activities taking into account that students get bored with long activities. In fact, students played an active role in which they will be the center of education.

The component of community outreach has been developed following the four pillars of education: Games, literature, art and environmental exploration. With this in mind, I have adapted the content and the activities to do three or four activities per class with these patterns. Students' attitude has been positive because they have understood all the explanations, the major part of the classes I have implemented an activity per pillar, and the most effective to catch students' attention has been the game. I would like to present a classification of the activities implemented according to these categories.

Games

Teacher developed several games during the classes to catch students' attention and to generating interest, in the first class students learnt a song about greetings and farewells

and the game Simon says to practice the basic commands worked in class. Students had fun with this game and everyone participated. In the second class students played a game red calls blue, this is a game that promotes interaction and a good way to practice vocabulary about colors. In the third class we played the game The Queen demands to study colors. In this game teacher showed an image on the slides and she said: The queen demands a red shirt and students had to look for the same object in their houses. In the fourth class students played an online Bingo about numbers from zero to ten, we played a bingo in my screen and students who were with their parents played in their computers.

The fifth class was about the parts of the body, for this class teacher designed a roulette on a slide in which there were animals, students had to touch the part of the body that represented the animal selected by the arrow. The sixth class was also about parts of the body, so, teacher designed a game on EducaPlay to study the vocabulary. Finally in the seventh class the topic was Parts of the house, thus, after looking some flashcards, students play the game “guess what” For this game one student should choose a part of the house and draw it during ten seconds, then the student had to show the design and the other students guessed which part was their partner showing.

Literature

A teacher of foreign languages has to be careful to select the tales to present for pre-school students. The process of reading with pre-school students is not easy and in the virtual modality is too slowly, for that reason I have suggested two tales. The first one was “Brown bear, brown bear what do you see” by Eric Carl, the tale “From head to toe” by Eric Carl. These tales are very interesting to teach young learners specific topics as colors,

animals and parts of the body. After reading the tale of the Brown bear, students listened to a song of this tale and some students of pre-school N°1, N°2 and N°3 learned a little part of the song to participate in the Institutional event “Talent Show”. Regarding the second tale, it was really funny for them because the content includes TPR (Total Physical Response) which helps students to understand the meaning and acquire the vocabulary.

Art

Artistic activities have been limited to draw and paint according to the vocabulary of the class because not all the students have materials to do other activities. Sometimes the Art has been used as a complement for the games.

Environmental Exploration

This pillar has been implemented once, the class of the colors with the game “The queen demands” because students had to look for the objects that teacher showed in their houses, it was a fun activity and students could learn colors and other objects’ names.

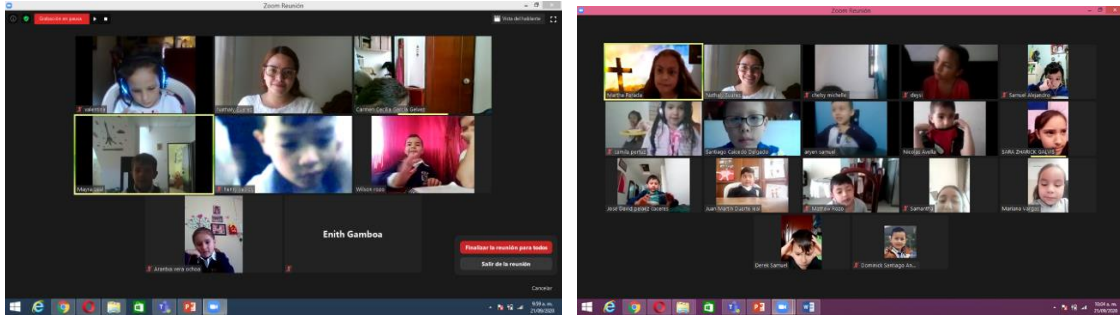
Schedule

Grade	Days	Hour
Pre-school N°1	Monday-Thursday	09:00-10:00
Pre-school N°2	Monday-Thursday	10:00-11:00
Pre-school N°3	Monday-Thursday	10:00-11:00

Calendar

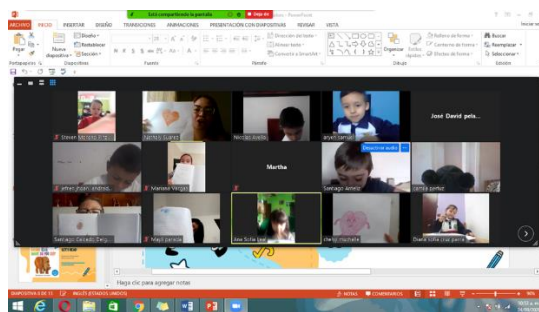
Class	Date	Topic
First Class	September 21 st 09:00 to 11:00 a.m.	Greeting and farewells
Second Class	September 24 th 09:00 to 11:00 a.m.	Colors and Animals, Talent show
Students' day	September 28 th 10:00 to 11:00 a.m.	Dynamic activities
Third class	October 1 st 09:00 to 11:00 a.m.	Colors
Fourth class	October 15 th 09:00 to 11:00 a.m.	Numbers from zero to ten
Fifth Class	October 19 th 09:00 to 11:00 a.m.	Animals and colors
Sixth Class	October 23 rd 09:00 to 11:00	Human body
Seventh Class	October 26 th 09:00 to 11:00 a.m.	Parts of the house
Last class	November 12 th 09:00 to 11:00 a.m.	Christmas Celebration



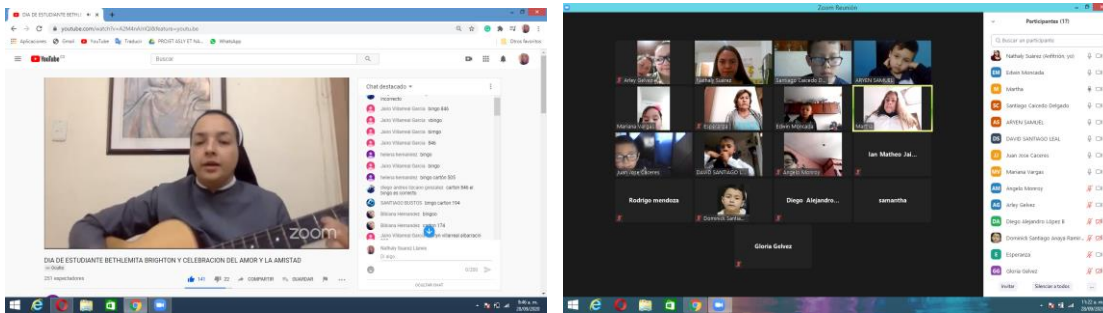


Second Class September 24th 09:00 to 11:00 a.m.

Colors and Animals, Talent show choice

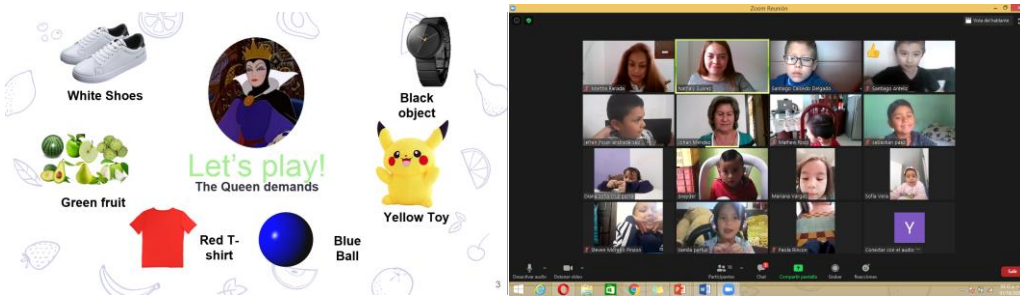


Students' day September 28th 10:00 to 11:00 a.m.



Third Class October 1st 09:00 to 11:00 a.m.

Colors



Fourth Class October 15th 09:00 to 11:00 a.m.

