

**Strengthening Eight Grader's English-Speaking Skills Through Didactic Strategies at High  
School Colegio Integrado Puerto Parra**

By

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Universidad Nacional Abierta Y a Distancia – UNAD

School of Education Sciences - ECEDU

Master of Pedagogical Mediation in English Learning

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School Colegio Integrado Puerto Parra**

By

Marelvín Carime Rojas Prada

A research report submitted to Escuela de Ciencias de la Educación – ECEDU In partial  
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**Approval Page**

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### **Dedication**

To God in the first place for guiding me to achieve this goal. To my parents, siblings, and partner for giving me their unconditional support and motivating me to move forward, I know that this achievement is not only mine but also theirs, and today they are part of this happiness that I know makes them as proud as me. Finally, I thank all the teachers for their dedication, company, and willingness throughout this journey.

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### Resumen Analítico de Estudio RAE

<b>1. Información General</b>	
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<b>Palabras Claves</b>	speaking, English, didactic, motivation, ability, constructivism, learning, strategy.
<b>2. Descripción</b>	
<p>Aprender inglés como lengua extranjera ha sido un proceso fundamental para el desarrollo y avance cultural de un país. Por esta razón, en el marco de la educación, la enseñanza de esta lengua se convierte en un agente de nuevas experiencias y actividades que proporcionan entornos para la culturalización, fomentando así que tanto docentes como estudiantes interactúen con nuevos tipos y formas de aprendizaje. Con base en esto, se propuso un estudio de una población específica para implementar una serie de estrategias didácticas que promueven el aprendizaje de diferentes habilidades del idioma inglés, especialmente la producción oral.</p> <p>Esta propuesta de investigación tuvo como objetivo reconocer una deficiencia específica en el aprendizaje del idioma inglés, que es el dominio limitado de las habilidades de producción oral. Para empezar, se presentó una contextualización y descripción general del problema, así como los resultados esperados. El objetivo de la ejecución de esta propuesta se centró en fortalecer la capacidad oral en estudiantes de octavo grado del Colegio Integrado Puerto Parra en Santander.</p>	

Para ello se establecieron criterios claros en el proyecto, que dinamizan un trabajo exitoso teniendo como estándar la didáctica, ya que favorece un interés en los estudiantes con respecto a su desempeño oral.

Para el desarrollo de esta propuesta, la investigadora docente se enfocó en la creación, diseño e implementación de estrategias didácticas secuenciales desde los contextos del aula a través de talleres que estructuraron el camino hacia la práctica oral del inglés, los cuales fueron aplicados a una población de veinte participantes de 8° grado (A). Para ello, se consideraron instrumentos como la encuesta caracterizada, el diario de campo, la prueba diagnóstica, entre otros que fueron favorables al momento de ejecutar los diferentes talleres.

Los resultados mostraron características que evidenciaron el impacto positivo de la propuesta en el contexto de implementación, lo que permitió demostrar que las estrategias para la enseñanza del inglés como lengua extranjera deben ser diversas, activas y didácticas, de tal manera que involucren al estudiante en este proceso a nivel general.

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#### 4. Contenidos

Este estudio de investigación se presenta en diferentes capítulos que dan cuenta de elementos importantes, y del proceso estructurado que se llevó a cabo para cumplir con sus objetivos. En el capítulo I se hace una descripción completa del problema y de la pregunta de investigación, y se exponen los objetivos, el alcance, las delimitaciones y la justificación del estudio. En el capítulo II se aborda la bibliografía que delinea el fundamento teórico y empírico del estudio dado su enfoque, así como algunos hallazgos en diferentes contextos relacionados con el planteamiento del problema, con la esperanza de proporcionar una validación teórica y una revisión profunda sobre los principios teóricos clave y los supuestos que sustentan la presente investigación. En este capítulo se examinan la relevancia y la pertinencia de la teoría constructivista de Vygotsky, el vínculo entre la pedagogía y la didáctica y las estrategias didácticas para el desarrollo de habilidades de producción oral como referentes teóricos para el estudio.

En el capítulo III se presenta una descripción completa del diseño de la investigación, los procedimientos, los métodos de recolección de datos, la muestra que se estudió y las técnicas que se utilizaron para el análisis. El capítulo IV aborda los procedimientos de análisis de datos, la discusión de las categorías, los resultados y su fiabilidad y validez. Por último, en el capítulo V se presenta la importancia de los resultados, las implicaciones pedagógicas y de investigación, las limitaciones, las recomendaciones y las conclusiones del presente estudio.

#### 5. Metodología

Como se ha mencionado anteriormente, este estudio se basó en el fortalecimiento de las habilidades de producción oral a través de estrategias didácticas, lo cual tuvo importantes implicaciones en el diseño metodológico del estudio. Este estudio de investigación utilizó métodos mixtos para la recolección de datos, los cuales permitieron dar una profundidad al análisis de datos.

Así mismo, esta investigación adoptó un enfoque descriptivo, ya que la investigadora participó en el problema o situación a analizar, el cual se ocupó de la comprensión directa del fenómeno por parte de los individuos dentro de un contexto específico.

Este estudio de investigación se dirigió a 20 estudiantes del Colegio Integrado Puerto Parra ubicado en el municipio de Puerto Parra - Santander, en Colombia. La investigación obtuvo los datos a través de la aplicación de encuestas caracterizadas, actividades diagnósticas y 6 talleres de aplicación secuenciales, en los cuales se puso en práctica una serie de estrategias didácticas (Karaoke, juego de roles, entrevistas, etc.).

El proceso de recolección de datos se llevó a cabo a partir de unos niveles de desempeño: superior, alto, básico y bajo, los cuales hicieron de éste un proceso progresivo en el que los estudiantes a partir de los resultados obtenidos demostraban cada vez más habilidades de producción oral. Este enfoque secuencial de la recolección de datos permitió a la investigadora obtener datos ricos, comprensibles y complementarios.

## **6. Resultados**

Los resultados obtenidos a partir de este estudio demuestran que, al aplicar este tipo de talleres los estudiantes se sintieron motivados a trabajar con estas nuevas estrategias en su clase de inglés, ya que el hecho de sentirse independientes y con libertad en la gestión y organización de su trabajo fue agradable para ellos. Aunque la práctica oral no tuvo una mejora relevante en todos los estudiantes, la mayoría de ellos estuvieron interesados en hacer las actividades propuestas, dado que esto significaba realizar una actividad más interesante y llamativa que les permitía mejorar su pronunciación.

En cuanto a la determinación del impacto que tuvo la aplicación de la estrategia, se puede establecer que por un lado la mejora de las habilidades orales fue exitosa en los estudiantes que trabajaron con más interés y realizaron todas las actividades propuestas, ya que obtuvieron mejores resultados en comparación con aquellos que no ejecutaron los talleres de la mejor manera, o que de otra manera preferían no hacerlos. Sin embargo, considerando las actividades que se realizaron, se puede deducir que este tipo de estrategias pedagógicas proporcionan entornos dinámicos, didácticos y divertidos en los que los estudiantes pueden disfrutar y participar progresivamente de una manera más autónoma y espontánea, haciendo uso del Inglés como idioma extranjero para comunicarse, teniendo en cuenta los conocimientos previos y sin dejar de lado las otras habilidades que

complementan el proceso de enseñanza-aprendizaje.

## 7. Conclusiones

Aunque la implementación de estrategias didácticas para desarrollar y fortalecer las habilidades en inglés no es nueva, son metodologías que han demostrado una alta eficacia en el desarrollo de competencias comunicativas. La presente propuesta pedagógica permitió la implementación de diferentes estrategias que permitieron a los estudiantes progresar en sus habilidades de producción oral. De esta forma se concluyó que estos mejoraron sus desempeños en comparación con los obtenidos en la etapa inicial de la propuesta.

Ahora bien, la identificación de las limitaciones del desarrollo de este tipo de talleres fue decisiva para el diseño de la estrategia didáctica, ya que permitió poner en consideración una propuesta viable y aplicable al contexto de aprendizaje seleccionado, contribuyendo así al logro de los objetivos planteados. Con ello se reconoce la pertinencia de esta propuesta, que además de centrarse directamente en el desarrollo de las habilidades de producción oral permitió que otros factores estuvieran involucrados indirectamente en el proceso de aprendizaje, ya que se desarrollaron valores como la confianza de los estudiantes en sí mismos, la interacción personal en el marco del respeto, la responsabilidad, entre otros.

De la aplicación de esta propuesta, se puede concluir que las actividades para la enseñanza del inglés como lengua extranjera deben ser diversas, activas y didácticas, de tal manera que involucren al estudiante en este proceso a nivel general. Además, cuando se utilizan diversas estrategias, la clase es más participativa, permite que algunos contenidos tradicionales de grandes dificultades, como la gramática y la estructura del inglés, sean fáciles de entender y hagan más divertido el aprendizaje, como lo es el caso de las actividades de producción oral.

Finalmente, se puede destacar que es esencial aplicar actividades que involucren directamente a los estudiantes y les permitan reforzar sus habilidades comunicativas. No se puede pasar por alto que cuando los alumnos se sienten identificados con un cambio, logran una adecuada apropiación del lenguaje, por lo que, como docentes, debemos considerar las estrategias a utilizar a la hora de proponer actividades en el aula.

**Elaborado por:** Marelvin Rojas Prada

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### Abstract

This qualitative research proposal aimed at recognizing a specific deficiency in English language learning: limited mastery of speaking skills. To begin, a contextualization and general description of the problem were presented, as well as the expected results. The objective of the execution of this proposal was focused on strengthening the speaking skill of eighth-grade students from Colegio Integrado Puerto Parra in Santander, for this purpose clear criteria were established in the project, which dynamizes a successful work having playfulness as a standard since it favors an interest in the students regarding their oral performance.

For the development of this proposal, the teacher focused on the creation, design, and implementation of sequential and motivating activities from the classroom contexts through workshops that structured the path toward the oral practice of English, which were applied to a population of twenty participants of grade 8 (A). For this purpose, instruments such as the characterized survey, the field diary, and the diagnostic test, which were favorable at the time of executing the different workshops, were considered.

The results showed characteristics that evidenced the positive impact of the proposal in the implementation context, which allowed demonstration that the activities for teaching English as a foreign language should be diverse, active, and didactic, in such a way that they involve the student in this process at a general level, therefore, it is concluded that the application of these activities allowed achieving the objectives proposed by the students in their educational process.

*Keywords: speaking, English, didactic, motivation, ability, constructivism, learning, strategy.*

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## **Introduction to the Research Study**

The objective of this research project was to determine the development of communicative skills in learning English as a foreign language. From this, it was intended to show that through the use of didactic strategies it is possible to improve the way of teaching the knowledge of English and also improve how students can learn this new language for them.

According to the EF English Proficiency Index (EPI) ranking conducted by EF Education First in the official institutions in Colombia, there is low performance in the area of English, For this reason, we thought of the possibility of presenting them with a new didactic way of learning the new language, and their ability to speak, through the realization of a series of activities that allow them to expand and develop all their knowledge in this area, since the lack of dedication and desire to learn, is one of the many influential factors in that this problem has been occurring for a long time in our country.

Through the execution of this project, the deficiencies that the students have in the communicative components of this language were verified, and it was also possible to work on the resolution of these same difficulties but in a simpler and didactic way, with the objective that the students could obtain significant learning in all the course that this process would have.

### **Context of The Research Problem**

Learning English as a foreign language is one of Colombia's main national objectives, including within its educational policies the national bilingualism program 2004-2019, which includes the new standards of communicative competence in English, and where the levels of proficiency that a student should have been established, as well as the way in how information and communication technologies would be incorporated in this process. Based on this, a study of

a specific population was conducted to implement a series of didactic strategies that promote learning different English language skills, especially oral production.

### **Research Problem**

The Colegio Integrado Puerto Parra is in the municipality of Puerto Parra – Santander; in the Kennedy neighbourhood, surrounded by different neighbourhoods such as Las Ferias y El Centro. The school provides educational services at the preschool, primary, and middle academic levels with a total of approximately 670 students, offering the educational service in the morning day. The school has students from displaced families, afro descendants students and students from lanes and villages near the municipality.

The school has been experiencing the situation that students at the end of eighth grade do not have the oral proficiency to learn English as a foreign language at the level required by the policy of national standards for this language established by the Ministry of National Education (2006) which have been based on the Common European Framework of Reference for Languages (CEFR), they describe a scale of graded levels of performance achieved by language learners so that students in grades 8 to 11 must complete their studies at a B1 level (pre-intermediate)

From the point of view of the Speaking skill, as indicated in the Common European Framework (2012), is the ability to deliver a message orally and explicitly. Specifically, at the B1(threshold) level, students are asked to interact and make themselves understood, offer and ask for personal opinions, express in an understandable way the main idea they want to convey, and express themselves comprehensibly, even if their pauses for some grammatical and lexical planning and some corrections are evident.

In this way, the Ministry of National Education adapts the basic standards of competence and the basic learning rights to a fundamental orientation so that English teachers, principals, and parents have clarity about the communicative competencies that children at the Basic and Intermediate levels are expected to develop, to help them achieve the goal set, that eleventh-grade students reach an intermediate level of competence in English (Level B1), according to the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment), which will enable them to communicate in the language, appropriate knowledge and use it effectively in real communication situations.

On the other hand, for learners learning English as a second language, speaking is one of the most difficult skills. According to Harmer (2002), speaking is a productive English skill that uses language to communicate ideas orally. To express oneself orally in English is to convey a message with good pronunciation, intonation, fluency, and grammatical usage.

According to this, students have different weaknesses such as organizing and structuring the speech coherently, stating their ideas clearly, conveying a message fluently, adapting to the speech situation, etc. These are some patterns that have been observed in the classroom every day. When students learn about speaking activities should perform them to maintain an average, but they have no interest in learning proper language skills.

However, teaching English in public schools presents several difficulties, including a lack of time as they handle only 3 to 4 hours per week. In addition to the lack of tools to strengthen certain skills such as speaking and listening; in this way the contents that are handled in bilingual education present problems because of the way it is taught, the lack of understanding of students in addition to the frustration that teachers feel about the lack of tools necessary for the normal development of the activities (McDougald, 2009).

The regular English classes have become a back-and-forth of photocopies that work on structures and readings, in many cases tedious for the students; the oral and aural work has been left aside due to the aforementioned. Added to this is the lack of interest of students in learning English, which can be generated by several factors such as those mentioned above: the intensity of the timetable, the lack of some resources, and the misuse of existing ones.

These are some of the reasons to create new strategies that integrate playfulness, fun, and didactics in the methodology for teaching a new language. Didactics plays a key role in the teaching and learning process. According to Cassany (1990), playful activities offer us an endless number of resources that attract the attention of students, since they allow them to develop language, creativity, intelligence, and writing skills.

Based on this arose the need to create this research project, this research proposal aimed to make known that by using didactic strategies teachers can improve how English is taught, and in the same way, improve how students can learn this new language.

### **Research Question (s) and Objective (s)**

How do didactic strategies aim to improve the development of speaking skills in eighth-grade students from Colegio Integrado Puerto Parra?

#### ***General Objective:***

To analyze the effectiveness of didactic strategies to improve English speaking skills.

#### ***Specific Objectives:***

To diagnose students' performance in the use of English as a foreign language when performing Speaking activities.

To implement didactic strategies for the development of the communicative skill of Speaking in English as a foreign language.

To improve Speaking skills through didactic strategies in eighth-grade students of Colegio Integrado Puerto Parra.

### **Rationale of the Research**

Learning English as a foreign language has been a fundamental process for the development and cultural advancement of a country. For this reason, within the framework of education, the teaching of this language becomes an agent of new experiences and activities that provide environments for the culturalization of both teachers and education, thus encouraging them to interact with new types and forms of learning.

Because the country's educational institutions have low academic performance in the area of English, as evidenced by the results of the SABER 11° 2014 Test issued by the ICFES, the students of the master's program in pedagogical mediation for English learning considered the possibility of implementing didactic tools in line with the times and the need to promote the use of the language. In this sense, a classroom project was designed to be applied in the investigative pedagogical practice as required by the UNAD curriculum, starting from the problem of low performance in English that complements the teacher-student interaction strategies and the student interacting with the daily context, achieves something more than what has been achieved so far.

It should be noted that the development of communicative skills is a fundamental process, when internalizing English as a second language, since it seeks that the individual can reach the levels of English required by the Ministry of Education, in the policy of English

standards, in addition, that the learner obtains the appropriate level of communicative communication, which will allow him/her to establish new relationships with native speakers and understand their linguistic codes and interpret the symbolic means that surround his/her environment. Finally, the perception of the English language will change, and the learner will relate more closely to it and use it pleasantly and effectively.

It should be emphasized that the learning of English as a second language should be taught from the first years of educational school life, as this will allow him/her to become familiar with the language and develop skills that will provide him/her with establishing effective communication. It is also important that throughout the years student can enhance their communication skills and have a good command of a second language since during their school life they receive the teaching of this language so that the individual obtains the necessary tools to function in any context.

On the other hand, it is essential to have a good command of the English language, since higher education institutions seek to train full professionals capable of developing in any field and establishing relationships with people from different contexts, whether they speak their native language or a second language such as English. For this reason, reaching the English levels proposed by the Ministry of Education is one of the requirements to obtain a professional degree, since this will allow the student to receive job offers abroad and to have new work and personal experiences since he/she will be able to get to know new cultures and establish new relationships that are significant for his/her life.

Therefore, it is necessary to analyze the activities used in class to practice oral production, discard those that do not promote underdevelopment and find those that allow more precise progress in class. The teacher's guidance is necessary for the process. Still, this guidance,

carried out through very subjective pedagogical practices, must be varied and complementary, which not only makes the process more delightful but also motivates students to continue in the process, making the results more evident and avoiding the fear of failure and frustration, so frequent in the learning of a foreign language. What was expected to be achieved with this proposal was a resource of activities and implementation strategies that are useful for the teaching and oral production of the English language, where everything learned in class and where the oral level of the students of the Colegio Integrado Puerto Parra is.

## Literature Review

A series of investigations have been conducted in which information has been collected to provide an approach to the topics that are the focus of this research project. Our research project has focused on the usefulness of playful strategies for the development of oral proficiency. To this end, we have sought information that will help to provide the project with a better understanding of what this strategy represents for the teaching of English.

### State of the art

#### *Playfulness and English as an optimal formula for transforming teaching and learning*

Saavedra (2022) proposes in his research "*Playfulness and English an optimal formula to transform teaching and learning*" a pedagogical proposal, focused on how through playful activities the teaching and learning processes can be strengthened, in the speaking and listening skills in a group of students of grade 4 at the Instituto del Oriente, belonging to the municipality of Piedecuesta, department of Santander. The elaboration of the pedagogical proposal was based on some theoretical references that guide the teaching and learning processes through investigative, reflexive, and critical pedagogy from every point of view. Likewise, the proposal has clear purposes that are intended according to the needs and realities of the children of this institution.

The implementation of the project was carried out with the help of a didactic sequence, which contains three playful activities organized and focused on helping to solve the problem investigated, trying to answer the research question previously posed. On the other hand, the field diary and qualitative research as methodological instruments were critical in the consolidation of this pedagogical study, since it was these, together with the theoretical references, that provided the support and the basis for the construction of the proposal.

From the proposal, it was concluded that the implementation of the didactic strategies allowed reflection that it was possible to generate a pleasant environment to study the discipline of English at the Instituto del Oriente. In the fourth-grade classroom, most of the children showed an active attitude to participate, motivation at the time of working on each activity, and willingness to put listening and speaking skills into practice.

Saavedra (2022) concludes her research by stating that the new realities of social environments pose changes and new challenges in the field of education. Transforming traditional methodologies for a more efficient pedagogy is the right way to improve the quality of education. However, it is up to educators to make these approaches a reality.

### ***Methodological strategies to improve speaking***

Based on the topic of Didactic Strategies, Martinez (2020) drafted the article "*Methodological strategies to improve speaking and listening skills in English according to learning styles*". The article refers to different methodological ways of English as a second language teaching to reinforce the most difficult areas faced by learners, such as speaking and listening. The authors point out that learners are not always able to convey a message fluently and/or structure their ideas coherently. They also stress the importance of learning styles in language teaching.

Martinez (2020) establishes a point of significant importance that goes hand in hand with this research, as he defines the development of oral communication skills as one of the basic objectives of language teaching. The communicative approach is one of the ways to achieve this goal, as it emphasizes the fact that students' activities increase in the classroom and the teacher's activities decrease as students' progress, so teachers should encourage students to engage in speaking and interactive skill. communicate in the language. Express their thoughts. Therefore, it

is recommended that teachers include didactic strategies in the classroom plan to promote oral interaction among learners, and that learners use the learned language in a real-life simulation.

To conclude, Martínez states that teachers must include in their lesson plans didactic strategies that promote oral interaction among students, in which they use the learned language in simulated real-life situations, in such a way that there is an interrelation between the different language skills.

***Playfulness as a pedagogical strategy for the teaching and learning of English as a foreign language.***

Naranjo Velasquez and Valencia Medina (2021) proposed a research proposal entitled "*Playfulness as a pedagogical strategy for teaching and learning English as a foreign language*" to develop communicative skills in seventh-grade students from innovative and meaningful educational strategies that would create enjoyable and creative learning environments.

During the implementation of the pedagogical strategy, didactic workshops were carried out, which allowed observing the interaction between teacher-student and academic peers, and the aspects related to playfulness based on pedagogical criteria. These playful strategies not only allowed observing a positive response in the students' mood but also in their academic performance, as established by the authors, the students succeeded in the activities and performed as expected. In addition to the above, they also stated that their learning was made more meaningful through playful activities.

Finally, Naranjo and Valencia (2021) conclude that playfulness is an innovative and interactive practice in English pedagogy, which is manifested through dynamic exercises that positively affect the interest and disposition of students in EFL classes in fourth and seventh grade since it becomes an element that works assertively to learn new knowledge and reinforce the learned ones, and not only from the linguistic field, but also from the social, affective and cultural fields; This in turn, achieves transversalities with other areas of knowledge by strengthening interpersonal relationships that allow for a pleasant environment and healthy coexistence.

### ***A didactic strategy for the development of oral skills in high school***

Beltran (2018) designed the project "*a didactic strategy for the development of oral skills (speaking) in high school*". This strategy arises as a necessity in the process of teaching and learning English, since it focuses on grammar, leaving aside the development of communicative skills, which does not allow the student to be permanently in activities that help develop their oral skills. Based on the above, Beltrán designs a didactic contribution that helps the development of oral skills through the didactic strategy "Let`s Celebrate Task by Task", considering factors such as age, interests, basic knowledge of the language of high school students,

"Let`s Celebrate Task by Task" is a strategy that has three tasks that the student must develop and whose objective is to fulfill the final task, which is to make a radio spot developed in a space created within the classroom simulating a radio studio. To conduct the final task, the two previous tasks must be fulfilled, in which, using their imagination, students must create a Party related to the Teen Talk section. As can be seen, it is a strategy that focuses on the communication of young people on topics of interest in a relaxed way, since it does not pay more

attention to the form but to what the student can contribute through their ideas, within their process of learning English.

As a result of the evaluation conducted by the English teachers of the "Vicente León" Educational Unit about the application of the "Let's celebrate task by task" strategy, all of them agreed in giving a rating of three (Very Satisfactory) to each of the aspects described in the strategy. This ratifies the results achieved in the validation phase by the experts, who consider that the strategy constitutes a useful tool for the teacher who seeks to develop the oral ability of the English language.

#### ***A didactic strategy for the improvement of oral expression***

In response to the globalization in which we currently live, Paez Cancelado (2016), a student at the National Pedagogical University develops the work proposal "A didactic strategy for the improvement of oral expression and comprehension skills mediated by mobile technologies", to show how technologies can be useful in the learning of a foreign language.

The interest of this work was to show the result of the application of a didactic strategy that emerged after observing the problems that students at a public school in Bogota had when working on oral expression skills in English, due to the lack of practicality and work due to factors unrelated to their academic interests. The strategy is proposed under two pedagogical models (active pedagogy and collaborative learning) and two important technological tools (Cellular, Blog) to be able to develop it assertively. The Blog was called Find your English since we sought to have a name that would attract the attention of students to deepen their knowledge of English. In this link, <http://findyourenglish.blogspot.com.co/> students found the different activities to develop in class using the mobile device as the main tool. Among the activities were:

reinforcement of previous knowledge, phonetic activities, and recognition of expressions through videos, among others.

At the end, the practice of the material was conducted in class through the recording of videos with the cell phone for the students' self-correction of their oral expression and the revision of their listening comprehension. According to the analysis of the strategy, the activities motivated the students to work collaboratively, in addition to encouraging the responsible use of the cell phone.

### **Theoretical Framework**

As discussed in previous pages, the challenge of mastering English as a foreign language requires an entire teaching and learning process. In the present chapter, efforts were focused on detailing more carefully the competencies and skills that must be developed by students who wish to learn to speak English. Likewise, the most important theories of language learning and some of the most outstanding teaching methods with their respective didactic strategies were described.

### ***Education and Pedagogy***

As proposed by León (2007), education is seen as the process by that every man needs to learn and develop what is not innate by birth and what is not innate by birth. Every person needs to learn and develop what is not inherent to him/her by birth and what he/she can improve through contact with culture and other participants in society can be improved by having contact with culture and with other participants in the community.

Education is necessary for man because it allows him to be free and valuable, bringing to his context an individual perspective that enhances the social. The liberation of man opens the

doors to the knowledge of reality, and the more one is there, the more one can understand it and consequently to understand it and consequently to understand it. The possibility of understanding it and consequently of transforming it. That is why education needs to be critical but also transformative to motivate action to change perceived needs. Freire (1969) established this is the origin of the idea of education as a practice of freedom because by liberating oneself, one recognizes the environment objectively and acts on it, using the knowledge obtained from the educators objectively. Knowledge obtained from the educators in an analytical, reflexive, critical, and non-memoristic way, repetitive and empty as in banking education.

From another perspective Bruner (1997) understood that the development of skills, as in this specific case, speaking a foreign language, opens possibilities for learners and breaks communicative, cultural, and academic boundaries; this being one of the unquestionable tasks of education, to allow and make individuals develop and bring to the maximum all their potential and capabilities, to give them opportunities to act and compete in society, both with their academic knowledge and with their passions and personal tastes, but being able to contribute and reproduce the culture that supports them, as well as to represent what characterizes them.

### ***Didactics and Teaching***

Didactics is what guides the teacher in his or her work in the classroom, and what sheds light on the best strategies for students to make the most of what they are taught. on the best strategies for students to make the most of what they are taught. In the case of language teaching, it is what enables English to be understood, comprehended, and produced effectively by a learner, understood, and produced effectively by a student who has no contact with the language outside the classroom. The teacher can teach a class effectively if he/she relies on the didactics and knowledge he/she possesses and the knowledge he/she possesses, because according to

Mallart (2001) "Didactics requires skills in its agents", that is, "the skills of its agents" (p. 8), i.e., knowledge about a specific field is not enough to be a teacher, and the knowledge of a particular field is not enough to be a teacher, and neither will didactics in isolation be enough. It requires a connection between the teacher's skills and the knowledge he/she learns about education, pedagogy, and didactics. Knowledge alone will not be enough to impart something meaningful to the students, and only with and with didactics alone, there will be nothing fundamental to give.

Those skills on which didactics rely will be developed over time through experience when daily problems in the classroom are solved intuitively and assertively. Thus, while general didactics is concerned with providing solutions to teaching and learning problems broadly, without differentiating between ages, fields of knowledge, or contexts, according to Camilloni (2007), specific didactics oversee delimiting defined teaching fields. She sets out the five most common criteria: Specific didactics according to 1) the different levels of the educational system, 2) the ages of the students, 3) the disciplines, 4) the type of institution, and 5) the characteristics of the subjects (p. 1).

### ***English Language Teaching Didactics***

The teaching and learning of English have varied contexts and participants in the process, which can be quite different and changing. English has become a necessary language for interacting with communities, cultures, and societies. It has established itself as one of the most spoken and taught languages in the world because the importance of learning it is recognized, because it empowers, makes competent, and positions someone with their work in society and their skills to do business, to communicate, to travel, to interact, to teach and to learn.

English appears in the curriculum of private and public institutions, from elementary school to university and graduate school, showing the need for English for academic purposes, so that students can open borders and have access to all kinds of knowledge.

According to Harmer (2007), there are two ways in which people learn a language, the first is when they are in a context where English is spoken, and the language is learned and mastered. The second is when they attend classes to study the desired language.

When the student learns the language by being immersed in a context where English is spoken as the first language, he/she obtains special communicative and speaking skills. Still, when classes are taken, the rest of the competencies are developed, such as writing, reading, and grammar. For this reason, the didactics used in class must be competent with the language that is learned in the real context, they must have the ability to train in all areas, both production and comprehension, monitoring the process, managing the anxiety that occurs when learning so that English is used spontaneously and naturally, as it occurs in the real context, and because it will be able to be used whenever necessary.

### ***Development of Communication Skills***

The communicative skills or communicative competencies as they are also called, refer to a series of abilities that allow subjects to communicate adequately or in other words, to make effective use of language. The concept of communicative competencies emerges in the Colombian context with force in the last two decades from the concern about the results of the evaluation tests and more specifically in the last decade from the results of massive evaluation tests, which indicate an exceptionally low level of effective use of language.

Speaking, listening, reading, and writing are language skills. From them, we develop in culture and society, and through the development of these skills, we become communicatively competent. As we learn tools and experience for the respective deployment of our communicative competencies, the authentic exercise of discursive production and communicative interaction will occur in a clear, timely, and accurate manner, among societies that favor their development.

### ***English Language Communication Skills***

The teaching and learning English process has been subject to various investigations and changes over time, which has allowed the advancement of different strategies on how to teach and learn English as a foreign language. In this way, we can highlight the importance of generating in the student an adequate communicative competence that favours the process of communication and the development of communicative skills that allow the student to respond to different situations of everyday life.

In this century, where we find ourselves in a culturalized society with great access to knowledge, the learning of English as a second language, becomes an instrument of immense importance for the construction of knowledge within school education. Having the ability to manage a foreign language can generate in the learner confidence in their abilities to improve themselves.

Linguists such as Cummins (1984), Hakuta and Díaz (1984) and Oller (1981), state the benefits of the knowledge of English as a second language after having reached a certain cognitive advance in a first language, since the individual develops a greater degree of

metalinguistic awareness and an increased ability to appreciate the arbitrary and conventional nature of linguistic symbols.

Thus, the Ministry of National Education (2005) considers multilingualism as an educational priority. That is why it promotes the initiation of the teaching of foreign languages from the primary cycle and the strengthening of the educational processes conducted in the last grades of basic secondary education and middle school. In insisting on this undertaking, we start from the principle that learning a language is learning to discover and value other cultures.