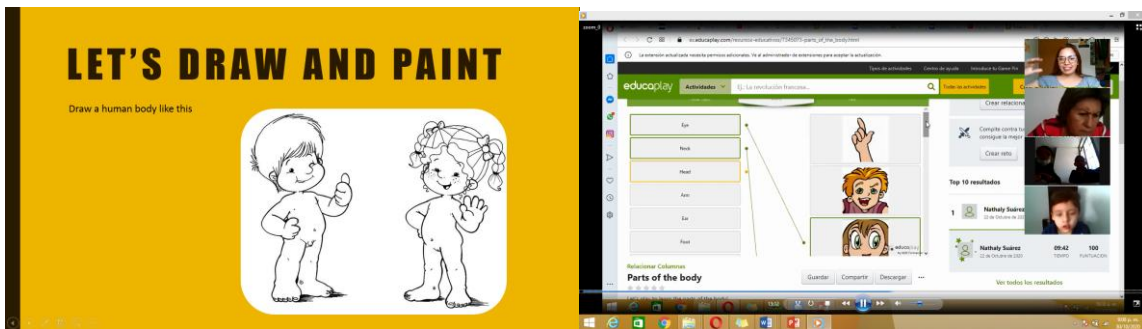
Numbers from zero to ten



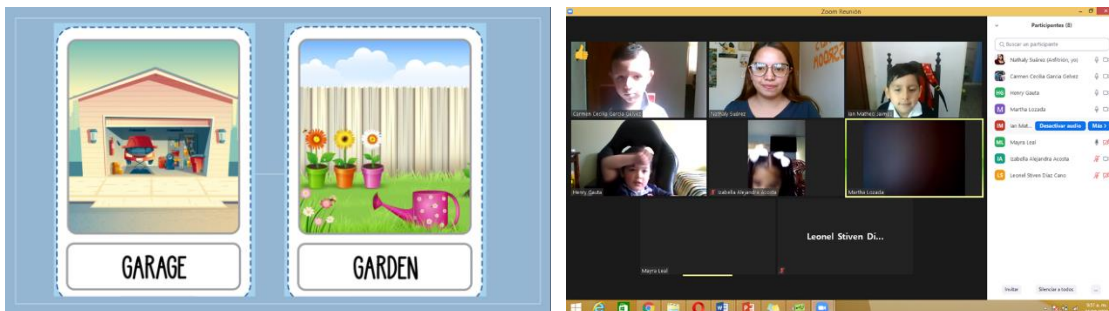
Fifth Class October 19th 09:00 to 11:00 a.m



Sixth Class October 23rd 09:00 to 11:00



Seventh Class October 26th 09:00 to 11:00 a.m.



Conclusions

I consider that after doing the classes with pre-school students the objectives of achieving a positive pre disposition regarding the learning of English were accomplished.

During the meetings they had the opportunity to interact with their partners, to play, to dance, to listen to funny stories and all the material was adapted to catch students attention.

This project was based on the learning through the four pillars of education. However, I realized that there are the games, the tool more effective with students' engagement and attitude. They can understand easily instructions when they are going to compete against their partners and there were positive aspects like parents' accompaniment.

- First Class September 21st 09:00 to 11:00 a.m.

Greetings and farewells, commands, class rules.

Chapter IV: Administrative Component

As future teachers, practicum students are supposed to participate in Institutional activities in order to promote students' participation in the different areas of knowledge. These activities are an opportunity to integrate transversal skills an interdisciplinary. Due to the virtual modality the projects spreading has been adapted to the digital platforms in which all the educative community will participate.

Pre-service teachers at Bethlemitas Brighton School are engaged with the logistic of the Institutional week to commemorate the bicentenary of “Beata Madre Encarnación Rosal.” During this week there will be presented four Institutional projects as the talent show, dancing at Home and the micro-business fair.

Objectives

General Objective

To participate in the extra-curricular Institutional activities during the integral practice.

Specific Objectives

To contribute with the logistic organization of the projects for the Institutional week as the promotional advertisements and the spreading on social media.

To help students with the preparation and pronunciation of the song that will be presented in the talent show.

To support teachers with the virtual presentation of the projects and the organization of the material that will be shown

Methodology

The pre-service teacher helped with the spreading, organization, logistic and presentation of the projects, especially in the talent show that is the main English event.

Calendar

Activity	Date	Time
Phonetic transcription of a song.	September 12 th	Two hours
Meeting to organize the logistic.	September 12 th	One hour
Elaboration of the poster.	September 14 th	Two hours
Spreading	September 18 th	One hour
Student's day	September 28 th	Two hours
Organization of the videos for Talent Show	October 9 th to October 26 th	Twenty hours
Recording of the presentation for Talent Show	October 9 th	Four hours
Presentation online talent show	October 27 th	An hour
Transmission of the Talent Show	October 28 th	Two hours

Description

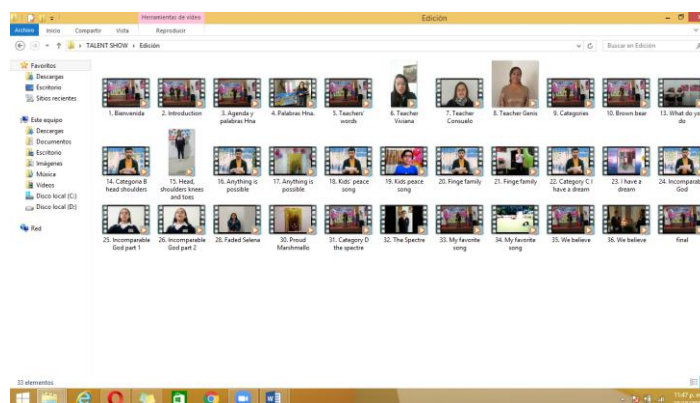
In the administrative component there were some activities in which the pre-service teacher was included. To celebrate the Bicentenary of the mother María Encarnación Rosal, there were celebrated four events: the talent show, festival Ser con Valores, Bailando en

casa & la Feria Microempresarial. The pre-service teachers at Bethlehem Brighton School were charged of the spreading and design of the poster, the collaboration with students to learn the pronunciation, the edition of the video, the presentation and the transmission.

First of all I helped one student of ninth grade to study the pronunciation of the song "back to beautiful" I wrote the phonetic transcription of the song and sent a recording. Also I had the responsibility of providing the general information to the other pre-service teachers and to distribute the roles. The video was composed of the principal words, the English teachers' words, the introduction did by pre-service teachers and students' performance. We recorded the presentation of the event and the categories at Bethlehem Brighton School on October 8th 2020 from 9 a.m. to 11: 30 a.m. The edition also was my responsibility, students should send the videos before October 9th but they sent them until 21th October, I downloaded and organized the videos to send them to a DJ who helped me with the edition.

Evidences

Organization of the Talent Show



Presentation



Introduction of the Bicentenary events by Facebook Live



Conclusions

The activities developed during my practice at Bethlemitas Brighton School made me reflect that beyond teaching academic contents, the teachers' role involves extra-curricular activities in which we have to do the best for the Institution and for students. It was not easy because the people didn't engage with their responsibilities. I learnt that as future teachers we must to know how to use digital platforms that are important to support this kind of activities.

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Appendixes

Field notes Workshop N°1

The listening game used in the first workshop was not created by the researcher, it owned to the platform Games to learn English. The listening activity was developed following the pedagogical sequence as is presented in the *table 5*.

The first workshop was developed on September 16th with ninth grade students during a class of two hours. This sequence followed the parameters of an A1 listening activity since students had to understand simple phrases with familiar vocabulary to finish the second level of the game. There were 30 students connected, in other words half of the ninth grade students. They were demanded to play the game and sent a screenshot of the score by WhatsApp but just 21 participants sent their evidences. It is possible that students who connect by smartphones had difficulties to open more than one tab, for that reason they did not play, nevertheless, there are students who connect but they don't turn on the camera and the microphone so teacher does not know if they are listening to the instructions or not.

Regarding students who played the game, they finished the second level. They had fun with the games and beyond studying oral comprehension, they understood the use of prepositions of place with the activity. Participants felt motivated to do this activity because the explanation was clear and the pre-listening exercise prepared them with the context and the unknown vocabulary. After this class in which there were implemented not only online games, but also gamification strategies, two conclusions emerged. The first one is that students are more participative when there is a competition against their partners. The second one is that online games are attractive for students. During the feedback of the class,

one student stated that it is a fun way to change the monotony of the class.

Field notes Workshop N°2

The second workshop was carried out on September 30th. Keeping in mind that students were learning the second conditional the listening sequence was adapted to this topic. (See table 3) It was chosen a video about how a perfect day would be for Anne. This sequence suggested two online games, the first one was a pre-listening activity of vocabulary created on EducaPlay by the researcher. The other game was a Kahoot challenge to determine the specific comprehension of the recording. There were some problems when playing the EducaPlay game due to the number of attempts allowed, thus, students couldn't match the images with the name with three attempts. This situation invites the researcher to reflect on the organization of the activity because it is not enough to design an online game, it is necessary to test the game to verify if it works correctly.

After listening the first time, participants shared the words or the sentences they understood through a brainstorming. With this collective exercise, students interacted and shared the key words and sentences of the story. However, the students who participated were always the same, no more than ten. It was reflected on the Kahoot score, because after listening twice and doing a collective global comprehension they got the clues to answer the questions correctly but just six of 34 participants obtained 100% in the challenge, six participants achieved 75% with three right answers, 15 students answered two questions correctly, in other words the 50%, six students got one correct answer with a 25% and two participants did not answer correctly any question.

The degree of difficulty of this recording was B1 since the grammatical structure

was second conditional and there was not familiar vocabulary. However, the speaker talked slowly and clear. It is important to highlight that the results of this activity were not good for all the students even if teacher developed a whole sequence to facilitate the comprehension. The researcher proposes the following possibilities as the causes of these results. Students who don't turn on the camera are not attentive during the explanation and for that reason they get confused. Another reason could be that students can understand words or sentences but not the meaning of the recording, for that reason they are not able to answer specific questions. The last possibility is that students can't concentrate during the recording due to external noise produced in their houses and for that reason they do not understand.