Likewise, the Ministry of National Education in its Basic Competency Standards in Foreign Languages covers developing skills and knowledge related to the ethical, aesthetic, social and cultural dimensions of the language being learned. And it states that "Developing these skills and knowledge allows students to broaden their knowledge about the world, explore their social skills and learn about the cultural aspects of the language being learned" (p. 12)

Communicative skills as such refer to the communicative abilities of individuals to cope with different life situations and to resolve diverse life situations. Cassany et al. (2008) state that "Every language user must master these skills in order to communicate effectively in different situations of daily life. Therefore, the school must develop methodological and didactic proposals to develop and enhance them from a communicative approach" (p. 88)

### ***Communicative Competence in English Language***

The way of teaching English a second language should be directed towards the resolution of the question: How do learners learn? For this reason, in English language didactics, Savignon (1998) used the expression communicative competence to refer to the ability of language learners to communicate with other classmates; he distinguished this ability, which allows them

to make meaningful use of the language, from that which enables them to, for example, to repeat the dialogues of the lessons or correctly answer a multiple-choice test.

Based on the Ministry of Education (2006) in its Basic Education Standards organizes the communicative competence of the English language as follows:

**Linguistic competence.** refers to the knowledge of the formal resources of the language as a system and the ability to use them in formulating of well-formed and meaningful messages. It includes lexical, phonological, syntactic, and orthographic knowledge and skills, among others. This competence involves not only the theoretical handling of grammatical, orthographic, or semantic concepts but also their application in different situations (e.g., making associations to use known vocabulary in another context or applying learned grammatical rules in the construction of new messages) (p. 11)

**Pragmatic competence.** This is related to the functional use of linguistic resources and comprises, firstly, a discursive competence that refers to the ability to organize sentences in sequences to produce textual fragments. Secondly, it implies a functional competence to know both linguistic forms and their functions, as well as how they are linked to each other in communicative situations. (p. 12)

**Sociolinguistic competence.** This refers to knowledge of the social and cultural conditions that are implicit in language use. For example, it is used to manage politeness norms and other rules that order relations between generations, genders, classes, and social groups. It is also managed when coming into contact with expressions of popular wisdom or with differences in register, dialect, and accent. (MEN M. d., 2006) (p. 12)

### *English Language Learning Strategies*

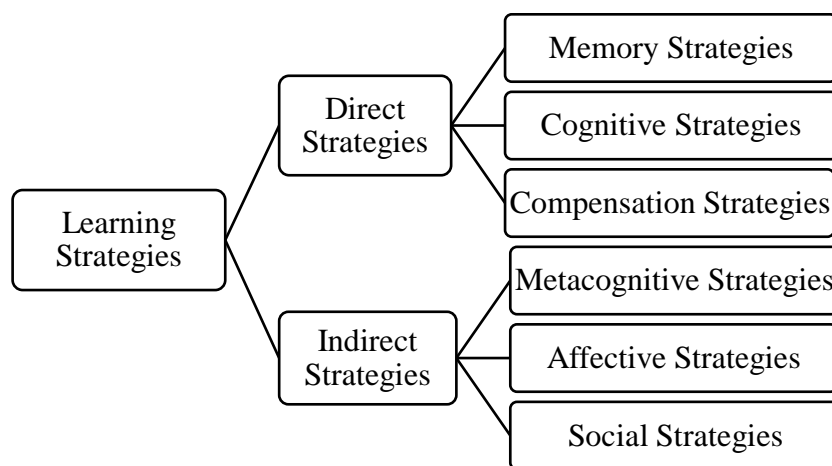
Learning strategies in accordance with the provisions of the ministry of national education (1999) are the specific procedures used by students to develop certain learning processes.

Oxford (1990) defines learning strategies as the specific actions undertaken by the learner to make learning easier, more enjoyable, faster, more self-directed, and more transferable to new learning situations. (p. 12)

Through the following figure we can observe the six general types of strategies presented by Oxford (1990):

**Figure 1**

English Language Learning Strategies(Nacional, 2016)



**Memory strategies.** help learners store and retrieve information. They involve the creation of mental nexuses (e.g., placing unfamiliar words in context); the application of images

and sounds (such as representing sounds in memory); correct review (structured review); and the use of actions (use of physical response or sensations).

**Cognitive strategies.** allow us to communicate despite limitations in language proficiency. In this group we find pattern practice; receiving and sending messages (e.g., concentrating on the central idea of a message); analysis and reasoning (such as analyzing utterances).

**Compensatory strategies.** make communication possible despite deficiencies or limitations in language knowledge. These encompass guessing or intelligent approximation (the use of non-linguistic cues to guess meaning) and overcoming limitations in speech and writing (such as the use of circumlocutions or synonyms).

**Metacognitive strategies.** make it possible to control one's own learning through organization, planning, and evaluation. There are three types of metacognitive strategies: focusing attention (connecting added information with already known material), planning learning (setting goals), and evaluating one's own learning (self-monitoring).

**Affective strategies.** help students gain control over their emotions, attitudes, motivations, and values. To this group of strategies belong decreasing anxiety (by using music or laughter, for example), self-stimulation (rewarding oneself) and measuring one's emotional temperature (discussing feelings with another person).

**Social strategies.** support learners in their interaction with others and include asking questions (e.g., to clarify or verify or to correct), cooperating with others (cooperating with effective language users or with other peers), and empathizing with others (developing understanding of cultural aspects and of the ideas and feelings of others). (p. 12:13)

### *Learning English Through Speaking*

Learning English as a foreign language is one of the main national objectives of Colombia, even within its educational policies it establishes the national bilingualism program 2004-2019 in which the new standards of communicative competence in English are included, and where the levels of mastery that a student should have been set, in addition to the way in which information and communication technologies would be incorporated in this process.

As we can see, Colombia is committed to being a bilingual and competitive nation, since in a globalized world this process is imperative for its progress and sustainability. However, upon inquiring about the competence of students and teachers in the proficiency in English, and in methodology, for teachers, the Ministry and the Secretariats detected deficiencies and proposed actions to improve knowledge.

This reality is not alien to the context of the Colegio Integrado Puerto Parra in the municipality of Puerto Parra, since at the moment of carrying out activities in the classroom in order to evaluate the speaking skills of the eighth grade students, a variety of difficulties arise, among them one of the most notorious is the lack of interest in learning the English language in the speaking skill, in addition to this, they present insecurity in oral expression due to the lack of knowledge of vocabulary and grammatical rules that support a successful management of the foreign language.

Based on this, it has been established that the learning of English as a second language is composed of different processes that determine the degree of development of the learner's communicative competence, each of these processes determine the way in which the student will learn English. Among the most important processes that occur we can mention the following:

**Input.** Everything that is heard, everything that is seen, everything that can be read, represents the input Alonso (2004) Being immersed in different activities that allow one to receive information contributes significantly, that is, the more time one is in contact with the language one wishes to learn, the faster the language learning process can take place. All of this will depend on the degree of motivation that the learner has, and it is not possible to say exactly how long this process will take.

That is to say that the learning of the English language will depend to a great extent on this first process, and as mentioned above, this process will be favorable and beneficial for the student if the time that the individual remains in contact with the language is as long as possible.

**Intake.** within the process of English language learning is part of the input, that is, it is part of everything that the student receives about the language he/she is learning, however, at the moment of defining exactly what intake is, there are different points of view, some consider it as a process and others consider it as a product.

Thus, from the point of view of those Ellis (1994) consider it as a product, intake is nothing more than everything that the English language learner receives, information, interviews, conversations, etc., i.e., everything that helps the learner in the learning process.

**Interaction.** The next process that the English language learner must go through on his or her way to English language learning is interaction, which in brief terms refers to a process of action that takes place between the individuals in the conversation.

This interaction fulfills a primordial objective in the learning of English since, according to Zhang (2009) "everything happening in the classroom happens through a process of live person-to-person interaction" That is to say, the more immersed students are in interaction

processes, the better development they will achieve. the better development they will achieve, since they will be able to put into practice the input received. received.

**Output.** The final objective within the English language learning process is to achieve that the student can reach an adequate level of English. the student can reach an adequate level of language production. This is the function of the output, which according to Llopis (2007) is "the language that the learner produces."

Considering all the aspects referred to in the previous paragraph we can say that thanks to the output, the student who is learning the English language has the opportunity to really the opportunity to really reach a communicative process.

### *Elements of Speaking*

**Pronunciation.** is one of the most essential elements in the communicative process of learning English as a second language since the correct development of the communicative part will depend to a great extent on it.

Bartolí (2005), refers to pronunciation as:

The production of the signifying sound in two senses. First, sound has meaning because it is part of the code of a language. Thus, we can speak of the distinct sounds of English, French, etc. In this sense, we can say that pronunciation is the production and reception of speech sounds. Secondly, sound is meaningful because it is used to achieve meaning in contexts of use (p. 3).

Baralo (2000) establishes that pronunciation will be decisive when the learner is producing in the context of the communicative process, since he/she will have to learn how to master his/her new pronunciation to achieve meaningful communication, which does not mean that the

learner should completely forget the sounds of his/her mother tongue, but rather that he/she should be able to adapt to this change and be clear about the differences between the way of pronouncing in his/her first and second language

**Fluency.** Another factor that is considered within the process of English language learning is fluency, which according to Peñate (2004), is the ease with which the learner of a English language can develop oral expression correctly and spontaneously way, and which demonstrates the degree of proficiency in the English language.

In addition, when we talk about fluency, we must consider that not all students reach the same level; this will depend on several factors, especially those related to the learning English language from an early age, which determines whether the student achieves fluency in another language. However, the issue of fluency is something that, according to other authors, is a complex topic, as Vargas (2010) says: "Fluency is a highly complex notion, which we here relate mainly to smoothness of continuity in discourse" (p.18).

This makes it clear that the fluency achieved by the learner will depend on whether the student's fluency will depend on whether the person speaking to him or her can understand him or her without difficulty, and that a pleasant conversation can take place, in which there is a permanent exchange of ideas that will make the permanent exchange of ideas that make the student's bond grow.

**Precision.** The term accuracy is closely related to fluency, so when a English language learner has achieved correct pronunciation with accuracy, we are talking about the English language having been learned and that it can be put into practice in any communicative process, and within the context in which it is developed.

Richards and Schmidt (2002) define accuracy as follows: "accuracy refers to the ability of the learner to produce grammatically correct sentences" (p.55). The definition given determines that accuracy is related to grammar, i.e., the learner must construct sentences respecting the grammatical rules learned, without mistakes, which he/she will achieve only when he/she has mastered the language, which as mentioned above must be a combination between fluency and accuracy.

**Context of Communication.** In the process of learning a foreign language, the context in which the learner achieves proficiency plays a fundamental role since it is related to those factors that are around the person who wants to learn the English language, such as the situation, the language used, the message to be conveyed, etc.

### ***Playfulness as a support for the development of oral expression or speaking in English***

The formation of oral skills in students has become a necessity since it establishes the bases that make possible a real formation of English language learning because it is motivating and leads to the development of the other skills: listening, reading, and writing. However, we repeatedly find that students are limited in their learning due to factors such as the phonological nature of the language, which hinders its implementation; thus, as teachers, we must resort to strategies that stimulate the proficiency in speaking through play in order to focus on a real learning of the English language.

According to Cassany (1990), games offer us an endless number of resources that attract students' attention, since they allow them to develop language, creativity, intelligence, and writing. For this reason, and based on playfulness, the pedagogical proposal arises, which seeks that students are in a pleasant, motivating environment to create and awaken their maximum creativity when staging written texts based on their experiences, and as an alternative to learn a meaningful learning that results in their integral formation. Implementing motivating, creative, and meaningful strategies that favor or meet the needs and interests of the learner, to improve his or her competencies, is not only necessary in English, but for all other areas.

As Cassany (1990) expresses, it is necessary to highlight the need to design strategies that sensitize students to a culture of writing in relation to reading; that is, to motivate the learner from different strategies to produce texts that respond to the need to communicate ideas, feelings, thoughts, opinions, dreams, and fantasy to focus directly on the development of communicative competence or speaking.

Huizinga et al. (2009) have considered that playfulness allows observing significant changes in the integral development of students who go through the path of experiential joy, which launches them to be creative, dynamic, responsible, participatory, to develop their capacity of astonishment and to make visible the recognition of otherness. In this way, it is possible to retake Huizinga (1989) when he expresses that:

Playfulness is recognized as a dimension of the human being and is a decisive factor for its development insofar as the greater the possibilities of playful expression, the better the possibilities of learning correspond. Thus, it is affirmed that the teacher must increase academic results in the classroom by promoting the classroom through the promotion of the playful capacity, because in this way the student

develops articulating cognitive, affective, and emotional psychological structures, through socialization (p. 77).

### *Theoretical positions on didactics as a pedagogical strategy in the teaching of English*

As indicated above, it is essential to implement pedagogical strategies that intervene in the educational process, generating new competencies in different fields of knowledge that allow effective forms of communication and interaction. In this way, playfulness, being an innate factor in human beings and in their cognitive, emotional, and social development, is a valuable strategy in pedagogical mediation. Montero (2017) expressed that "play is an important part of development, for such reason learning is significantly reinforced when there is a playful activity that allows fulfilling such process" (p.76), he also stated that playful activities with well-planned objectives and with academic purposes, are tools that can improve school performance in different areas of knowledge, such as in social, English, mathematics, Spanish, among others, which represents a resource appreciated by students.

Dominguez (2015) states that:

The playful pedagogy contemplates the variables involved in the educational act as mediators in the learning process and preponderates of all of them, the promotion of communicative interaction in the dynamic relationships between the performers, as well as in the experiences carried out under an environment of creativity, joy and freedom, where any conceptual, procedural and/or attitudinal content, can be transferred through playful strategies (p.15).

In this order of ideas Valdés, Puig, Aguirre, Reyes, Duarte and Barata (2015) say in the different educational cycles, the purpose of the English area should be to strengthen the

processes that generate learning in the different linguistic competencies, such as listening, speaking, reading, and writing, therefore, it is necessary to promote innovative activities while learning such skills.

From this same notion, Avila (2015) suggested the need to implement novel and impactful strategies to improve foreign language learning in an academic environment. Therefore, teachers should focus on enabling students to receive the full benefits of the language, emphasizing approaches that could help students learn in a creative and innovative way, being important the construction of a repertoire of strategies carried out to awaken motivation in learning and mastering the English language, which can lead to generate a creative spirit in the field of foreign language.

However, the teaching of English goes beyond the translation of words from one language to another, and it is not a mechanical exercise that means the application of a recipe and magically produces a result; on the contrary, it is a subject in which there is an enormous opportunity to make room for a new context in which interculturality appears and from there many positive aspects in relation to the students' learning can be derived.

However, pedagogical practices in the area of English can be affected by multiple reasons that end up negatively influencing the subject, among them is the low interest on the part of students and the lack of innovative strategies on the part of the teacher.

For López, Otaño, Campoverde, López and Viteri (2016), linguistic failures often fall on teachers who teach the subject of foreign language with traditional methods, which decrease the concentration on communicative skills, to this is added the lack of interaction and the large number of students in the classrooms of some educational establishments that affect active

participation. Didactic strategies are vehicles that can innovate in the subject of English, fostering not only communicative but also social competencies, in coherence with the educational proposal of the National Bilingualism Plan of the Colombian Ministry of Education. According to Siek-piskożub (2016), didactic strategies are approaches to learning and teaching foreign languages rooted initially in humanistic psychology, exactly in positive psychology. In this way, it is not a method in itself but a strategy, which means that it can be used to solve some idiomatic or pedagogical difficulties in the foreign language classroom, since it allows learning and teaching languages through leisure activities such as games, simulations, theatre techniques, music, and literature, etc.