Field Notes Workshop N°3

In the third workshop the topic suggested was what would happen if all animals on Earth were reasonable? For this sequence it was played a game designed by the researcher on EducaPlay (See table 4). In the pre-listening it was implemented a strategy to predict content in which students had to watch the video without the sound and formulate hypothesis. In this part students guessed some aspects about the video taking into account the relation of the images with the title. The researcher realized that after doing this step to predict content the students were more attentive to the video with sound to compare their hypothesis.

The game developed on EducaPlay was played without problems, students solved the activity in which they had to match the audio with the correct sentence. The post listening activity proposed a debate, despite students had the vocabulary and some arguments from the audio some of them couldn't communicate their opinions. Sometimes

they did not know how to say what they were thinking in English, or they felt shy because of their pronunciation. Only a few students participated in the activity, the others remained in silence.

Field Notes Workshop N°4

It was the last sequence of the pedagogical project. Students really liked the story because it was interesting, it included magic and they got familiarized with the characters at the beginning of the class. They were curious about what would happen with each character. In the exercise of vocabulary, I realized that when there is a competition between teams it is not necessary to force students to participate, like in other occasions. The use of images is always an excellent option to learn vocabulary easily and fast. It was good to introduce the main characters because students wanted to know what would happen with them. They listened to the recording three times and they work in group to complete their ideas and the missing words. However, there was a problem because some students didn't participate and it was evidently on the final score on Kahoot because in the While listening we answered almost all the questions but there were some low scores. Nevertheless, I was astonished because the recording was B1 level, that makes me think that students improved their listening skills during the workshops that we did this period.

Interview Participant N°1					
Date: November 14th 2020 03:00 p.m.					
Questions	S.D	D	N	A	S.A
1. When you do listening activities, can you understand familiar vocabulary and simple phrases?					
2. When you do listening activities, can you understand advanced vocabulary and long sentences if the speaker					

speaks slowly?					
3. Does the understanding of an audio or video in English depend on the speaker's speed?					
4. When you listen to a recording, do you identify the general idea and general details of the audio?					
5. When you listen you a recording, can you understand specific details like dates, ages, places, opinions given in the audio?					
6. Carrying out listening activities through online games contributes to the improvement of this skill and students' motivation?					
7. Students' interaction during listening exercises through platforms such as Kahoot, EducaPlay, Games to learn English, among others, enhances oral comprehension?					
<p>8. Why?</p> <p>Participante 1: Básicamente la educación actual se basa en juegos didácticos porque llaman la atención de quien los va a realizar. Se busca que la persona se motive a través de la diversión ya que el cerebro va a recibir un estímulo mayor. Además, se siente una satisfacción al realizar bien el juego y un deseo por jugar más lo que nos lleva a aprender mientras nos estamos divirtiendo y a realizar las actividades de la mejor manera posible.</p> <p>Participant 1: Currently, education is based on didactic games because they call student's attention. The idea is to motivate through the amusement because the brain receives a major stimulus. On the other hand, we feel a satisfaction after finishing a game and we want to play more, that's why we learn while we play. And we try to accomplish the game doing our best.</p>					
<p>9. ¿Qué opina de las actividades de escucha realizadas en las clases de inglés?</p> <p>Participante 1: El trabajo me pareció muy Bueno porque lo hacemos como una lectura crítica en la que primero escuchábamos para entender más o menos de que se trataba el audio. Después volvíamos a escuchar para entender lo que no entendíamos, y a la tercera ya básicamente era como para completar las ideas. Me pareció muy bueno hacer lluvia de ideas porque las ideas que teníamos sueltas las concretábamos para dar la mejor respuesta posible y además me gustó que lo hiciéramos en grupo porque así nos podemos apoyar y entender mejor las actividades.</p> <p>What do you think about listening activities carried out during the English classes?</p> <p>Participant 1: The activities were good because we did a critic Reading in which we listened to get a general idea of the recording. Then, we listened again to understand the things we hadn't understood and in the last repetition we completed the ideas. I really liked the brainstorming exercise due to we completed the ideas we had to provide the best answer and I liked working in teams since we could support ourselves and better understand our ideas.</p>					

10. ¿Cómo considera usted que el trabajo con la escucha le ha ayudado en la clase de inglés?

Participante 1: He mejorado porque ahora entiendo mejor. Por ejemplo, hay textos que leen rápido pero no se pronuncian bien entonces ahí uno queda perdido. Pero en los que usted nos puso la pronunciación estaba bien y además nos incentiva porque los juegos en línea tienen varias opciones entonces uno puede descartar. Entonces podría decir que he mejorado bastante no solo en el Listening sino también en el Reading.

Do you consider that listening activities have improved your English skills?

Participant 1: I have improved because now I understand better. For example, there are recordings in which people speak very fast and we get lost. But the audios chosen by the teacher had a good pronunciation. The use of online games motivated us since they offer many options so we can dismiss wrong answers. I can say I have improved not only listening comprehension but also with reading skill.

11. ¿Si tuviera la oportunidad de continuar trabajando con la escucha lo haría? ¿Sí? ¿No? ¿Por qué?

Participante 1: Si lo haría porque es una forma didáctica para aprender el inglés. Por ejemplo, yo he escuchado que a muchas personas cuando hacen los cursos de inglés les quedan vacíos porque nosotros para aprender necesitamos un entorno dentro del cual nos enseñen. Por ejemplo, cuando nosotros éramos pequeños y nos enseñaron nuestro idioma nativo, nosotros lo aprendimos no de leer ni nada de eso, sino escuchando a los demás, entonces lo mismo pasa con el inglés. Varias personas optan por ir al exterior y quedarse dos o tres meses porque el mismo entorno es el que les incentiva a aprender y a conocer el vocabulario necesario que es cotidiano, es decir que no necesita de tecnicismos, sino que es simple y fácil para aprender.

If you had the opportunity to keep working with listening, would you do it? Yes? Not? Why?

Participant 1: I would do it because it is a didactic way to learn English. For example, I have understood that there are many people who have problems after taking an English course because learning another language requires being into a learning environment. For example, when we were children and we learnt our mother tongue, we didn't learn reading but listening other people. It is the same with English. Many people decide moving to another country two or three months because the environment enhance people learning and knowing the common vocabulary, I mean, it doesn't need technicalities but it is simple and easy to learn.

12. ¿Qué opina del uso de plataformas para el trabajo con la escucha en la clase de inglés?

Participante 1: En mi opinión el uso de plataformas es bastante bueno porque facilita el aprendizaje porque representa la generación dentro de la que nosotros nacimos. Nosotros crecimos al lado de la tecnología y el uso de ella nos lleva a aprender mejor ya que desde pequeños nos inculcaron que si hay algo que se nos dificulta, todo lo podemos conseguir

en internet y como ya estamos familiarizados esto nos puede facilitar el aprendizaje.

What do you think about the use of platforms as a tool to teach listening in the English class?

Participant 1: I think that the use of platforms is very good because it makes easy the learning process. It represents the generation in which we were born. We grew up along to the technology and its usage helps us to learn easily because we have learnt that if there is something difficult we can get it on Internet. So, as we are familiarized to the use of technology it can facilitate learning.

13. ¿Se ha sentido motivado a través del desarrollo de estas actividades? ¿Sí? ¿No? ¿Por qué?

Participante 1: Si me he sentido motivado porque en estas actividades hemos tenido el apoyo del profesor y tenemos el apoyo de nuestros propios compañeros entonces eso nos motiva a que si nos equivocamos o tenemos una idea incompleta entonces nuestro compañero puede añadir una palabra o idea para completarla y el profesor puede orientarnos para comprender mejor la historia entonces me he interesado más en las clases por eso, porque estamos en un entorno en el cual podemos completar nuestras ideas sin quedarnos estancados y también ha sido muy interesante como se han usado las plataformas digitales para mejorar esta competencia.

Have you felt motivated through the development of these activities? Yes? Not? Why?

Participant 1: I have felt motivated because in these activities we had teacher's support and our partners' accompaniment. Thus, we know that if we are wrong or we had an incomplete idea our partner can add a word or another opinion to complete it and teacher can guide us to better understand the story. That's why I have got more interested in the classes, because we are into an environment in which we can complete our ideas without get blocked. Also, it has been interesting how teacher has used digital platforms to improve this skill.

14. ¿Considera que a través de la implementación de esta estrategia comprende mejor el inglés? ¿Sí? ¿No? ¿Por qué?

Participante 1: Si porque el entorno tecnológico con el que ya estábamos familiarizados nos ha ayudado aprender, también porque muchas personas escuchando o viendo las gráficas sin necesidad de escuchar también aprenden. Entonces el audio podría representar cuando las personas van al extranjero en donde se tienen que esforzar por entender el mensaje o buscar la forma de entenderlo. Eso nos ha llevado a querer aprender y entender mejor el inglés para que cuando nos digan una frase la podamos entender de una vez y estar satisfechos de que podamos comprender, pensar y expresarnos en inglés.

Do you consider that after implementing this Project do you have improved you English? Yes? Not? Why?

Participant 1: Yes, because we were familiarized to the technological environment that has helped us to learn, also because many people can learn just listening or watching

graphics. I think that the recording represents when people travel to other country in which they have to force themselves to understand the message or look for a way to understand. This proposal has helped us to learn and understand the English. Thus, if we listen to a phrase in English we will understand, think in English and interact with this language.

15. ¿Qué ha sido lo más difícil para usted cuando se hacen los ejercicios de escucha?

Participante 1: Básicamente la velocidad de lectura porque, aunque no afecte porque si se pronuncia bien la velocidad no afecta, pero algunas palabras no estamos acostumbrados a escucharlas cuando se pegan entonces es difícil entender lo que están diciendo.

When doing a listening activity, what is the most difficult thing for you?

Participant 1: Basically the speed because, even if it doesn't affect when people have a good pronunciation, there are some words that are pronounced like one word and it is difficult to understand them.

16. ¿Qué se le ha facilitado más cuando se hacen los ejercicios de escucha?

Participante 1: La comprensión en general. A pesar de que no sea el mejor en escucha, hay algunas palabras que puedo entender y así complementar las ideas de mis compañeros.

What is the easiest thing when you listen to a recording?

Participant 1: General comprehension. Despite I am not the best in listening, there are some words that I can understand and complete my partners' ideas.

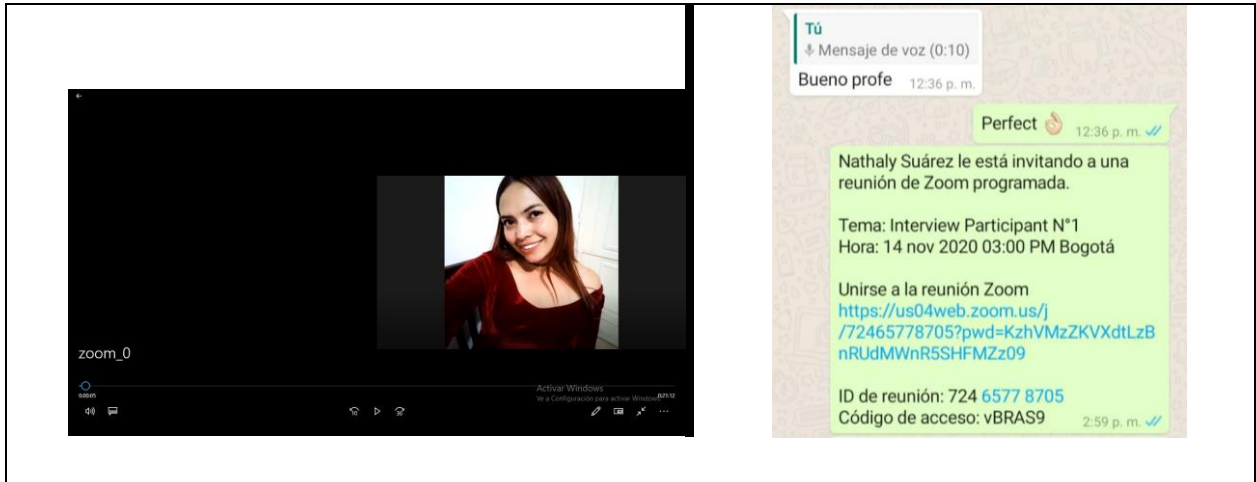
17. ¿Qué sugerencia tienes respecto a los ejercicios trabajados en clase?

Participante 1: No se me ocurren muchas sugerencias. De pronto la participación porque siempre hablan los mismos. No sé si les da miedo de decir lo que entendieron, pero sería bueno que todos hablaran y también hubo una actividad de emparejar en EducaPlay que solo había tres intentos y ahí no alcanzábamos a ver todas las parejas entonces algunos no pudimos hacer todo el juego y lo perdíamos.

Do you have any suggestion regarding the activities carried out during the meetings?

Participant 1: I don't have many suggestions. Maybe students' participation because always participate the same students. I don't know if they feel afraid, but it would be good that everyone participated. Also there was a matching activity on EducaPlay and we had just three opportunities, but we couldn't form all the pairs, so we couldn't play the whole game because we lost.

Evidences of the Interview Participant N°1



Interview Participant N°2					
Date: November 14th 2020 03:00 p.m.					
Questions	S.D	D	N	A	S.A
18. When you do listening activities, can you understand familiar vocabulary and simple phrases?					
19. When you do listening activities, can you understand advanced vocabulary and long sentences if the speaker speaks slowly?					
20. Does the understanding of an audio or video in English depend on the speaker's speed?					
21. When you listen to a recording, do you identify the general idea and general details of the audio?					
22. When you listen you a recording, can you understand specific details like dates, ages, places, opinions given in the audio?					
23. Students' interaction during listening exercises through platforms such as Kahoot, EducaPlay, Games to learn English, among others, enhances oral comprehension?					
24. Carrying out listening activities through online games contributes to the improvement of this skill and students' motivation?					
25. Why? Participante 2: Para que un estudiante tenga mejor comprensión de lo que está en su entorno como por ejemplo en estas actividades de escucha es importante motivarlos entonces los juegos lo que hacen es mantener activa la mente de los estudiantes porque se tiene un reto a sí mismo para lograrlo entonces esto facilita la escucha.					

Participant 2: It is important to motivate students to improve the comprehension about their environment such as listening activities. Online games activate students' mind because they involve a personal challenge that facilitates oral comprehension.

26. ¿Qué opina de las actividades de escucha realizadas en las clases de inglés?

Participante 2: Me pareció muy bueno, fueron actividades muy creativas e interactivas que nos ayudaron a aprender mejor la escucha de los audios en inglés. Esto también nos motiva bastante y hace que tengamos retos que debemos cumplir por nosotros mismos.

What do you think about listening activities carried out during the English classes?

Participant 2: I really liked, there were creative and interactive activities that helped us to learn and improve oral comprehension. These activities motivate us a lot because they involve challenges that we must overcome by ourselves.

27. ¿Cómo considera usted que el trabajo con la escucha le ha ayudado en la clase de inglés?

Participante 2: Me ha ayudado bastante a mejorar mi escucha a la hora de tener conversaciones. Se me facilita mucho más que en ocasiones anteriores, pienso que se desarrolló esa parte muy bien.

Do you consider that listening activities have improved your English skills?

Participant 2: It has helped me a lot to improve my listening when having conversations. It is much easier for me than in previous occasions, I think that part was developed very well.

28. ¿Si tuviera la oportunidad de continuar trabajando con la escucha lo haría? ¿Sí? ¿No? ¿Por qué?

Participante 2: Si porque cuando estamos aprendiendo un idioma es parte esencial de él porque de esto depende también mantener una conversación activa con una persona que maneje bien el idioma

If you had the opportunity to keep working with listening, would you do it? Yes? Not? Why?

Participant 2: Yes, because when we are learning a language listening is an essential part of it. For example, having an active conversation with a person who knows the language well depends on the comprehension of the dialogue.

29. ¿Qué opina del uso de plataformas para el trabajo con la escucha en la clase de inglés?

Participante 2: Me parece muy bueno, me gusto bastante porque al mismo tiempo en el que aprendíamos también nos divertíamos, ustedes nos explicaban muy bien lo que debíamos hacer y fue un reto bastante bonito e interactivo.

What do you think about the use of platforms as a tool to teach listening in the English class?

Participant 2: I think it is very good, I liked it a lot because at the same time we were learning we also had fun, you explained to us very well what we should do and it was a very nice and interactive challenge.

30. ¿Se ha sentido motivado a través del desarrollo de estas actividades? ¿Sí? ¿No? ¿Por qué?

Participante 2: Si, este proyecto nos motiva a aprender más, nos ayuda a aprender como escuchar y como mejorar nuestra comprensión.

Have you felt motivated through the development of these activities? Yes? Not? Why?

31. Participante 2: Yes, this project motivates us to learn more, it helps us learn how to listen and how to improve our understanding.

32. ¿Considera que a través de la implementación de esta estrategia comprende mejor el inglés? ¿Sí? ¿No? ¿Por qué?

Participante 2: Si porque como desarrollamos esta parte que es tan fundamental a la hora de aprender otro idioma, se nos facilita más el uso de otras competencias.

Do you consider that after implementing this Project do you have improved you English? Yes? Not? Why?

Participante 2: Yes, because as we develop this part that is so fundamental when learning another language, the use of other competences is easier for us.

¿Qué ha sido lo más difícil para usted cuando se hacen los ejercicios de escucha?

Participante 2: Yo soy una persona a la que le es difícil retener información por mucho tiempo entonces algunas cosas o algunas oraciones se me olvidan, pero me ha funcionado muy bien el método para entender la mayor cantidad de información posible.

When doing a listening activity, what is the most difficult thing for you?

Participante 2: I am a person who finds it difficult to retain information for a long time, so I forgot some things or some sentences, but the method to understand as much information as possible has worked very well for me.

33. ¿Qué se le ha facilitado más cuando se hacen los ejercicios de escucha?

Participante 2: Se me ha facilitado comprender las oraciones simples y algunas complejas porque hemos practicado muy bien el vocabulario.

What is the easiest thing when you listen to a recording?

Participante 2: Simple sentences and some complex ones have been easier for me to understand because we have practiced the vocabulary very well.