About the above, establishing didactic strategies that improve the processes of teaching and learning English is an objective that cannot be lost sight of at any time. In this way, playfulness manages to create indispensable relationships for designing methodologies that awaken the student's interest, motivation and creativity when learning a new language.

## **Research Design**

This chapter presents the design of the research study, the type of study conducted, the context, the participants, the researchers' roles, and some ethical considerations to validate this study. Besides, the instruments used to collect data are described and the procedures to analyze them.

### **Methodological Design**

#### ***Research Method***

The research of this project was descriptive in nature since the researcher participated in the problem or situation to be analyzed; its main task was to capture the culture of a particular group of people who were interested in their values, beliefs, motivations, desires, ways of interacting, studies they perform, texts of their preferences. The researcher lived-in first-person experiences and this was an advantage when it came to an understanding the subjects of the research. Therefore, the objective was to conduct a profound analytical description of the cultural knowledge of the group, the form of their social interactions and the interpretation of their practices.

On the other hand, the methodology was of the action-research type since it was an activity that combined the way of interrelating research and actions in a specific field selected by the researcher with the participation of the researched subjects. The goal of this type of research was the search for changes in the community or population to improve their living conditions. By contextualizing this vision in the project, pedagogical strategies were proposed to strengthen the use of the linguistic skill (orality) of the English language in the eighth-grade students of the Colegio Integrado Puerto Parra from the playfulness, to improve the quality and competitiveness indicators of the English area.

### ***Research Approach***

Taking into account the educational reality of learning of English as a second language, this project sought to understand this problem and to generate a transformation of the mentioned reality; for this reason it went hand in hand with the approach of meaningful learning framed in the constructivist model, oriented to establish a change in the traditional closed schemes, where the student is a receptive, passive being, accumulator of concepts in a memoiristic way and the teacher is the one who has the last word. I intended to create open educational spaces where the student's previous knowledge is considered and methodological, didactic, and innovative strategies are applied that allow students, through active participation, to build knowledge.

The constructivist view, in essence, states that knowledge is not the result of a mere copy of the pre-existing reality, but of a dynamic and interactive process through which external information is interpreted and reinterpreted by the mind. In this process the mind progressively builds explanatory models, more and more complex and powerful, so that we know reality through the models we build, to explain it.

Now, in the learning of English as a foreign language, the constructivist theory postulated by Vygotsky (1999), states that teachers should consider the experiences that students have learnt and at the same time recommends them to consider the learning experiences in the classroom, where students should have the opportunity to interact in the realm of the concrete with the material. Based on this idea, it is important that the teaching and learning process of students of English as a foreign language is oriented to direct contact with the language, since by experimenting in a real environment, the information obtained from these experiences can be related to the knowledge learned before, in order to form new learning, being the teacher a facilitator in the process of teaching the English language.

Based on this research proposal, mixed research was used, since a systematic integration of quantitative and qualitative methods was carried out. Blasco and Pérez (2007) point out that it studies reality in its natural context and how it happens, extracting and interpreting the phenomena according to the people involved. People are studied in the context of their past and the current situations in which they find themselves because it is oriented to the in-depth study of the complex educational reality. Therefore, in the process of data collection, the researcher accumulates different data from a variety of techniques.

According to Goetz and LeCompte (1981), the analysis of this information must be approached systematically, oriented to generate constructs and establish relationships between them, constituting this methodology to arrive coherently at theorization.

As its name indicates, the term systematization refers to a system, that is, to an interconnected group of elements treated holistically. The relationship between the subject and object of knowledge is permanent in the process due to the interaction of the researcher with the context in which he is immersed, in which he brings into play his worldviews, his notions, and his theories, generating two models of social reality, that of the researcher and that of the subject of study.

## **Context of the Research**

### ***Population***

The population with which this project was conducted is constituted of 54 students from eight-grade at Colegio Integrado Puerto Parra of the municipality of Puerto Parra, both female and male, between the ages of five and eighteen years old.

Latorre, Rincon, Arnal (2003) state that:

Traditionally, the population is the set of all individuals (objects, persons, events, etc.) in which the phenomenon is to be studied. These must have the characteristics of what is the object of study. The individual, in this sense, refers to each of the elements from which the information is obtained. Individuals can be persons, objects, or events (P. 78).

### ***Sampling***

It was constituted of twenty students of the eighth grade (A) of the morning session of the Colegio Integrado Puerto Parra of the municipality of Puerto Parra, aged between 13 and 15 years of both genders (male and female). The inclusion criteria were: These students show deficiencies developing a contextualization survey applied as a diagnostic activity that was applied to 20 students from eighth grade (A) to determine the level of English language speaking skills.

Jiménez (1983) emphasizes the representativeness of the sample:

It is a part or subset of a population normally selected so that it reveals the properties of the population. Its most important characteristic is representativeness, that is, that it be a typical part of the population whose characteristics are relevant to the research, in this case, students with greater difficulty communicating in English (p. 237).

### ***Ethical Protocol***

According to Banegas (2015), a variety of ethical issues must be taken into consideration when carrying out action research; among these, it is worth noting the relationships between people engaged in a determined study, highlighting issues such as voluntary collaboration and participation; the importance of considering the sociocultural background of young learners, the ethical dilemmas behind power linked to school principal and coordinators, the participants'

approval to use the gathered information on the grounds of confidentiality or anonymity, the cooperation of the researchers to the authorship and ownership of their research, as well as the informed consent forms to corroborate data and interpret the information, the honesty principles and transparency as benefits of the research; and finally, the interest of teacher-researchers to strengthening the ability to speak in English through didactic strategies.

In this sense, the participants of this study were ethically committed to guaranteeing the research results were not prone to distortion. Hence, learners signed a consent letter to be part of the study and to respect the confidentiality of the information and safeguard their own privacy. (See appendix 3)

## **Description and Rationale of the Instruments**

### ***Observation***

Observation is one of educational research's most widely used data collection methods and techniques. Bassedas, Coll, Among others (1990), state: "insightful, rigorous and systematic observation is the indispensable instrument for understanding student behaviour in the course of learning tasks and for modifying their content and presentation accordingly. Observation takes on an almost preponderant role and the problems of what to observe and how to observe become the essential questions of formative assessment". (p.20)

### ***Diagnostic Test***

The word "test" is used without translation in all countries of the world and serves to designate a modality of explorations significantly extended nowadays in diverse scientific and technical fields. Cerdá (1978) Within the research, this technique is used to evaluate the

knowledge learned by the student during the implementation of the different activities proposed for the development of the research.

### *Field diaries*

According to Bonilla and Rodriguez (1997), the field diary should allow the researcher to monitor the observation process. It can be beneficial to the researcher, in which he notes aspects he considers important for organizing, analyzing, and interpreting the information he is collecting. (Appendix 1)

### *Characterized survey*

The characterized survey is a study in which the researcher obtains data by asking a set of standardized questions directed to a representative sample or the total set of the specific population. It is conducted based on a series of questions that the students can answer freely and, in this way, learn about the background and preferences they have when expressing themselves orally in English. (See appendix 2)

The information collected through the different instruments such as participant observation according to the completion of the field diary, the survey and the documentary analysis -main input for the design of the workshops- make it possible to recognize the real situation of the students, taking into account that they allow the analysis of the data to project a qualitative evaluation where the characteristics of the description of the different activities carried out are relevant to the problem and generate the establishment of actions inherent to the minimization of the problem and, therefore, the strengthening of students' learning.

## **Pedagogical intervention and Application**

### ***Instructional Design***

The research proposal entitled: **Strengthening Eight Grader's English-Speaking Skills Through Didactic strategies at High School Colegio Integrado Puerto Parra**, focused on an intervention proposal where the main input was the creation and design of workshops that result in the awakening of the students' interest in the oral use of the English language, taking into account that the practice generates the improvement of this skill with respect to the learning of the foreign language through the implementation of activities where the safety in its use is learned.

The project was developed in three phases:

**Diagnostic phase.** The diagnostic stage was based on the knowledge of the reality or the problem, covering both the manifestations of the problem and its consequences and repercussions. In this phase a series of questions was used as a tool (characterized survey) where students could answer freely about their skills in English, from which the competencies of the students in the speaking skill were evaluated.

Then, a first workshop was conducted as a diagnostic test, focused on the knowledge of students' previous knowledge.

The workshop applied for this phase was:

### **Diagnostic Activity**

**Workshop Number** one

**Topic:** Personal Information

**Development Activities:**

The following questions will be asked on a student-by-student basis:

1. Hello, how are you today?
2. How old are you?
3. What do you do? Do you study or work?
4. Tell me about your family.
5. What do you do every day?
6. What do you do in your free time?
7. Tell me something about you: your likes, your city, your favorite food,  
etc.

**Resources:**

Teacher

Students

Video Camera

Photographs

Audios

**Execution Phase.** The execution stage was based on applying four workshops related to the learning contents of the eighth grade of Colegio Integrado Puerto Parra. The strategies for the activities conducted during the execution of this proposal can be categorized as follows:

***Contextualization.*** allows the student to make sense of specific expressions according to interests. The first workshop focused on this criterion; the activities developed focused on the interview execution according to WH question structures.

**Memorization.** allows the student to retain information allusive to the different grammatical disciplines from its internalization. The second workshop was based on memorization activities, in which students had to study song lyrics and analyze their structures and proper pronunciation.

**Monitoring.** it is presented from two perspectives: internal and external. The first is from the student's own point of view, who recognizes his or her own learning level. Based on this, the third application workshop was designed, in which the execution of role-playing games was proposed, considering the different strategies and themes learned in the classes.

**Note-taking.** allows students to sequence the information they consider necessary to strengthen their learning of English. Based on this criterion, the last performance workshop was designed, in which lyrics analysis was conducted at the group level.

Each workshop gradually focuses on the improvement of the English-speaking skills from an initial or basic perspective to access more structured or complex activities to improve the use of the English language in its oral aspect, without detriment to the other skills relevant to the learning of the English language, i.e., listening, writing, and reading. The development of the workshops is complementary to the student's progress from using technological strategies. In the development of the class, spaces are opened to determine particular samples of progress or progress of some students to encourage participation and strengthen the development of the skills inherent to the learning of English of other students. (See appendix 4)

Four workshops were held, each one focusing on a particular strategy and topic. The first one was an interview in which participants had to recognize personal information questions, based on different activities such as the analysis of grammatical structures from a video. The

second one was executed from a karaoke, in which the students had to familiarize themselves with the vocabulary and pronunciation of the song presented, from which the students chose a song of their choice and performed it in front of their classmates. The third workshop focused on participation through a monologue, or a dialogue based on the use of the present progressive, in which activities were executed in which the recognition of different readings and the grammatical structure of the same were done. Finally, workshop four allowed the development of textual comprehension of a song, in which activities were proposed from which the analysis of vocabulary and the pronunciation process were carried out.

**Evaluation Phase.** At the end of the implementation of each of the activities, an evaluation process was conducted to measure the progress and benefits obtained through the execution of the project. This evolution was measured through a final workshop, in which all the contents and strategies used during the execution of the four workshops mentioned above were evaluated. From this, the effectiveness of the proposed activities will be analyzed according to students' performance within the framework of the development of each workshop in order to recognize the strengths and weaknesses presented to restructure any workshop in the future, considering the flexibilization foundation. See Evaluation Workshop.

This final workshop was focused on practice, makes it possible for the student to strengthen his learning of the English language based on criteria such as trial, error, repetition, and imitation.

## **Data Analysis and Findings**

This chapter initially describes the analysis of the qualitative and quantitative data collected in the institution in the light of the categories proposed in the research framework, in order to examine the effectiveness of the implementation of the pedagogical approach, considering each of the stages established for it.

### **Data Management Procedures**

In the case of the present proposal, participant observation was used, referenced from a field diary (comprising a set of personal notes, a chronological record of events that allow the researcher to systematize the experiences in order to later analyze the results) and characterized as an information gathering technique that consists of observing and, at the same time, participating in the group's activities, investigating. Participant observation was a process that, from the beginning, favoured the development of this project, since each visit and interaction with the young people revealed the problems described here. The observation was conducted during the English language classes following the established format.

Also, a survey was used, characterized as a study where the researcher obtains data by asking a set of standardized questions directed to a representative sample or the total set of the specific population. It was conducted with a series of questions so that the students could answer freely and, in this way, know the background and preferences they have when expressing themselves orally in English.

In addition, a documentary analysis was conducted, characterized as the operation that consists of selecting the informatively relevant ideas of a document in order to express its content without ambiguities to recover the information contained in it. The document that was

analyzed was the English language curricular guidelines to contrast with the students' reality. It is also necessary to value the support of the teaching and management staff, since it was, they who provided documents such as the area plan and lesson plan that served as support for the diagnosis and to guide the creation, design and, subsequently, the implementation of playful activities that result in the strengthening of student learning focused on a series of workshops, understood as a work methodology in which theory and practice are integrated.

The workshop was characterized by research, learning by discovery and teamwork that materializes in collecting of material under the subject matter, intending to produce a significant input. Workshop work was a pedagogical strategy that, in addition to addressing the content of a subject, focused its actions on knowledge, that is, on the practice of an activity. In essence, the workshop according to Anderegg (1999) "was organized with an interdisciplinary and globalizing approach, where the teacher no longer teaches in the traditional sense, but is a technical assistant who helps to learn. Students learn by doing and their answers or solutions could be, in some cases, more valid than those of the teacher himself.

## **Data Analysis Methodology**

### ***Diagnostic Phase***

The information collected through the different instruments such as participant observation according to the completion of the field diary, the survey and the documentary analysis -main input for the design of the workshops- made it possible to recognize the students' low speaking level, taking into account that they allow the analysis of the data to project a qualitative evaluation where the characteristics of the description of the different activities carried out were relevant to the problem and generated the establishment of actions inherent to

the minimization of the problem and, therefore, the strengthening of the learning of the students who evidenced aspects such as: they were recognized as unmotivated, initially, due to the traditional character of the class; however, according to the application of playful activities, this shortcoming was corrected and an improvement in the attitude towards class was projected.

Table 1 shows the results obtained in the characterization survey, which allows us to establish the pedagogical interventions to be conducted during the application stage.

**Table 1**

*Results Characterized Survey*

Participants	Q									
	Q1	2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	Y	F	N	D	S	N	Y	N	N	Y
2	N	B	N	D	S	N	Y	Y	N	Y
3	N	F	Y	D	L	N	Y	N	N	Y
4	N	F	Y	D	S	N	Y	Y	N	Y
5	N	B	Y	D	L	N	Y	N	N	Y
6	Y	B	Y	E	R	N	Y	Y	N	N
7	Y	B	N	D	S	N	Y	Y	N	Y
8	N	F	N	D	R	N	Y	Y	N	Y
9	Y	B	Y	D	L	N	Y	Y	N	N
10	N	B	Y	D	S	N	Y	Y	N	N
11	Y	F	Y	D	W	N	Y	Y	N	N
12	Y	F	Y	D	S	N	Y	Y	N	Y
13	Y	F	Y	E	S	N	Y	Y	N	N

14	Y	F	N	D	R	N	Y	Y	N	N
15	Y	F	Y	E	S	N	Y	N	N	Y
16	Y	B	Y	D	L	N	Y	Y	N	Y
17	Y	F	Y	E	L	N	Y	Y	N	N
18	Y	F	Y	D	L	N	Y	Y	N	N
19	Y	B	Y	D	S	N	Y	N	N	Y
20	Y	B	N	D	W	N	Y	N	N	Y

### \*Questions

Q1-Do you like English?

Q2-How are your English classes?