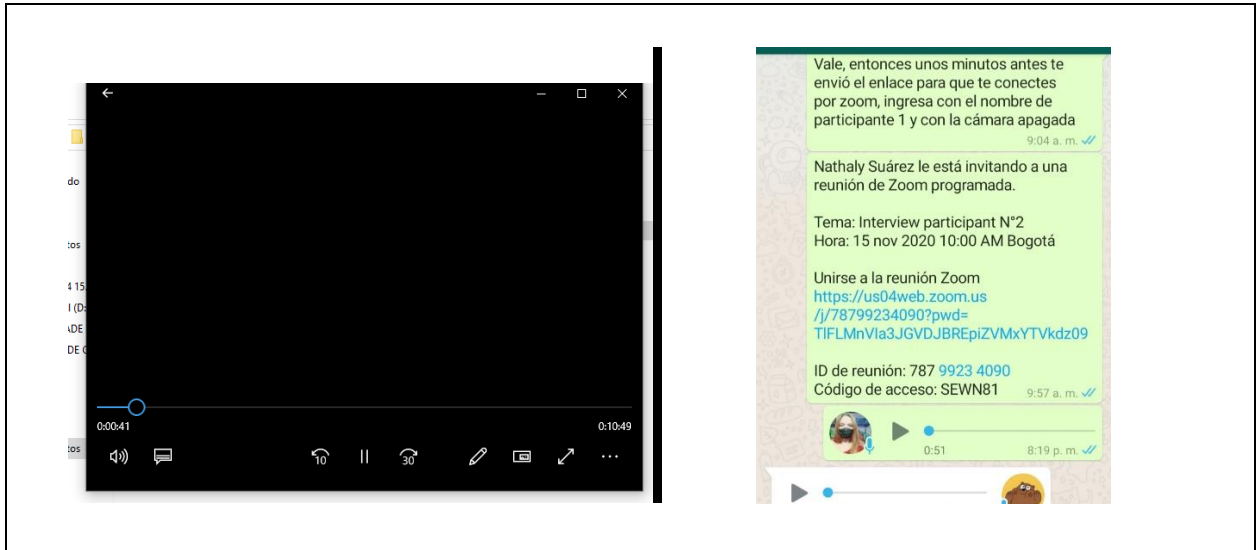
34. ¿Qué sugerencia tienes respecto a los ejercicios trabajados en clase?

Participante 2: Los ejercicios me parecieron muy buenos. No tengo muchas sugerencias solo que hubiera sido bueno que todos los compañeros participaran de las actividades virtuales porque la comprensión oral no se trabaja casi en las clases normales.

Do you have any suggestion regarding the activities carried out during the meetings?

Participante 2: I really liked the exercises. I do not have many suggestions, only that it would have been good for all the classmates to participate in the virtual activities because listening comprehension is hardly worked in normal classes.

Evidences of the Interview Participant N°2



Interview Participant N°3					
Date: November 15th 2020 10:30 a.m.					
Questions	S.D	D	N	A	S.A
35. When you do listening activities, can you understand familiar vocabulary and simple phrases?					
36. When you do listening activities, can you understand advanced vocabulary and long sentences if the speaker speaks slowly?					
37. Does the understanding of an audio or video in English depend on the speaker's speed?					
38. When you listen to a recording, do you identify the general idea and general details of the audio?					
39. When you listen you a recording, can you understand specific details like dates, ages, places, opinions given in the audio?					
40. Students' interaction during listening exercises through platforms such as Kahoot, EducaPlay, Games to learn English, among others, enhances oral comprehension?					
41. Carrying out listening activities through online games contributes to the improvement of this skill and students' motivation?					
42. Why? Participante 3: El uso de juegos contribuye bastante en la actividad de escucha ya que primero tenemos que escuchar y después de eso tenemos que contestar las preguntas entonces contribuye demasiado porque además de que el juego es didáctico nos enseña a					

escuchar mejor y el aprendizaje es más divertido.

Participant 3: The use of games contributes a lot to the listening activity since first we have to listen and after that we have to answer the questions then it contributes too much because in addition to the fact that the game is didactic it teaches us to listen better and learning is more fun.

43. ¿Qué opina de las actividades de escucha realizadas en las clases de inglés?

Participante 3: El trabajo de escucha fue muy bueno ya que en las clases normales la profesora nos hablaba en inglés, pero en este proyecto mejoramos mucho nuestro inglés porque los temas tratados eran de interés para los estudiantes entonces fue muy bueno.

What do you think about listening activities carried out during the English classes?

Participant 3: The listening activities were very good since in normal classes the teacher spoke to us in English but in this project we improved our English a lot because the topics covered were of interest to the students so it was very good.

44. ¿Cómo considera usted que el trabajo con la escucha le ha ayudado en la clase de inglés?

Participante 3: Me ha ayudado para aprender el idioma inglés como tal, también aprendí a pronunciar mejor, a interpretar textos y escuchar mejor, aprendí a responder y también aprendí una gran cantidad de vocabulario.

Do you consider that listening activities have improved your English skills?

Participant 3: It has helped me to learn the English language, I also learned to pronounce better, interpret texts and listen better, I learned to answer and I also acquired a lot of vocabulary.

45. ¿Si tuviera la oportunidad de continuar trabajando con la escucha lo haría? ¿Sí? ¿No? ¿Por qué?

Participante 3: Si porque entre uno más escuche más aprende y entre uno más aprenda pues mejor.

If you had the opportunity to keep working with listening, would you do it? Yes? Not? Why?

Participant 3: Yes, because the more we listen to, the more we learn another language.

46. ¿Qué opina del uso de plataformas para el trabajo con la escucha en la clase de inglés?

Participante 3: Son muy buenas las plataformas. Por ejemplo, a mí la que más me gusta es Kahoot porque tenemos que responder las preguntas de una manera interesante porque es de selección múltiple. Además de escuchar los textos tenemos que responderlos. Me gusta la competitividad del juego porque además de que mide el tiempo, mide las preguntas que quedaron bien, la cantidad de participantes y hay un pódium para los mejores, eso hace que nos sintamos más atraídos a responder correctamente.

What do you think about the use of platforms as a tool to teach listening in the English class?

Participant 3: The platforms are very good. For example, the one I like the most is

Kahoot because we have to answer the questions in an interesting way because it is multiple-choice. Apart from listening to the texts, we have to answer them. I like the competitiveness of the game because it measures time, measures the questions that turned out well, the number of participants and there is a podium for the best, that makes us feel more attracted to answer correctly.

47. ¿Se ha sentido motivado a través del desarrollo de estas actividades? ¿Sí? ¿No? ¿Por qué?

Participante 3: Si me he motivado demasiado para participar más en la clase de inglés y para aprender más idiomas

Have you felt motivated through the development of these activities? Yes? Not? Why?

48. Participant 3: If I have motivated myself too much to participate more in the English class and to learn more languages

49. ¿Considera que a través de la implementación de esta estrategia comprende mejor el inglés? ¿Sí? ¿No? ¿Por qué?

Participante 3: Si porque hemos aprendido de una forma didáctica y muy sencilla.

Do you consider that after implementing this Project do you have improved you English? Yes? Not? Why?

Participant 3: Yes, because we have learned in a very simple and didactic way.

50. ¿Qué ha sido lo más difícil para usted cuando se hacen los ejercicios de escucha?

Participante 3: Lo más difícil es el nivel de algunas partes del texto por ejemplo palabras que aún no están en mi vocabulario.

When doing a listening activity, what is the most difficult thing for you?

Participant 3: The most difficult thing is the level of some parts of the recording, for example words that are not yet in my vocabulary.

51. ¿Qué se le ha facilitado más cuando se hacen los ejercicios de escucha?

Participante 3: Lo que más se me ha facilitado ha sido aprender a escuchar mejor el texto. Antes yo no entendía nada, pero ahora he sentido que esa competencia se ha estimulado bastante.

What is the easiest thing when you listen to a recording?

Participant 3: Now I can understand the recording. Before I did not understand anything, but now I have felt that this skill has been stimulated a lot.

52. ¿Qué sugerencia tienes respecto a los ejercicios trabajados en clase?

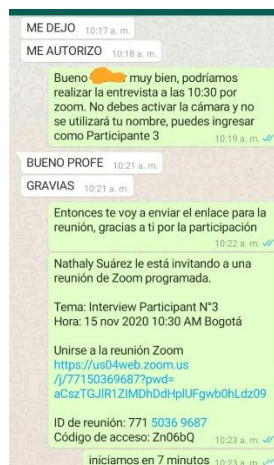
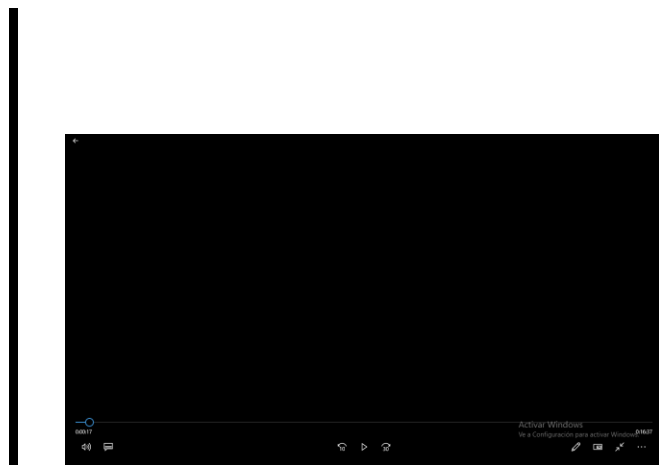
Participante 3: La forma en que usted dio las clases estaba muy bien, usted nos explicaba en español cuando no entendíamos en inglés y así nos sentíamos más cómodos y seguros de lo que estábamos haciendo. Con respecto a las actividades me gustaron los temas porque no eran temas aburridos, eran audios interesantes como las suposiciones y los cuentos cortos.