Q3-Do you participate in your English classes?

Q4-How do you rate English?

Q5-What is the most demanding thing about English?

Q6-Are there any technological aids in your classes?

Q7-Do you think English is important?

Q8-Do you use any application to learn English?

Q9-Do you consider books to be the only support in your English learning?

### \*Codes

Y= yes

N= not

B = boring

F= Fun

E= Easy

D= Difficult

L= Listening

S= Speaking

R= Reading

W= Writing

By considering table 1, it can be observed that:

Speaking to students about survey was possible recognized themselves unmotivated, initially, due to the traditional character of the class; however, based on the application of didactic strategies, this shortcoming is corrected and an improvement of the attitude towards the class is projected and, therefore, a strengthening of their learning.

The bases that support their learning of English were limited and generate insecurity in the demonstration of their knowledge.

The learning of the English language generated anxiety due to social factors that are misinterpreted as the difficulty in learning or the differentiation between the phonetic factors of their native language and the phonological of the foreign language.

Learning styles were aspects that limit the homogeneity of the development of the activities since the students' showed characteristics that disarticulate at certain moments the planning of the classes due to the performances they show in the development of these activities.

The didactic strategies were viable alternatives to improve the learning of the English language not only in the speaking skill but also in the strengthening of other skills related to the management of the foreign language such as reading, writing, and listening.

As can be seen in the results of the survey conducted, there are many factors that affect the problem to be improved, since most students say that for them English is a difficult language to learn, they do not have sufficient technological resources in the institution for the didactic development of the classes and they do not feel motivated to learn it. It can also be seen that for these young people English can be fun, but they do not have enough time to learn it and the classes do not allow them to go beyond grammar, which is why for 50% of the students the most difficult skill is speaking.

As a second activity of the diagnostic phase, an interview focused on personal information questions was conducted, based on the thematic content related to the Wh. Questions.

To evaluate this activity, each student was assigned a quantitative grade according to the number of questions answered correctly. With these grades the evaluator could score participants' work based on criteria such as the following:

**Low:** Shows insufficient production skills when communicating orally. Student does not understand the question, even when repeated. The student answered between 1 and 5 questions, thus obtaining a grade between 1.0 and 2.5.

**Basic:** Understands at a basic level, but inaccuracies are frequent in grammar and vocabulary is poor. Significant hesitation and inaccuracies in pronunciation impede comprehension. The student answered between 6 and 7 questions, thus obtaining a grade between 3.0 and 3.5.

**High:** Clear evidence of comprehension. Grammar and vocabulary sufficient to convey ideas and effectively extend responses. However, complex vocabulary and grammatical structures are avoided (except in obviously well-rehearsed statements). The student answered between 8 and 9 questions, thus obtaining a grade between 4.0 and 4.5.

**Superior:** Questions are fully understood. There is accurate and appropriate use of a range of simple and complex grammatical forms and vocabulary to develop complete answers. Expressions are intelligible, are linked coherently and logically without hesitation while speaking. The student answered 10 questions, thus obtaining a grade of 5.0.

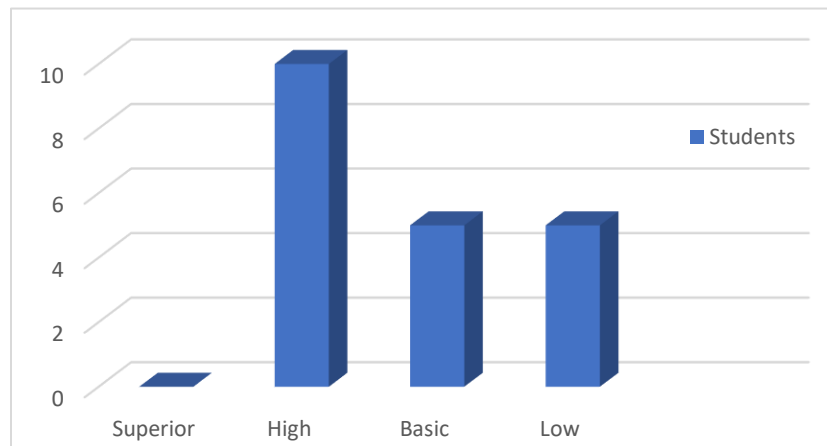
Table and figure 2 show the results obtained through this activity.

## **Table 2**

*Workshop 1 – Topic: Personal Information*

<b>Participants</b>	<b>Score</b>	<b>Level</b>
<b>1</b>	4,00	H
<b>2</b>	1,00	L
<b>3</b>	2,50	L
<b>4</b>	4,00	H
<b>5</b>	3,50	B
<b>6</b>	4,00	H
<b>7</b>	2,00	L
<b>8</b>	3,00	B
<b>9</b>	4,00	H
<b>10</b>	2,50	L
<b>11</b>	4,00	H
<b>12</b>	3,50	B
<b>13</b>	4,50	H
<b>14</b>	4,50	H
<b>15</b>	4,00	H
<b>16</b>	3,00	B
<b>17</b>	4,00	H
<b>18</b>	3,50	B
<b>19</b>	4,00	H
<b>20</b>	1,00	L

**S**=Superior, **H**=High, **B**=Basic, **L**=Low

**Figure 2***Workshop 1 - Topic: Personal Information*

In this interview the students were asked to answer questions of personal information, which they have known for several years of study. For this reason, it can be observed that 50% of the students obtained a favorable score in relation to the development of the proposed activity. However, the other 50% are in basic and low levels, since the activity was a little difficult for them and the fear of speaking in English predominated at the time of its execution.

***Workshops Application***

The intervention proposal was focused on several moments that aimed to positively impact the students in order to strengthen their learning process and use of the English language, as follows:

**Sensitization.** It was the initial moment of each class where, through a directed talk, it was possible to value the learning of the English language considering the benefits derived from this knowledge based on contextual experiences. Also, from extra-class activities where the student felt the need to bring to the development of the class considering the contextualization.

**Implementation.** The workshops were developed from playful activities to positively impact the students' learning, considering a sequentially that favored the analysis of the students' performance according to the qualitative nature of the proposal.

**Evaluation.** The effectiveness of the proposed activities was analyzed according to the performance of the students within the framework of the development of each workshop in order to recognize the strengths and weaknesses presented in order to restructure any workshop in the future, considering the flexibilization foundation.

In this order of ideas, a workshop work was applied as a pedagogical strategy that focuses its actions on knowledge, that is, towards the practice of an activity. The following results were obtained from the application of these workshops.

**Workshop 2 – Topic: Wh. Questions Interview.** In this activity students aim to recognize personal questions alluding to interrogative pronouns to participate in a basic interview through coherent answers. Through following activities:

1. A video is presented where an interview is conducted in English regarding basic topics such as: name, surname, address, and telephone, among other questions.
2. The structure of the Wh. questions is identified and explained by means of contextual examples.
3. Work teams are organized in pairs to replicate the interview observed in the video from copies where the video interview is textualized.
4. The work is supervised by observing and supervising the activity according to the pairs.

5. Pairs of volunteers are selected to participate in front of the class and be models of the activity.

To carry out the evaluation of this activity, each student was assigned a quantitative grade according to the number of questions asked and answered correctly. With these grades the evaluator could score participants' work based on criteria such as the following:

**Low:** Shows insufficient production skills when communicating orally. Student does not understand the question, even when repeated. The student answered between 1 and 5 questions, thus obtaining a grade between 1.0 and 2.5.

**Basic:** Understands at a basic level, but inaccuracies are frequent in grammar and vocabulary is poor. Significant hesitation and inaccuracies in pronunciation impede comprehension. The student answered between 6 and 7 questions, thus obtaining a grade between 3.0 and 3.5.

**High:** Clear evidence of comprehension. Grammar and vocabulary sufficient to convey ideas and effectively extend responses. However, complex vocabulary and grammatical structures are avoided (except in obviously well-rehearsed statements). The student answered between 8 and 9 questions, thus obtaining a grade between 4.0 and 4.5.

**Superior:** Questions are fully understood. There is accurate and appropriate use of a range of simple and complex grammatical forms and vocabulary to develop complete answers. Expressions are intelligible, are linked coherently and logically without hesitation while speaking. The student answered 10 questions, thus obtaining a grade of 5.0

From the execution of this activity, the table and figure 3 represent the results obtained.

**Table 3***Workshop 2 - Topic: Wh. Questions Interview*

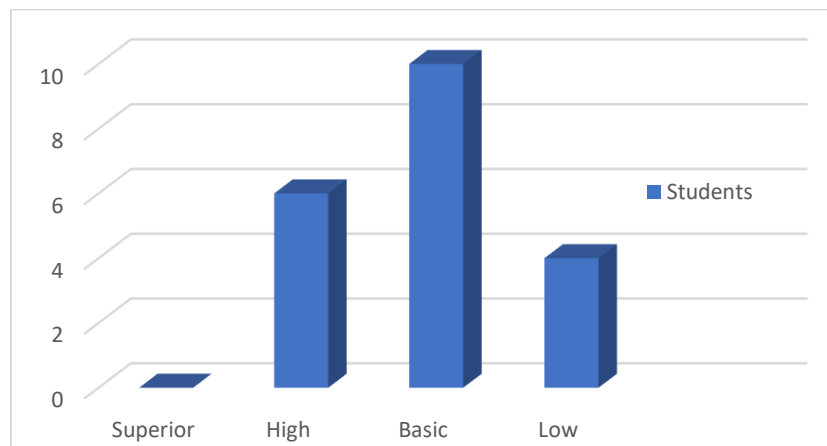
<b>Participants</b>	<b>Score</b>	<b>Level</b>
<b>1</b>	4,00	H
<b>2</b>	2,00	L
<b>3</b>	3,00	B
<b>4</b>	3,50	B
<b>5</b>	3,50	B
<b>6</b>	4,50	H
<b>7</b>	2,00	L
<b>8</b>	3,50	B
<b>9</b>	3,50	B
<b>10</b>	2,50	L
<b>11</b>	3,50	B
<b>12</b>	3,50	B
<b>13</b>	4,50	H
<b>14</b>	4,50	H
<b>15</b>	3,00	B
<b>16</b>	3,50	B
<b>17</b>	4,00	H
<b>18</b>	3,50	B
<b>19</b>	4,00	H

20                      2,00                      L

**S**=Superior, **H**=High, **B**=Basic, **L**=Low

**Figure 3**

*Workshop 2 – Topic: Wh. Questions Interview*



From this activity on, the students began to demand a higher degree of difficulty in the resolution of the activities, since this new interview had to be constructed by themselves according to the moments observed during the video. This is why, in comparison to the interview of personal questions during this activity, the highest percentage of scores is located in the basic range.

During the development of this activity the students hesitated a little more in its resolution, given that a deeper interaction with the English language began.

***Workshop 3 – Topic: Simple Verbal Tense Karaoke.*** In this activity students aim to familiarize students with English pronunciation based on simple songs representative of the foreign language. Through following activities:

1. 1 Videos of simple songs in English are presented.

2. Copies of the lyrics of the songs in English are provided.
  3. Pronunciation is practiced with students on specific aspects of the songs, if necessary, explained on the board.
  4. Students practice together from videos with karaoke representative of the songs.
- An internal contest is held in the classroom where students become participants by practicing individually in front of their classmates according to the songs selected for the event.

To carry out the evaluation of this activity, each student was assigned a quantitative grade according to the representation of the chosen song. With these grades the evaluator could score participants' work based on criteria such as the following:

**Low:** Presents difficulty repeating the song in English, lacking pronunciation and fluency, which shows insufficient production ability when communicating orally. The student got a grade between 1.0 and 2.9.

**Basic:** Understands at a basic level the language as a means of communication, there are frequent inaccuracies in the pronunciation and intonation of the selected song, which limits the understanding of the message of the song. The student got a grade between 3.0 and 3.9.

**High:** The language he/she masters allows him/her to execute the proposed activity, recognizing the basic elements of language and its use, but with some errors, which are evident when making use of complex grammatical structures immersed in the song. The student got a grade between 4.0 and 4.5.

**Superior:** The language he has mastered allows him to make basic musical presentations, with clear pronunciation, but it is normal for him to still make some basic mistakes. The student got a grade between 4.6 and 5.0

From the execution of this activity, the table and figure 4 represent the results obtained.

**Table 4**

*Workshop 3 – Topic: Simple Verbal Tense Karaoke*

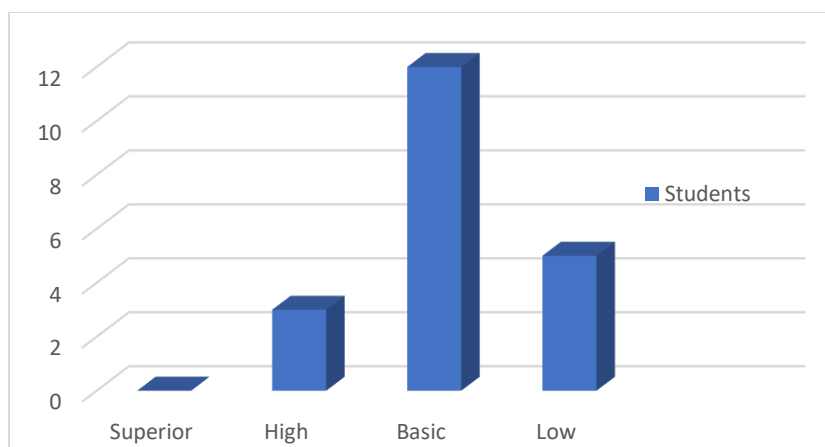
<b>Participants</b>	<b>Score</b>	<b>Level</b>
<b>1</b>	3,50	B
<b>2</b>	2,00	L
<b>3</b>	2,50	L
<b>4</b>	3,50	B
<b>5</b>	3,00	B
<b>6</b>	4,50	H
<b>7</b>	2,50	L
<b>8</b>	3,50	B
<b>9</b>	3,50	B
<b>10</b>	2,50	L
<b>11</b>	3,50	B
<b>12</b>	3,50	B
<b>13</b>	4,45	H
<b>14</b>	4,50	H
<b>15</b>	3,50	B
<b>16</b>	3,00	B
<b>17</b>	3,50	B
<b>18</b>	3,50	B

<b>19</b>	3,50	<b>B</b>
<b>20</b>	2,00	<b>L</b>

S=Superior, H=High, B=Basic, L=Low

**Figure 4**

*Workshop 3 – Topic: Simple Verbal Tense Karaoke*



For the execution of this activity, the attention and participation of the students in the different activities or moments of the class, whether at group or individual level, was monitored. From this it could be observed that this was one of the proposals that most attracted the attention of the students and motivated them to execute it. Although the results obtained were not the best, there was an active participation among the young people and the classroom environment was pleasant at the moment of creating this learning space.

**Workshop 4 – Topic: Progressive Tense Role Play.** In this activity students aim to participate before the class with a monologue or dialogue in English according to the level of complexity that the student supports, considering his or her learning of the English language.

Through following activities:

1. A talk is given to encourage students to use the English language in group or individual activities, considering their knowledge of the language.
2. Different alternatives are presented, either through songs, poems, riddles, rounds, dialogues, or any other activity, but using the English language.
3. The commitments are structured and the written inputs to be developed are delivered for their respective revision.
4. Oral practices are conducted considering the different activities to be performed in order to allow the correction of pronunciation.

The oral presentation of the activity is done according to the choice of each student.

To carry out the evaluation of this activity, each student was assigned a quantitative grade according to the activity. With these grades the evaluator could score participants' work based on criteria such as the following:

**Low:** The student presents difficulties in making brief presentations to describe, narrate, justify, or briefly explain facts and processes of interest. The student got a grade between 1.0 and 2.9.

**Basic:** Performs presentations with a basic and regular pronunciation, which allows him/her to describe, narrate, justify, and briefly explain facts and processes of interest to him/her. The student got a grade between 3.0 and 3.9.

**High:** Performs short presentations, prepared in advance to describe, narrate, justify and briefly explain facts and processes of their interest, the language they master allows them to execute the proposed activity, but with some errors, which are evident when making use of complex grammatical structures immersed in the presentation. The student got a grade between 4.0 and 4.5.

**Superior:** Performs not so short presentations to describe, narrate, justify, and briefly explain facts and processes of interest, justify, and briefly explain facts and processes of their interest, pronunciation sufficiently clear but still making small mistakes. The student got a grade between 4.6 and 5.0

From the execution of this activity, the table and figure 5 represent the results obtained.

**Table 5**

*Workshop 4 – Topic: Progressive Tense Role Play*

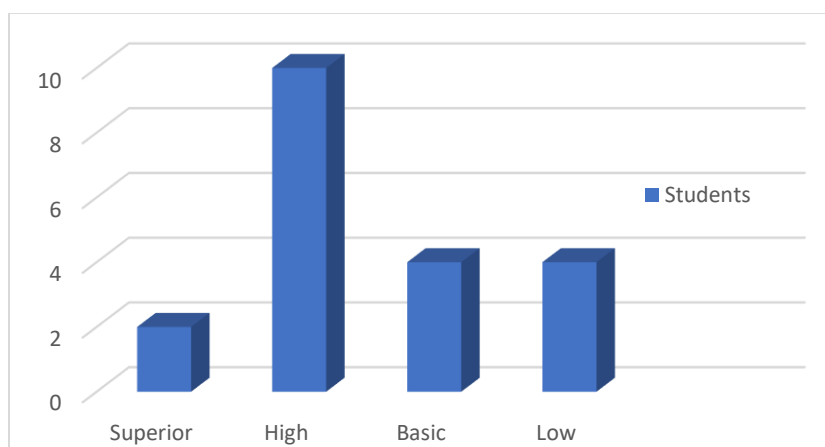
<b>Participants</b>	<b>Score</b>	<b>Level</b>
<b>1</b>	4,00	H
<b>2</b>	2,00	L
<b>3</b>	3,50	B
<b>4</b>	4,00	H
<b>5</b>	3,50	B
<b>6</b>	4,50	H
<b>7</b>	2,50	L
<b>8</b>	4,00	H

<b>9</b>	4,00	H
<b>10</b>	2,00	L
<b>11</b>	4,00	H
<b>12</b>	3,50	B
<b>13</b>	4,80	S
<b>14</b>	4,80	S
<b>15</b>	4,00	H
<b>16</b>	3,50	B
<b>17</b>	4,00	H
<b>18</b>	4,00	H
<b>19</b>	4,00	H
<b>20</b>	2,00	L

S=Superior, H=High, B=Basic, L=Low

**Figure 5**

*Workshop 4 - Topic: Progressive Tense Role Play*



During this activity, we begin to consider not only the participation of students in the activities but also the presentation of the resources that support their participation. The development of this activity opened new doors to the English classes, since as can be seen in the table of results the students made a little more effort in the presentation of their work. It should be noted that although the level of development of the classes has taken a new step, there are still students who limit themselves to these practices due to their fear of using the English language.

**Workshop 5 – Topic: Analyzing English Songs.** In this activity students aim to Select the musical theme to develop comprehension and pronunciation work in class. Through following activities:

1. The teacher give to students a template where the musical theme will be worked.
2. The student must look up the lyrics of the song, then fill out the workshop, print it out and take it to the classroom to work on vocabulary and pronunciation.
3. Extract the words or phrases that caused difficulty for translation.
4. Pronunciation exercise is done for familiarization in class.

To carry out the evaluation of this activity, each student was assigned a quantitative grade according to the activity. With these grades the evaluator could score participants' work based on criteria such as the following:

**Low:** Failure to use familiar vocabulary and grammar in basic activities focused on familiar topics. The student got a grade between 1.0 and 2.9.

**Basic:** Regularly uses familiar vocabulary and grammar on familiar topics but makes mistakes when introduce unfamiliar topics. The student got a grade between 3.0 and 3.9.

**High:** Uses the vocabulary and grammar he/she knows with sufficient precision in familiar topics, although some deficiencies are still evident in the analysis of grammatical structures. The student got a grade between 4.0 and 4.5.

**Superior:** Shows great interest in using familiar vocabulary and grammar with great accuracy on familiar topics. The student got a grade between 4.6 and 5.0

From the execution of this activity, the table and figure 6 represent the results obtained.

**Table 6**

*Workshop 5 – Topic: Progressive Tense Role Play*

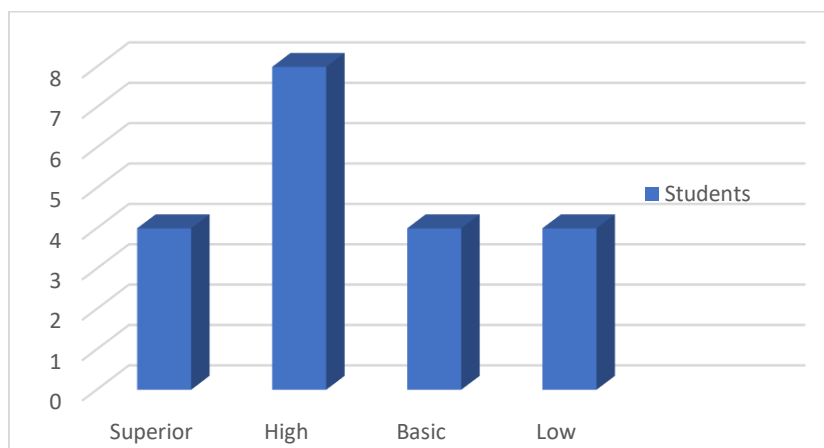
<b>Participants</b>	<b>Score</b>	<b>Level</b>
<b>1</b>	4,00	H
<b>2</b>	2,50	L
<b>3</b>	3,00	B
<b>4</b>	4,00	H
<b>5</b>	3,50	B
<b>6</b>	4,80	S
<b>7</b>	2,50	L
<b>8</b>	4,00	H
<b>9</b>	4,00	H
<b>10</b>	2,50	L
<b>11</b>	4,00	H
<b>12</b>	3,50	B

<b>13</b>	4,80	S
<b>14</b>	4,80	S
<b>15</b>	4,00	H
<b>16</b>	3,50	B
<b>17</b>	4,60	S
<b>18</b>	4,00	H
<b>19</b>	4,00	H
<b>20</b>	2,50	L

**S**=Superior, **H**=High, **B**=Basic, **L**=Low

**Figure 6**

*Workshop 5 – Topic: Progressive Tense Role Play*



During this activity, we begin to consider not only the participation of students in the activities but also the presentation of the resources that support their participation. The development of this activity opened new doors to the English classes, since as can be seen in the table of results the students made a little more effort in the presentation of their work. It should

be noted that although the level of development of the classes has taken a new step, there are still students who limit themselves to these practices due to their fear of using the English language.

### *Evaluation Workshop*

In this final activity students aim to record a music video in English in which a creative work is evidenced considering the phonetics of the English language and the creativity of the students. Through following activities:

1. After a previous work, the students will develop the recording of a music video that can be as a soloist.
2. Students are free to choose a scenario; therefore, they will select specific locations.
3. Students will record their video; this work includes the participation of parents as accompanists for their children.

To carry out the evaluation of this activity, each student was assigned a quantitative grade according to the activity. With these grades the evaluator could score participants' work based on criteria such as the following:

**Low:** Refuses to participate in presentations that require him to engage in conversations in which he can explain his opinions and ideas. The student got a grade between 1.0 and 2.9.

**Basic:** Tries to participate in presentations that require simple conversations in which he/she can explain his/her opinions and ideas. The student got a grade between 3.0 and 3.9.

**High:** Uses the vocabulary and grammar he/she knows with sufficient precision in familiar topics, to participate in simple presentation where he/she can explain his/her opinions and ideas. The student got a grade between 4.0 and 4.5.

**Superior:** Actively participates in presentations that require him to practice simple conversations, in which he can explain his opinions and ideas, using improvisation if necessary.

The student got a grade between 4.6 and 5.0

From the execution of this activity, the table and figure 7 represent the results obtained.

**Table 7**

*Final Workshop*

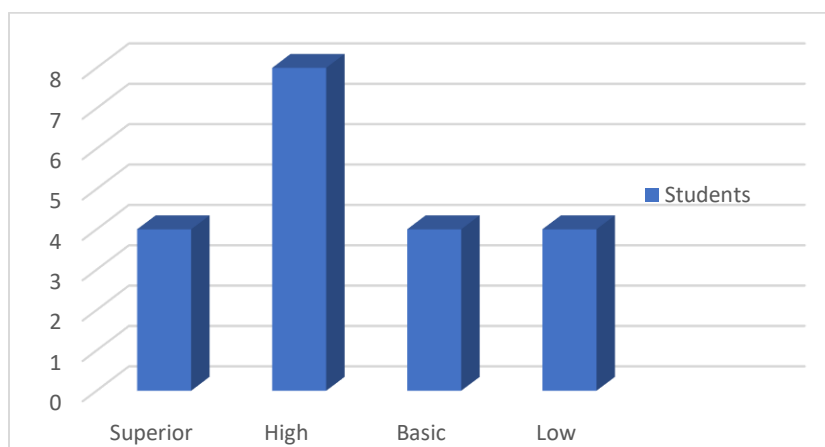
<b>Participants</b>	<b>Score</b>	<b>Level</b>
<b>1</b>	4,00	H
<b>2</b>	2,50	L
<b>3</b>	3,50	B
<b>4</b>	3,50	B
<b>5</b>	3,50	B
<b>6</b>	4,80	S
<b>7</b>	2,50	L
<b>8</b>	4,00	H
<b>9</b>	4,00	H
<b>10</b>	2,50	L
<b>11</b>	3,50	B
<b>12</b>	3,50	B
<b>13</b>	4,80	S
<b>14</b>	4,80	S
<b>15</b>	4,00	H

<b>16</b>	3,50	B
<b>17</b>	4,80	S
<b>18</b>	4,00	H
<b>19</b>	4,00	H
<b>20</b>	2,50	L

S=Superior, H=High, B=Basic, L=Low

**Figure 7**

*Final Workshop*



For the development of this activity, all the aspects worked on during the different previous workshops were considered, such as participation, use of language, resources, among others, in order to achieve an excellent presentation.

The results show that the development of this activity was favorable for the proposal in question, since the level of some students was maintained, and the skills of others were increased.

## **Discussions and Conclusions**

This chapter provides conclusions and pedagogical implications that may emerge after analyzing the data results. To answer the research question of this study: How do Didactic strategies aim to improve the development of speaking skills in eighth grade students from Colegio Integrado Puerto Parra?

### **Pedagogical and research implications for the field of study**

The implementation of this proposal was focused on the direct observation of the students based on the activities they performed in their regular English classes, and students' lack of interest in the development of speaking in class was identified as a problem.

This situation led to the creation, design and implementation of didactic strategies that would awaken the students' interest and encourage their participation in overcoming the problem. Subsequently, we proceeded to its implementation and from the qualitative approach we proceed to state the characteristics that evidenced the positive impact of the proposal in the context of implementation and, therefore, the benefits achieved by the students in their educational process, as follows:

The students' attention was established as a basis for improving learning since they were concerned about observing, listening, and asking questions regarding the implemented activities.

The students' interest was evidenced in their desire to participate in the different activities proposed as a mechanism for recognizing their capabilities and developing their skills.

The activities were dynamic because they allowed recognizing teamwork where the teacher and the students were integrated into the framework of the development of playful activities that favoured personal integration from the interaction in general.

The didactics played a relevant role in the development of the activities because it allowed them to feel involved from simple questions such as the interview in English, the karaoke with a variety of songs in English and the role-play or dialogues to more complex actions such as the songs and the music video.

The students' attitude improved concerning the use of the English language since on several occasions, they voluntarily opted to use the language in everyday contexts with or without the direct accompaniment of the teacher due to their interest in interacting through dialogues in different spaces inside and outside the Educational Institution.

In general, the students felt motivated to work with these new strategies in their English class, since the fact of feeling independent and with freedom in the management of their work was pleasant for them. Although the oral practice did not have a relevant improvement in all the students, most of them were interested in doing the activities, for what it meant to perform a more interesting and striking activity and to improve their pronunciation.

Regarding the determination of the impact that the application of the strategy had, it can be established that on the one hand the improvement of speaking skills was successful in the students who worked with more interest and performed all the proposed activities, in the results obtained it is noticeable that they obtained better results compared to those who did not execute the proposals in the best way, or who otherwise preferred not to do them. However, considering the activities that were carried out, it can be deduced that this type of pedagogical strategies provide dynamic, didactic, and fun environments in which students can progressively enjoy and participate in a more autonomous and spontaneous way, making use of English as a foreign language to communicate, taking into account previous knowledge and not leaving aside the other skills that complement the teaching-learning process.

### **Recommendations for further research**

This pedagogical proposal allowed the students to become more interested in the didactic strategies that allow for learning a new language and let the teacher to reflect on the research and the pedagogical task when implementing oral communication activities. The planning of the strategy implementation allowed the students to understand what it is like to learn English in a different and fun way. However, it is necessary that this strategy should be taught for a longer time in the future and that it should even become a habit within the pedagogical task of teachers, students, and the educational community.

During the implementation exercise, the variation in the application of these strategies, for example, in some students who were still not very interested in learning English but remained and participated in the activities, were a minor obstacle, but in the integration of the group and the teacher's sensitization, allowed to carry out the planned objectives successfully. It is hoped that this proposal can be socialized with different teachers and become part of the pedagogical work of teachers in the educational institution.

It should be noted that in such a short time, it is not possible to carry out a complete and quick solution. Still, it is beginning to build pedagogical models for the future, where the actors involved become aware of how to improve the content and enrich the curricula according to and established by the Ministry of Education.

### **Conclusion**

Although the implementation of games and didactics as a strategy to develop and strengthen English skills is not new, they are strategies that have shown high efficacy in the development of communicative competencies. The present pedagogical proposal allowed the

implementation of the strategy to improve speaking skills in 8th grade students, and it was observed that the students had the opportunity to know the strategy better and also to make their own conversations in English and lose the fear of communicating in English; as for the speaking skills, it was observed that they improved in comparison with the initial stage of the proposal.

The identification of the limitations that occur in the speaking activities developed in the English language classroom was decisive for the design of the didactic strategy, since it allowed us to put into consideration a viable and applicable proposal to the learning context of high school students, thus contributing to the development of oral skills.

The pertinence and relevance of this proposal, which directly focused on the development of the students' oral skills in English, should be recognized; however, other factors were indirectly involved that strengthened their learning since values such as self-confidence, personal interaction within the framework of respect, responsibility, among others, were developed, taking into account the active role they assumed from the development of didactics, understood as a dynamic dimension for the strengthening of the human being.

For this reason, the didactic strategies implemented according to the results obtained become a useful and feasible proposal that can be applicable to speaking activities in other grades, since their main objective is to develop the oral skills of students not only in the eighth grade but also in secondary school in general.