Do you have any suggestion regarding the activities carried out during the meetings?

Participant 3: The way you taught was very good, you explained to us in Spanish when

we did not understand English and that way we felt more comfortable and confident about what we were doing. Regarding the activities, I liked the topics because they were not boring topics, they were interesting audios like hypothetical situations and short stories.

Evidences of the Interview Participant N°3



Interview Participant N°4

Date: November 15th 2020 11:30 a.m.

Questions	S.D	D	N	A	S.A
53. When you do listening activities, can you understand familiar vocabulary and simple phrases?					
54. When you do listening activities, can you understand advanced vocabulary and long sentences if the speaker speaks slowly?					
55. Does the understanding of an audio or video in English depend on the speaker's speed?					
56. When you listen to a recording, do you identify the general idea and general details of the audio?					
57. When you listen you a recording, can you understand specific details like dates, ages, places, opinions given in the audio?					
58. Students' interaction during listening exercises through platforms such as Kahoot, EducaPlay, Games to learn English, among others, enhances oral comprehension?					
59. Carrying out listening activities through online games contributes to the improvement of this skill and students' motivation?					

60. Why?

Participante 4: Me parece que si porque es una buena forma de que nosotros nos motivemos a seguir aprendiendo y es una manera más didáctica de hacer las actividades.

Participant 4: I think so because it is a good way for us to motivate ourselves to continue learning and it is a more didactic way of doing the activities.

61. ¿Qué opina de las actividades de escucha realizadas en las clases de inglés?

Participante 4: Opino que el trabajo de escucha realizado en estas clases de inglés fue bastante completo porque nos enseñaron vocabulario nuevo, nos enseñaron muchas formas de poder desarrollar mejor las actividades de escucha y antes de todo se nos hacía una sensibilización para que se nos facilitara entender. Esto me parece algo muy bueno porque desarrollamos muchas otras actividades que nos ayudaron a mejorar nuestras competencias para manejar el inglés.

What do you think about listening activities carried out during the English classes?

Participant 4: I think that the listening work carried out in these English classes was quite complete because teacher taught us new vocabulary and many ways to better develop listening activities and, first of all, we were sensitized to make it easier for us to understand. This seems like a very good thing to me because we developed many other activities that helped us improve our English skills.

62. ¿Cómo considera usted que el trabajo con la escucha le ha ayudado en la clase de inglés?

Participante 4: He mejorado mucho con el dominio de vocabulario, también mejore mi competencia de escucha. Me gusto que los audios eran muy entendibles y eso nos ayudó a darnos cuenta de que si podíamos entender conversaciones en inglés. El desarrollo de la escucha es muy importante para dominar el inglés porque cuando nos queramos comunicar con otra persona debemos conocer la pronunciación de las palabras para poder entender de que se está hablando.

Do you consider that listening activities have improved your English skills?

Participant 4: I have improved a lot with the use of vocabulary, also improved my listening skills. I liked that the audios were very understandable and that helped us to realize that we could understand conversations in English. The development of listening is very important to master English because when we want to communicate with another person we must know the pronunciation of the words in order to understand what is being talked about.

63. ¿Si tuviera la oportunidad de continuar trabajando con la escucha lo haría? ¿Sí?

¿No? ¿Por qué?

Participante 4: Si lo haría porque es una de las cosas que más se me dificulta y que tengo que practicar.

If you had the opportunity to keep working with listening, would you do it? Yes?

Not? Why?

Participant 4: Yes, I would because it is one of the things that is most difficult for me and

that I have to practice.

64. ¿Qué opina del uso de plataformas para el trabajo con la escucha en la clase de inglés?

Participante 4: Me parece muy bueno porque es didáctico y nos motiva porque las clases dejan de ser aburridas ya que se despierta un interés personal por avanzar en los juegos y ganarles a nuestros compañeros o a los otros grupos.

What do you think about the use of platforms as a tool to teach listening in the English class?

Participant 4: I think it is very good because it is didactic and motivates us because the classes are not boring since there is a personal interest in advancing in the games and beating our classmates or other groups.

65. ¿Se ha sentido motivado a través del desarrollo de estas actividades? ¿Sí? ¿No? ¿Por qué?

Participante 4: Si me he sentido motivada porque me hace querer aprender más sobre el inglés y me hace querer entender mejor, con estas actividades nos dimos cuenta de la importancia de la comprensión para tener una buena comunicación. También creo que la motivación viene de cada quien entonces estas actividades promueven que queramos aprender por nuestra propia cuenta ya que son sencillas e interesantes, los juegos online nos ayudaron a querer aprender y no hacerlo por obligación como en los talleres convencionales.

Have you felt motivated through the development of these activities? Yes? Not? Why?

66. Participant 4: I have felt motivated because with these activities I want to learn more about English and it makes me want to understand better, with this strategy we realized the importance of understanding to have good communication. I also believe that the motivation comes from each one, so these activities promote that we want to learn by ourselves since they are simple and interesting, online games helped us to want to learn and not do it out of obligation as in conventional workshops.

67. ¿Considera que a través de la implementación de esta estrategia comprende mejor el inglés? ¿Sí? ¿No? ¿Por qué?

Participante 4: Yo considero que si porque las clases eran muy prácticas y eso es lo que necesitamos para aprender mejor porque nos vamos acostumbrando y la manera en que se llevó a cabo el proyecto fue muy completa entonces mejoré en muchos sentidos el manejo del inglés.

Do you consider that after implementing this Project do you have improved you English? Yes? Not? Why?

Participant 4: I think so, because the classes were very practical and that is what we need to learn better. In this way we get used to it and the way the project was carried out was very complete, so I improved my English skills in many ways.

68. ¿Qué ha sido lo más difícil para usted cuando se hacen los ejercicios de escucha?

Participante 4: Yo diría que me confundo un poco con las palabras porque suenan igual, pero son diferentes.

When doing a listening activity, what is the most difficult thing for you?

Participant 4: I would say that I get a bit confused with the words because they sound the same, but they are different.

69. ¿Qué se le ha facilitado más cuando se hacen los ejercicios de escucha?

Participante 4: Que en estos ejercicios se hablaba muy claro entonces es fácil de entender y también tener el vocabulario nos orienta muy bien para lo que vamos a escuchar.

What is the easiest thing when you listen to a recording?

70. Participant 4: In these exercises they spoke very clearly so it is easy to understand and also having the vocabulary guides us very well for what we are going to hear.

71. ¿Qué sugerencia tienes respecto a los ejercicios trabajados en clase?

Participante 4: El proyecto me pareció muy completo, me parece que todo lo que se hizo estuvo muy bien, ya lo que queda es que nosotros sigamos practicando por nuestra propia cuenta.

Do you have any suggestion regarding the activities carried out during the meetings?

Participant 4: The project seemed very complete to me, it seems to me that everything that was done was very good, and what remains is for us to continue practicing on our own.

Interview Participant N°					
Date:					
Questions	S.D	D	N	A	S.A
72. When you do listening activities, can you understand familiar vocabulary and simple phrases?					
73. When you do listening activities, can you understand advanced vocabulary and long sentences if the speaker speaks slowly?					
74. Does the understanding of an audio or video in English depend on the speaker's speed?					
75. When you listen to a recording, do you identify the general idea and general details of the audio?					
76. When you listen you a recording, can you understand specific details like dates, ages, places, opinions given					

in the audio?					
77. Students' interaction during listening exercises through platforms such as Kahoot, EducaPlay, Games to learn English, among others, enhances oral comprehension?					
78. Carrying out listening activities through online games contributes to the improvement of this skill and students' motivation?					
79. Why?					
80. What do you think about listening activities carried out during the English classes?					
81. Do you consider that listening activities have improved your English skills?					
82. If you had the opportunity to keep working with listening, would you do it? Yes? Not? Why?					
83. What do you think about the use of platforms as a tool to teach listening in the English class?					
84. Have you felt motivated through the development of these activities? Yes? Not? Why?					
85. Do you consider that after implementing this Project do you have improved your English? Yes? Not? Why?					
86. When doing a listening activity, what is the most difficult thing for you?					
87. What is the easiest thing when you listen to a recording?					
88. Do you have any suggestion regarding the activities carried out during the meetings?					

Narratives

First Narrative

Nombre: Nathaly Suárez Llanes

Tutora: Mayeini Katherine García

Supervisora: Genis Emilse Navarro

Fecha: septiembre 14 a 18 de 2020

Pese a que se tenía previsto comenzar con la implementación de la propuesta en la semana del 21 al 27 de septiembre, decidí adelantar la clase dado que en esta semana los estudiantes se encontrarían realizando sus pruebas de calidad. En esta primera sesión se me encargó realizar un repaso de los temas vistos durante el tercer período como las preposiciones de lugar, tiempo y movimiento, las diferencias entre el should y el ought to, los condicionales cero y uno y los mitigadores e intensificadores.

Primero que todo debo resaltar que la totalidad de la clase no se dio en inglés, pues mi supervisora me dijo que debía usar lengua materna para las explicaciones y usar el inglés para los ejemplos. La clase se realizó de manera simultánea para noveno 01 y noveno 02 y había alrededor de 34 estudiantes conectados, algunos desde un computador y otros desde un Smartphone. A la hora de hablar, o de proyectar material audio visual me cercioraba de que los estudiantes escucharan y pudieran ver y todo se dio correctamente. Como los estudiantes ya tenían conocimiento de esos temas decidí comenzar a implementar mi propuesta en la que se busca fortalecer la competencia de la comprensión oral a través

de los juegos online.

En un primer momento utilice algunas estrategias de interacción dividiendo el grupo en dos equipos. Los estudiantes debían ver una imagen alusiva a un audio, escuchar el audio y escribir la oración (las frases contenían ejemplos para diferenciar el uso entre el should y el ought to) los estudiantes debían escribir en el chat su respuesta y quien la tuviera correcta ganaría un punto para su equipo. Esta competencia entre los dos equipos favoreció considerablemente la participación y la interacción entre los compañeros que se tenían que ayudar para obtener el punto además, estaba trabajando la competencia de comprensión oral de una manera muy divertida. En esta actividad tenía previsto usar unos audios adjuntos en la presentación power point, sin embargo los estudiantes no lograban escuchar así que tuve que decir las frases de los audios en un tono alto para que lograran realizar la actividad.

En la segunda actividad de escucha use una plataforma de juegos en inglés en la que se daban instrucciones para ubicar los objetos en un determinado lugar usando preposiciones de lugar. Para este juego seguí los pasos de pre, while pero desafortunadamente el tiempo no me alcanzó para el post-listening. Los estudiantes disfrutaron mucho esta actividad y me enviaron los resultados del juego por WhatsApp por medio de un pantallazo. Pienso que las explicaciones fueron claras porque las actividades se desarrollaron debidamente y los estudiantes participaron de manera activa.

En cuanto a la organización del material, organicé la secuencia de la clase en una presentación Power point incluyendo enlaces, audios, explicaciones y demás, lo cual me ayudó mucho con la explicación de las actividades y la comprensión por parte de los estudiantes. Para finalizar, le pregunté a los estudiantes su opinión con respecto a la clase y

me dijeron que se sintieron muy motivados a participar, que les gustó mucho el uso de los juegos porque pueden aprender mientras se divierten y salir de la monotonía de las clases.

En esta primera semana no trabajé con los estudiantes de transición el componente de extensión a la comunidad, ya que estoy organizando el material para realizar clases que los animen a aprender inglés. He contado con el apoyo de los docentes a cargo de estos grados y el apoyo de mi supervisora quien me dio el feedback después de la clase. Ella me sugirió que debo organizar mejor el tiempo en algunas actividades por la cantidad de estudiantes que hay.

Second Narrative

Nombre: Nathaly Suárez Llanes

Tutora: Mayeini Katherine García

Supervisora: Genis Emilse Navarro

Fecha: Del 21 al 25 de septiembre

Durante mi segunda semana de práctica, los estudiantes se encontraban realizando sus pruebas de calidad con excepción de los estudiantes de transición quienes son evaluados de una forma más cualitativa. Por tal motivo inicié mi trabajo de extensión a la comunidad dando 4 horas de clase distribuidas de la siguiente manera: El día lunes trabajé de 9:00 am a 10:00 a.m. con los estudiantes de transición 1 y en el horario de 10:00 a 11:00 trabajé simultáneamente con los grupos transición 2 y 3 ya que las docentes titulares de estos dos últimos grupos han decidido desarrollar juntas sus clases. El día jueves trabajé con los mismos horarios del lunes, completando así las primeras 4 horas con estos grupos.

En la primera clase aborde el tema de saludos y despedidas y en la segunda clase se trabajó el tema de animales y colores. El trabajo con niños pequeños requiere de mucha disposición y buena actitud de parte del docente ya que ellos nos observan como un ejemplo a seguir y su participación depende de la motivación que les damos. Durante la primera clase me preocupé por conocer a todos los estudiantes, y cada uno de ellos se presentó en inglés. A pesar de que era la primera clase los estudiantes tuvieron una gran participación por medio de esta actividad y también cantando la canción de los saludos.

Adicional a esto les explique las normas de clase y el vocabulario más frecuente para que pudieran interactuar un poco en inglés en las próximas clases tanto con el docente como con sus compañeros. Para verificar si los estudiantes habían comprendido las instrucciones les preguntaba siempre que habían entendido, aunque tratándose de niños que estaban teniendo su primer contacto con el inglés, la mayoría de las veces tenía que explicar en español para que no se frustraran.

La segunda clase fue muy animada en cuando a la interacción ya que jugamos un juego llamado “red calls blue” en el que cada estudiante escogía un color y llamaba a un compañero por su color y así sucesivamente. Los estudiantes se divirtieron y se integraron muy bien sin pena y sin temor y todos pudieron participar. Este tipo de juego es un poco más complicado con grupos grandes ya que toma mucho tiempo para que todos puedan participar, así que hay que reducir el tiempo en otras actividades.

Para tener una mejor organización durante las clases use diapositivas con el orden de las actividades incluyendo poco texto y muchas imágenes llamativas que despertaran el interés de los estudiantes. A veces no me es posible incorporar todos los pilares de la educación pre-escolar en una sola clase, pero trato de incluir al menos dos o tres. Para la

segunda clase por ejemplo se evidenció el uso de arte, literatura y juego.

A partir del cuento que escogí para la segunda clase sobre animales y colores llamado: “Brown bear, Brown bear, what do you see? Les presenté una canción para invitarlos a participar del Talent Show. Esto me motivo mucho porque fue un reto para mí. Los estudiantes de transición nunca habían participado en el concurso de talento de inglés y esta era la primera vez, así que para hacer más fácil su participación les asigné frases muy cortas a los estudiantes que se mostraron interesados en participar y me comprometí a ensamblar el vídeo con la pista. Para esta tarea les di plazo de una semana teniendo en cuenta que yo era la encargada de la edición de este vídeo y del vídeo de todos los participantes de primaria y secundaria del concurso de talento.

En esta semana tuve mucho trabajo en cuanto al componente administrativo ya que debía estar pendiente de que los estudiantes enviaran sus vídeos a tiempo, también debía ayudarles con la preparación a los estudiantes de mis cursos como la transcripción fonética y algunos audios para que tuvieran una guía. Esto me mostro que el trabajo de un docente requiere de un compromiso y una entrega personal para que las cosas se puedan llevar a cabo de la mejor manera ya que si hacemos las cosas por gusto y no por obligación, los estudiantes se contagian de este interés para realizar sus actividades.

Third Narrative

En la tercera semana de clase desarrolle una actividad de día del estudiante con los niños de transición privilegiando al pilar del juego con la exploración del medio ambiente. Para esta ocasión se hizo mucho énfasis en el input auditivo relacionando con imágenes. En este juego llamado “The Queen demands” los estudiantes debían escuchar y ver en la

diapositiva cada uno de los objetos que iban saliendo, por ejemplo: “The Queen demands a red t-shirt, then, students had to look for an object like this in their houses. It was very interesting because after finding the relation between the image and the sound students understood easily the object demanded by the teacher. They were happy and interested to participate

En la segunda secuencia se trabajó a fondo la actividad de escucha por medio de los juegos online. En una primera etapa se propuso un juego de emparejamiento en Educaplay para trabajar el vocabulario desconocido del audio. Para el desarrollo de este juego se presentaron algunas dificultades correspondientes a la configuración, pues establecí un límite de tres intentos y si se fallaba, las imágenes se reorganizaban de manera distinta, por lo tanto, era difícil para los estudiantes completar el juego.

En la fase correspondiente al While listening, intenté compartir el audio del computador, pero los estudiantes no podían escuchar, así que les compartí el enlace del vídeo. Después de la primera escucha, hicimos una lluvia de ideas en donde yo escribía las palabras o frases que habían escuchado los estudiantes. En esta parte se pudo establecer la comprensión global del audio titulado “A perfect day” gracias a la interacción de los estudiantes. Algunos escribían la palabra tal cual como se pronunciaba y con base a esto analizábamos cual era la manera correcta de escribirla dándoles ciertas pautas de pronunciación.

Después de la repetición del audio, los estudiantes debían realizar un reto en Kahoot, que constaba de cuatro preguntas de selección múltiple para evaluar la comprensión detallada de la actividad. En este reto la mayor parte de los estudiantes obtuvo un alto puntaje contestando bien todas las preguntas, ciertos estudiantes obtuvieron

un puntaje bajo y algunos no realizaron el juego.