From the application of this proposal, it can be concluded that the activities for teaching English as a foreign language should be diverse, active, and didactic in such a way that they involve the student in this process at a general level. In addition, when various strategies are used, the class is more participatory. It allows some traditional contents of great difficulties, such

as grammar and structure of English, to become easy to understand and make learning more fun, as is the case of listening activities. It is also essential to apply activities that directly involve students and allow them to reinforce their communicative skills. It cannot be overlooked that when students feel identified with a move, they achieve an adequate appropriation of the language, which is why as teachers, we must consider the strategies to be used when proposing activities in the classroom.

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### Appendix A Field Diary Format

FIELD DIARY FOR RECORDING AND ANALYZING OBSERVATIONS	
<b>Date:</b>	
<b>Teacher:</b> Marelvin Rojas Prada	
<b>Activity Number</b> ____	
<b>Description of the activity:</b>	
Implementation reports	Results

### Appendix B Characterized Survey

CHARACTERIZED SURVEY			
QUESTIONS	ANSWERS		
<b>1.</b> Do you like English?	<b>Yes</b>		<b>No</b>
<b>Justification:</b>			
<b>2.</b> How are your English classes?	<b>Boring</b>		<b>Fun</b>
<b>Justification:</b>			
<b>3.</b> Do you participate in your English classes?	<b>Yes</b>		<b>No</b>
<b>Justification:</b>			
<b>4.</b> How do you rate English?	<b>Easy</b>		<b>Difficult</b>
<b>Justification:</b>			
<b>5.</b> What is the most demanding thing about English?	<b>Writing</b>		<b>Reading</b>
	<b>Listening</b>		<b>Speaking</b>
<b>Justification:</b>			
<b>6.</b> Are there any technological aids in your classes?	<b>Yes</b>		<b>No</b>
<b>Justification:</b>			
<b>7.</b> Do you think English is important?	<b>Yes</b>		<b>No</b>
<b>Justification:</b>			
<b>8.</b> Do you use any application to learn English?	<b>Yes</b>		<b>No</b>
<b>Justification:</b>			
<b>9.</b> Do you consider books to be the only support in your English learning?	<b>Yes</b>		<b>No</b>
<b>Justification:</b>			
<b>10.</b> Do you need more motivation in your English learning?	<b>Yes</b>		<b>No</b>
<b>Justification:</b>			

## Appendix C Ethical Protocol

Señores

**PADRES DE FAMILIA**

**GRADO OCTAVO A**

Colegio Integrado Puerto Parra

Puerto Parra - Santander

Cordial saludo.

Por medio de la presente me permito solicitar su autorización y consentimiento para la participación de su hijo en el proyecto de investigación “*Fortalecimiento de la habilidad de hablar en inglés a través de actividades didácticas en estudiantes de octavo grado de secundaria del Colegio Integrado Puerto Parra*”, a cargo de la docente **Marelvín Rojas Prada** y de la línea de Investigación en pedagogía, Didáctica y Currículo, avalado institucionalmente y reconocido por la Universidad Nacional Abierta y a Distancia UNAD.

Dicho proyecto cuenta con las siguientes características:

**Objetivo:** Mejorar la expresión oral a través de actividades didácticas en alumnos de octavo grado del Colegio Integrado Puerto Parra

**Responsables:** Docente Marelvín Rojas Prada, docentes de la Universidad Nacional Abierta y a Distancia UNAD.

**Procedimiento:** Previa autorización de la institución y consentimiento informado por parte de los padres y el (la) adolescente, debidamente firmado, se procederá a aplicar las siguientes actividades en el aula, con base en el desarrollo de la lengua inglesa, cuya duración será de aproximadamente 5 semanas.

Agradeciendo su atención,

Cordialmente,

**MARELVÍN ROJAS PRADA**

**Docente de Inglés**

## Colegio Integrado Puerto Parra

A Continuación, Se adjuntan Formatos de consentimiento informado.

### CONSENTIMIENTO Y USO DE IMAGEN Y VOZ INFORMADO PADRES O ACUDIENTES DE ESTUDIANTES

Yo \_\_\_\_\_, mayor de edad, madre [  ], padre [  ], acudiente, [  ] o representante legal [  ] del estudiante \_\_\_\_\_ de, [  ] años de edad, he (hemos) sido informado(s) acerca del proyecto de investigación denominado: ***FORTALECIMIENTO DE LA HABILIDAD DE HABLAR EN INGLÉS A TRAVÉS DE ACTIVIDADES DIDÁCTICAS EN ESTUDIANTES DE OCTAVO GRADO DE SECUNDARIA DEL COLEGIO INTEGRADO PUERTO PARRA***, en el cual se invita a participar a mi hijo(a) como parte del proceso de formación integral en el aula para potenciar su habilidad oral en el área de Inglés.

La participación de los estudiantes en este proceso será en sesiones presenciales o virtuales a desarrollar durante las clases regulares llevadas a cabo dentro de la institución o en su defecto desde cada uno de sus hogares, atendiendo a los procesos de educación remota generados por la pandemia COVID-19. La información obtenida en esta investigación será confidencial, sólo se usará con fines académicos, como parte del proceso de análisis de los datos y permitirán cumplir con los objetivos planteados en la investigación. Para tal fin, los datos suministrados, serán tratados de acuerdo con la ley 1581 de 2012, que dicta las disposiciones generales para la protección de datos personales.

Luego de haber sido informado(s) sobre las condiciones de la participación de mí (nuestro) hijo(a), entiendo (entendemos) que:

- La participación de mi (nuestro) hijo(a) en este proceso hace parte de la investigación ***FORTALECIMIENTO DE LA HABILIDAD DE HABLAR EN INGLÉS A TRAVÉS DE ACTIVIDADES DIDÁCTICAS EN ESTUDIANTES DE OCTAVO GRADO DE SECUNDARIA DEL COLEGIO INTEGRADO PUERTO PARRA***

- La participación de mi (nuestro) hijo(a) es voluntaria, por tal motivo podrá retirarse del proceso de investigación en el momento que lo requiera.
- La participación de mi (nuestro) hijo(a) en este proceso no generará ningún gasto, ni recibiremos remuneración alguna por su participación.
- No habrá ninguna sanción para mí (nuestro) hijo(a) en caso de que no autoricemos su participación.
- La identidad de mi (nuestro) hijo(a) no será publicada y las imágenes y datos registrados durante este proceso, se utilizarán únicamente para fines académicos.

Atendiendo a la normatividad vigente sobre consentimientos informados y de forma consciente y voluntaria, [  ] DOY (DAMOS) EL CONSENTIMIENTO, [  ] NO DOY (DAMOS) EL CONSENTIMIENTO, para la participación de mi (nuestro) hijo (a) en este proceso de investigación de la docente Marelvin Rojas Prada, en las instalaciones de la Institución Educativa Colegio Integrado Puerto Parra del Municipio de Puerto Parra - Santander.

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FIRMA ACUDIENTE

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FIRMA ESTUDIANTE

#### Appendix D Evaluation of the Informed Consent

Dear researcher,

Use this checklist as an evaluation tool to assess the quality of your informed consent (IC). If some of the items do not apply to your study and there are important observations, please write down in the Remarks case.

Items	Yes	No	Remarks
➤ Does the IC document explain the general procedure of the research?	X		
➤ Does the IC explain the purpose of the study?	X		

➤ Does the IC include information about the risks to which participants may be exposed, as well as the steps you will take to minimize any risks?	X		
➤ Does the IC provide information about how the participants' identities will be kept anonymous and confidential as much as possible?	X		
➤ Does the IC provide contact information so that the participants can contact the researchers if they have questions or concerns?	X		
➤ Does the IC make it clear that participation is purely voluntary and that the participants have the right to withdraw at any time?	X		
➤ The IC does not contain any language suggesting that the participants are giving up any rights or are releasing the investigators from any liability?	X		
➤ Have you considered that multiple consents may need to be obtained for one study? For example, from parents, teachers, child learners, school administrators, and so on?	X		
➤ If the potential participants do agree to participate, have you checked to make sure the documents are dated on the same day they are signed?	X		
➤ Have you considered how you will provide the participants with ample time to review the document before making their decision?	X		
➤ Have you given a copy of the signed consent form to all those who agreed to participate and kept an original signed copy for your own records?	X		

<b>Evaluation of the Informed Consent</b>				
Is the Informed Consent approved by the thesis advisor?	Yes	X	No	
Name of the advisor:	Jesus Antonio Quiñones			

Signature of the advisor:

Jesús Antonio Quiñones

## Appendix E Workshops

### 1. Diagnostic Activity

<b>Workshop Number</b> _one_
<b>Topic:</b> Personal Information
<b>Purpose:</b>
<p><b>Development Activities:</b></p> <p><b>The following questions will be asked on a student-by-student basis:</b></p> <ol style="list-style-type: none"> <li>8. Hello, how are you today?</li> <li>9. How old are you?</li> <li>10. What do you do? Do you study or work?</li> <li>11. Tell me about your family.</li> <li>12. What do you do every day?</li> <li>13. What do you do in your free time?</li> <li>14. Tell me something about you: your likes, your city, your favorite food, etc.</li> </ol>
<p><b>Resources:</b></p> <p>Teacher Students Video Camera Photographs Audios</p>
<p><b>Evaluation:</b></p> <p>Scores</p> <p>Evaluators will score (from low to Superior in this case) responses based on criteria such as the following:</p> <ul style="list-style-type: none"> <li>➤ <b>Low:</b> Shows insufficient production skills when communicating orally. Student does not understand the question, even when repeated.</li> <li>➤ <b>Basic:</b> Understands at a basic level, but inaccuracies are frequent in grammar and vocabulary is poor. Significant hesitation and inaccuracies in pronunciation impede comprehension.</li> <li>➤ <b>High:</b> Clear evidence of comprehension. Grammar and vocabulary sufficient to convey ideas and effectively extend responses. However, complex vocabulary and grammatical structures are avoided (except in obviously well-rehearsed statements).</li> </ul>

- **Superior:** Questions are fully understood. There is accurate and appropriate use of a range of simple and complex grammatical forms and vocabulary to develop complete answers. Expressions are intelligible and linked coherently and logically without hesitation while speaking.

## 2. Execution Workshops

<b>Workshop Number</b> __two__
<b>Topic:</b> Wh. Questions Interview
<b>Purpose:</b> Recognize personal questions alluding to interrogative pronouns in order to participate in a basic interview through coherent answers.
<p><b>Development Activities:</b></p> <ol style="list-style-type: none"> <li>1. A video is presented where an interview is conducted in English regarding basic topics such as: name, surname, address, telephone, among other questions.</li> <li>2. The structure of the WH QUESTIONS is identified and explained by means of contextual examples.</li> <li>3. Work teams are organized in pairs to replicate the interview observed in the video from copies where the video interview is textualized.</li> <li>4. The work is supervised by observing and supervising the activity according to the pairs.</li> <li>5. Pairs of volunteers are selected to participate in front of the class and be models of the activity.</li> </ol>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Computer</li> <li>video beam</li> <li>video</li> <li>scoreboard</li> <li>board</li> </ul>
<p><b>Evaluation:</b></p> <p>Scores</p> <p>Evaluators will score (from low to Superior in this case) responses based on criteria such as the following:</p> <ul style="list-style-type: none"> <li>➤ <b>Low:</b> Shows insufficient production skills when communicating orally. Student does not understand the question, even when repeated.</li> <li>➤ <b>Basic:</b> Understands at a basic level, but inaccuracies are frequent in grammar and vocabulary is poor. Significant hesitation and inaccuracies in pronunciation impede comprehension.</li> <li>➤ <b>High:</b> Clear evidence of comprehension. Grammar and vocabulary sufficient to convey ideas and effectively extend responses. However, complex vocabulary and grammatical structures are avoided (except in obviously well-rehearsed statements).</li> <li>➤ <b>Superior:</b> Questions are fully understood. There is accurate and appropriate use of a range of simple and complex grammatical forms and vocabulary to develop complete answers. Expressions are intelligible and linked coherently and logically without hesitation while speaking.</li> </ul>

<b>Workshop Number</b> __three__
<b>Topic:</b> Simple Verbal tense Karaoke
<b>Purpose:</b> To familiarize students with English pronunciation based on simple songs representative of the foreign language.
<b>Development Activities:</b> <ol style="list-style-type: none"> <li>1. Videos of simple songs in English are presented.</li> <li>2. Copies of the lyrics of the songs in English are provided.</li> <li>3. Pronunciation is practiced with students on specific aspects of the songs, if necessary, explained on the board.</li> <li>4. Students practice together from videos with karaoke representative of the songs.</li> <li>5. An internal contest is held in the classroom where students become participants by practicing individually in front of their classmates according to the songs selected for the event.</li> </ol>
<b>Resources:</b> Computer video beam video scoreboard board
<b>Evaluation:</b> Scores Evaluators will score (from low to Superior in this case) responses based on criteria such as the following: <ul style="list-style-type: none"> <li>➤ <b>Low:</b> Shows insufficient production skills when communicating orally. Student does not understand the question, even when repeated.</li> <li>➤ <b>Basic:</b> Understands at a basic level, but inaccuracies are frequent in grammar and vocabulary is poor. Significant hesitation and inaccuracies in pronunciation impede comprehension.</li> <li>➤ <b>High:</b> Clear evidence of comprehension. Grammar and vocabulary sufficient to convey ideas and effectively extend responses. However, complex vocabulary and grammatical structures are avoided (except in obviously well-rehearsed statements).</li> <li>➤ <b>Superior:</b> Questions are fully understood. There is accurate and appropriate use of a range of simple and complex grammatical forms and vocabulary to develop complete answers. Expressions are intelligible, are linked coherently and logically without hesitation while speaking.</li> </ul>

<b>Workshop Number</b> __four__
<b>Topic:</b> Progressive Tense Role Play

**Purpose:** Participate before the class with a monologue or dialogue in English according to the level of complexity that the student supports, considering his or her learning of the English language.

**Development Activities:**

1. A talk is given to encourage students to use the English language in group or individual activities, considering their knowledge of the language.
2. Different alternatives are presented, either through songs, poems, riddles, rounds, dialogues, or any other activity, but using the English language.
3. The commitments are structured and the written inputs to be developed are delivered for their respective revision.
4. Oral practices are conducted considering the different activities to be performed in order to allow the correction of pronunciation.
5. The oral presentation of the activity is done according to the choice of each student.

**Resources:**

English Readings  
 Computer  
 video beam  
 video  
 scoreboard  
 board

**Evaluation:**

Scores

Evaluators will score (from low to Superior in this case) responses based on criteria such as the following:

- **Low:** Shows insufficient production skills when communicating orally. Student does not understand the question, even when repeated.
- **Basic:** Understands at a basic level, but inaccuracies are frequent in grammar and vocabulary is poor. Significant hesitation and inaccuracies in pronunciation impede comprehension.
- **High:** Clear evidence of comprehension. Grammar and vocabulary sufficient to convey ideas and effectively extend responses. However, complex vocabulary and grammatical structures are avoided (except in obviously well-rehearsed statements).
- **Superior:** Questions are fully understood. There is accurate and appropriate use of a range of simple and complex grammatical forms and vocabulary to develop complete answers. Expressions are intelligible, are linked coherently and logically without hesitation while speaking.