Después los estudiantes debían escribir un texto acerca de cómo sería un día perfecto para ellos, sin embargo, el texto se dejó como un ejercicio para casa como sugerencia de la docente porque estaba incluido en la guía de aprendizaje. Había propuesto otra actividad de escucha que consistía en un diálogo, pero se dejó como tarea debido al tiempo.

Con esta clase pude notar que las actividades online llevan mucho más tiempo que las presenciales porque debes estar repitiendo las instrucciones cuando los estudiantes tienen problemas de conexión o llegan tarde. También es difícil promover la interacción entre compañeros pues como se trabaja simultáneamente con ambos novenos, algunos no se conocen con sus compañeros. Sin embargo, les asigné un Roleplay basado en la actividad de escucha para evaluar la comprensión de la misma. Esta actividad será desarrollada en la próxima clase.

Fourth Narrative

Después de las semanas de pruebas de calidad, se llevó a cabo la tercera y la cuarta clase con noveno grado. El día martes 13 de octubre se implementó la tercera secuencia correspondiente al proyecto pedagógico. Dado que los estudiantes estaban repasando aún el segundo condicional se propuso una actividad de escucha titulada: ¿Qué pasaría si todos los animales sobre la Tierra pudieran razonar? A partir de esta pregunta se realizaron una serie de actividades.

De igual manera se dio continuidad al proceso con los estudiantes de transición. Cada vez se adaptan mejor a este estilo de clases virtuales llenas de juegos y de actividades

dinámicas. En cuanto al componente administrativo, ya casi es la semana Institucional en la que se llevarán a cabo las presentaciones virtuales de varios proyectos, es por eso que estamos trabajando de manera rigurosa para lograr los resultados esperados en el Talent Show, concurso de canto en inglés.

Es complicada la falta de seriedad y compromiso que muestran algunos estudiantes ya que se les había solicitado su tiempo hace ya un mes y no responden por sus compromisos, esto retrasa nuestro trabajo en la ejecución de las actividades porque en un trabajo grupal en el que se debe ensamblar todo.

Categories Chart

<p style="text-align: center;">ENHANCING LISTENING COMPREHENSION THROUGH THE USE OF ONLINE GAMES NATHALY SUÁREZ</p>			
<p>General Objective: To enhance ninth grade students listening comprehension through the use of online games at Bethlehemites Brighton School.</p> <p>Specific objectives: To explore the influence of online games on students' motivation during the listening practice. To create online games with authentic material on the educative platforms as Kahoot, EducaPlay, Quizlet among others. To analyze ninth grade students' progress after implementing listening activities with online games as a main tool. To reflect on the pedagogical sequences developed during the synchronic meetings and their incidence on students' improvement.</p>			
General Category	Subcategories	Theory	Comments
Listening	Vocabulary	A1 level (CEFR, 2001) Students can familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings.	Students understood very basic vocabulary as: husband, sea, beach, walk... However they had difficulties to articulate a whole phrase from the recording (Journal 1) When students listen to simple phrases they can understand the whole phrase with one or two

			repetitions. (Journal 1)
Listening	Speech	A1 level (CEFR, 2001) Students can understand when people speak slowly and clearly.	When students listen to a native speaker they present difficulties to understand because of the speech or the dialect, on the other hand when they listen to the teacher they can understand easier because she talks slowly and the articulation is clearer. (Journal 1)
Listening	Global Comprehension		Students can identify global aspects in a listening activity such as who is speaking? What people is speaking about? The environment, the context among others. (Journal 1)
Listening	Detailed comprehension	At A2 (CEFR, 2001) Students can catch the main point in short, clear and simple messages.	Some students can understand specific details during a listening activity after listening twice or three times, they take notes about specific things that they can understand and then, they listen again to find the sense of the phrase or the text. (Journal 1) Preparing a questioner before listening is very useful for students because they focus on these points and they get more concentrated. (Journal 1)
Online Games	Motivation		During the first session students said that they feel more comfortable with games because they do not feel under pressure, they can learn while they play and these activities motivate them to participate in class. (Journal 1)
Online Games	Interaction		When students interact with their peers through the games they participate actively during the class, especially when there is a competition between groups. (Journal 1)

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Matriz Interview

Data Analysis Interview						
General Category	Subcategories	Theory description	Participants extracts			
Listening	Vocabulary	A1 level (CEFR, 2001) Students can understand familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings.	Participant 1 (Jaider Cárdenas)	Participant 2 (Sthefanny Gómez)	Participant 3 (Wilmer Ochoa)	Participant 4 (Valentina Rodríguez)
			<i>"I agree I can understand familiar words and simple phrases."</i>	<i>"Simple sentences and some complex ones have been easier for me to understand because we have practiced the vocabulary very well"</i>	<i>"The most difficult thing is the level of some parts of the recording, for example words that are not yet in my vocabulary"</i>	<i>"I would say that I get a bit confused with the words because they sound the same, but they are different"</i>
Listening	Speech	A1 level (CEFR, 2001) Students can understand when people speak slowly and clearly.	<i>"there are recordings in which people speak very fast and we get lost"</i>	<i>"I agree the understanding of an audio depends on the speaker's speed"</i>	<i>"I agree the understanding of an audio depends on the speaker's speed"</i>	<i>"I agree the understanding of an audio depends on the speaker's speed"</i>
Listening	Global Comprehension	high-level listeners seem to process audios using detailed and global cues, while low-level learners use to process recordings using detailed cues firstly. (Becker, 2016)	<i>"We listened to get a general idea of the recording. Then, we listened again to understand the things we hadn't understood and in the last repetition we completed the ideas"</i>	<i>"I agree I can identify the general idea and general details of the audio"</i>	<i>"I cannot identify the general idea and general details of the audio"</i>	<i>"I agree I can identify the general idea and general details of the audio"</i>

Listening	Detailed comprehension	At A2 (CEFR, 2001) Students can catch the main point in short, clear and simple messages.	<i>“Despite I am not the best in listening, there are some words that I can understand and complete my partners’ ideas”</i>	<i>“I am a person who finds it difficult to retain information for a long time, so I forgot some things or some sentences”</i>	<i>“I strongly agree I can understand specific details like dates, ages, places, opinions given in the audio”</i>	<i>“I am neutral about the understanding of specific details like dates, ages, places, opinions given in the audio”</i>
Listening	Pronunciation	Pronunciation training exhibits its impact on not only perception of specific phonemes but also in general listening comprehension . (Nguyet, 2019)	<i>“there are some words that are pronounced like one word and it is difficult to understand them”</i>		<i>“Listening activities have helped me to learn the English language, I also learned to pronounce better”</i>	<i>“when we want to communicate with another person we must know the pronunciation of the words in order to understand what people are talking about”</i>
Online Games	Motivation	“Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation” (Payan & Restrepo 2009)	<i>“The idea is to motivate students through the amusement because the brain receives a major stimulus. On the other hand, we feel the satisfaction after finishing a game and we want to play more, that’s why we learn while we play”</i>	<i>“I really liked, there were creative and interactive activities that helped us to learn and improve oral comprehension. These activities motivate us a lot because they involve challenges that we must overcome by ourselves”</i>	<i>“The listening activities were very good since in normal classes the teacher spoke to us in English but in this project we improved our English a lot because the topics covered were of interest to the students so it was very good”</i>	<i>“I think that carrying out listening activities through online games is a good way for us to motivate ourselves to continue learning and it is a more didactic way of doing the activities”</i>

Online Games	Interaction	The interaction between students promotes solutions of the problems through the sharing, checking, discussion and connection of knowledge teaching among the people. (Payan & Restrepo 2009)	<i>“I really liked brainstorming exercise due to we completed the ideas we had to provide the best answer and I liked working in teams since we could support ourselves and better understand our ideas”</i>	<i>I liked it a lot because at the same time we were learning we also had fun, you explained to us very well what we should do and it was a very nice and interactive challenge.</i>	<i>“Regarding the activities, I liked the topics because they were not boring topics, they were interesting audios like hypothetical situations and short stories”</i>	<i>“the classes were very practical and that is what we need to learn better”</i>
Online Games	Educative Platforms	Virtual games encourage students’ motivation, promoting creativeness, spontaneous use of language, development of the communicative competence and at the same time allow students to have fun. Subsequently, the cognitive benefit starts to work; it reinforces, reviews, and extends knowledge, focused on grammar communicatively (Payan & Restrepo 2009)	<i>“With the use of online games the brain receives a major stimulus. On the other hand, we feel a satisfaction after finishing a game and we want to play more, that’s why we learn while we play. And we try to accomplish the game doing our best.</i>	<i>“Online games activate students’ mind because they involve a personal challenge that facilitates oral comprehension”</i> <i>“the one I like the most is Kahoot because we have to answer the questions in an interesting way”(Participant 3)</i>	<i>“The use of games contributes a lot to the listening activity since first we have to listen and after that we have to answer the questions then it contributes too much because in addition to the fact that the game is didactic it teaches us to listen better and learning is more fun.</i>	<i>“these activities promote that we want to learn by ourselves since they are simple and interesting, online games helped us to want to learn and not do it out of obligation as in conventional workshops”</i>