**Workshop Number** \_\_five\_\_

**Topic:** Analyzing English Songs

**Purpose:** Select the musical theme to develop comprehension and pronunciation work in class.

<p><b>Development Activities:</b></p> <ol style="list-style-type: none"> <li>1. The teacher sends to the group e-mail a template where the musical theme will be worked.</li> <li>2. The student must look up the lyrics of the song, then fill out the workshop, print it out and take it to the classroom to work on vocabulary and pronunciation.</li> <li>3. Extract the words or phrases that caused difficulty for translation.</li> <li>4. Pronunciation exercise is done for familiarization in class.</li> </ol>
<p><b>Resources:</b></p> <p>Dictionary Speaker Printed Material Notebook</p>
<p><b>Evaluation:</b></p> <p>Scores</p> <p>Evaluators will score (from low to Superior in this case) responses based on criteria such as the following:</p> <ul style="list-style-type: none"> <li>➤ <b>Low:</b> Shows insufficient production skills when communicating orally. Student does not understand the question, even when repeated.</li> <li>➤ <b>Basic:</b> Understands at a basic level, but inaccuracies are frequent in grammar and vocabulary is poor. Significant hesitation and inaccuracies in pronunciation impede comprehension.</li> <li>➤ <b>High:</b> Clear evidence of comprehension. Grammar and vocabulary sufficient to convey ideas and effectively extend responses. However, complex vocabulary and grammatical structures are avoided (except in obviously well-rehearsed statements).</li> <li>➤ <b>Superior:</b> Questions are fully understood. There is accurate and appropriate use of a range of simple and complex grammatical forms and vocabulary to develop complete answers. Expressions are intelligible and linked coherently and logically without hesitation while speaking.</li> </ul>

### 3. Evaluation Activity

<p><b>Workshop Number</b> __six__</p>
<p><b>Topic:</b> Evaluation Workshop</p>
<p><b>Purpose:</b> To record a music video in English in which a creative work is evidenced considering the phonetics of the English language and the creativity of the students.</p>
<p><b>Development Activities:</b></p> <ol style="list-style-type: none"> <li>4. After a previous work, the students will develop the recording of a music video that can be as a soloist.</li> <li>5. Students are free to choose a scenario; therefore, they will select specific locations.</li> <li>6. Students will record their video; this work includes the participation of parents as accompanists for their children.</li> </ol>
<p><b>Resources:</b></p> <p>Video camera</p>

microphones  
musical instruments  
costumes.

### Evaluation:

#### Scores

Evaluators will score (from low to Superior in this case) responses based on criteria such as the following:

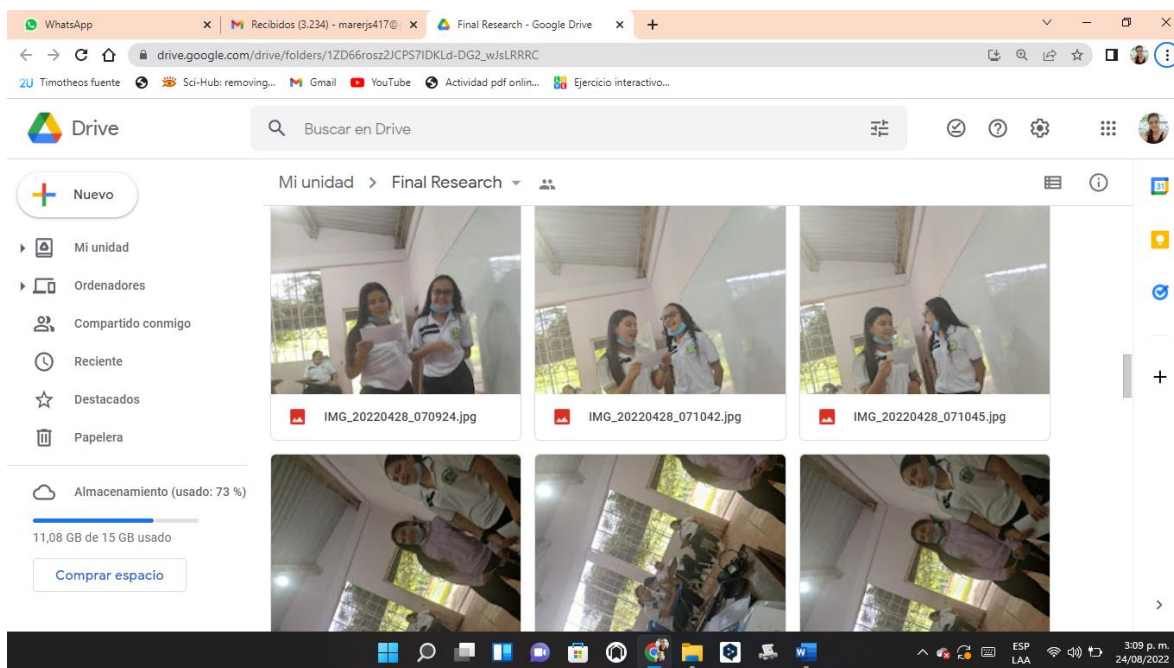
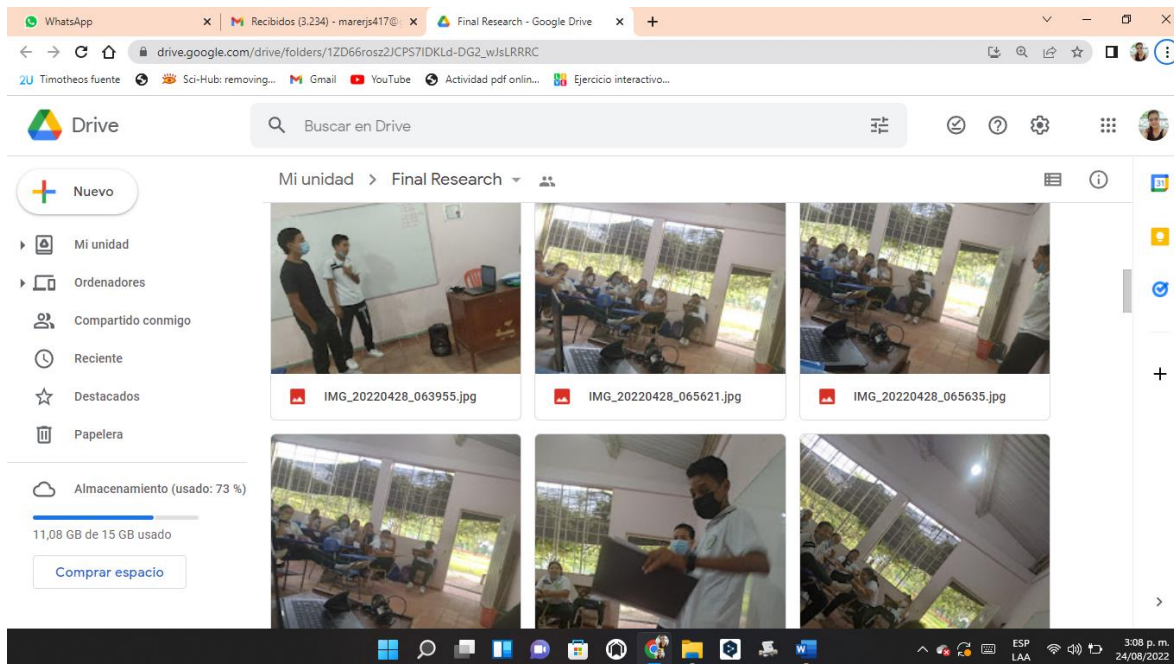
- **Low:** Shows insufficient production skills when communicating orally. Student does not understand the question, even when repeated.
- **Basic:** Understands at a basic level, but inaccuracies are frequent in grammar and vocabulary is poor. Significant hesitation and inaccuracies in pronunciation impede comprehension.
- **High:** Clear evidence of comprehension. Grammar and vocabulary sufficient to convey ideas and effectively extend responses. However, complex vocabulary and grammatical structures are avoided (except in obviously well-rehearsed statements).
- **Superior:** Questions are fully understood. There is accurate and appropriate use of a range of simple and complex grammatical forms and vocabulary to develop complete answers. Expressions are intelligible, are linked coherently and logically without hesitation while speaking.

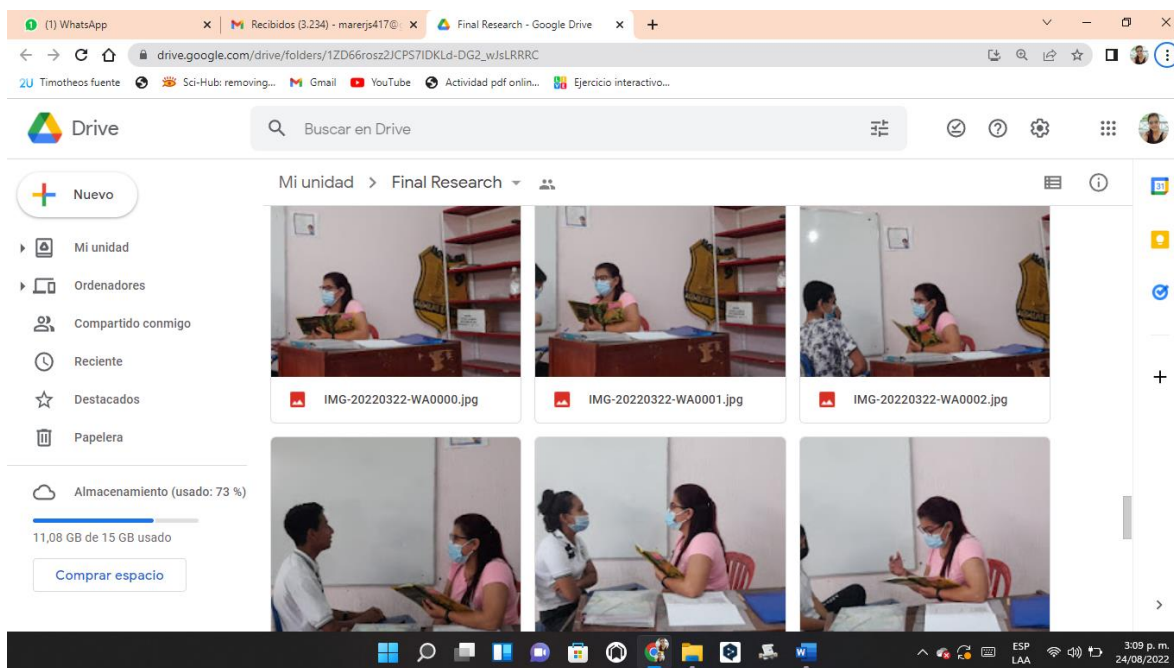
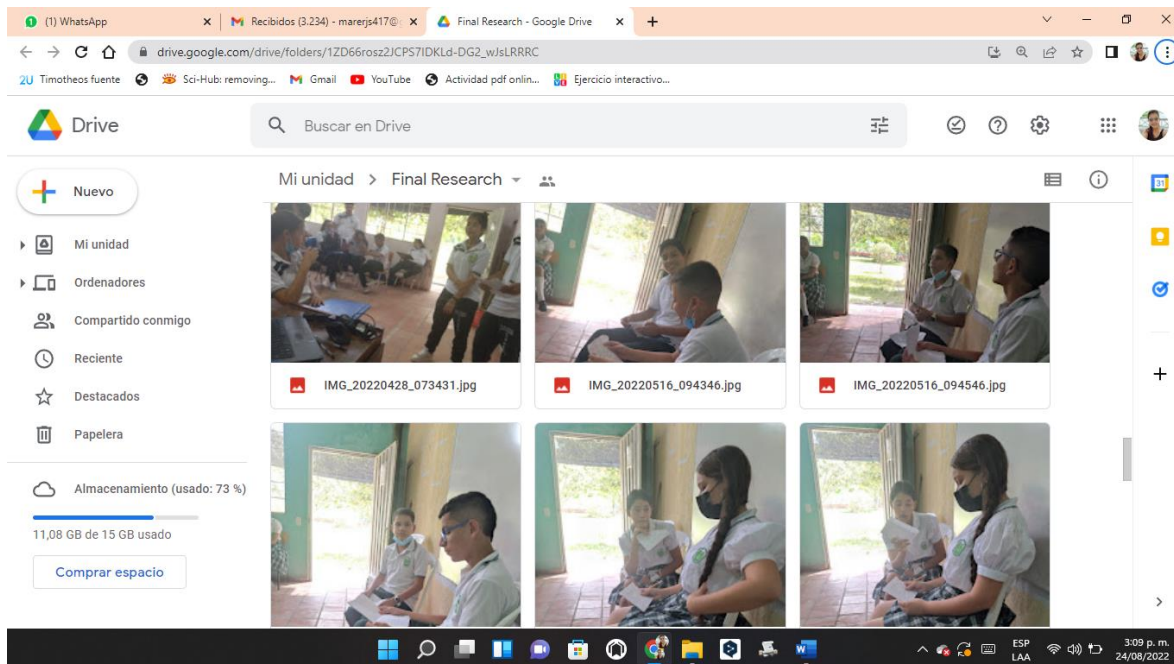
## Appendix F Evidences

[https://drive.google.com/drive/folders/1ZD66rosz2JCPS7IDKLd-DG2\\_wJsLRRRC?usp=sharing](https://drive.google.com/drive/folders/1ZD66rosz2JCPS7IDKLd-DG2_wJsLRRRC?usp=sharing)

The screenshot shows a Google Drive interface with the following elements:

- Browser Tabs:** WhatsApp, Recibidos (3.234) - marejs417@, Final Research - Google Drive.
- Address Bar:** drive.google.com/drive/folders/1ZD66rosz2JCPS7IDKLd-DG2\_wJsLRRRC
- Search Bar:** "Buscar en Drive"
- Left Sidebar:**
  - Nuevo
  - Mi unidad
  - Ordenadores
  - Compartido conmigo
  - Reciente
  - Destacados
  - Papelera
  - Almacenamiento (usado: 73 %)
    - 11,08 GB de 15 GB usado
    - Comprar espacio
- Main Content Area:**
  - Folder: "Final Research"
  - Files:
    - consentimientos.pdf
    - diagnostic.mp3
    - encuesta de caracterización.pdf
  - Photos: Three photos showing students in a classroom setting, likely during a lesson or activity.
- Bottom Taskbar:** Windows taskbar with icons for Start, Search, File Explorer, and other applications. System tray shows ESP LAA, signal strength, and time: 3:08 p.m. 24/08/2022.





(1) WhatsApp x Recibidos (3.234) - marejs417@ x Final Research - Google Drive x +

drive.google.com/drive/folders/1ZD66rosz2JCPS7IDKLd-DG2\_wJsLRRRC

Timotheos fuente Sci-Hub: removing... Gmail YouTube Actividad pdf onlin... Ejercicio interactivo...

### Drive

Buscar en Drive

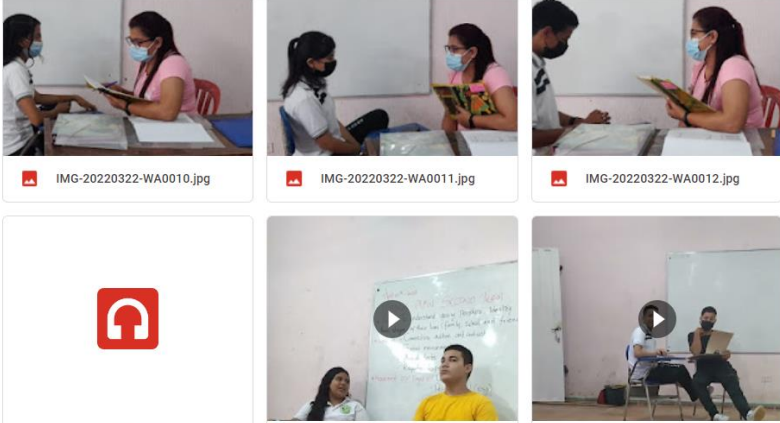
Mi unidad > Final Research

- Nuevo
- Mi unidad
- Ordenadores
- Compartido conmigo
- Reciente
- Destacados
- Papelera

Almacenamiento (usado: 73 %)

11,08 GB de 15 GB usado

Comprar espacio



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