

**Didactic Unit for Strengthening English Language Learning in the Sixth Grade at
Colegio la Presentación de Duitama – Boyacá**

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Licenciatura en Lenguas Extranjeras con énfasis en Inglés

2023

Dedication

I dedicate this applied degree project mainly to God, for giving me life and allowing me to reach this important moment in my life. To my mother, whose advice and unconditional support helped me to overcome every obstacle. To my father for the love and trust that he has given me throughout every decision. To my son, Matias, for being my driving force to keep going forward in the face of every adversity and for wanting to better myself every day.

Acknowledgements

First of all, I want to thank God, without him, none of this would be possible, for protecting me throughout my arduous journey and giving me strength to overcome all the obstacles and difficulties throughout my life.

To my parents, for all their unconditional support always, for the confidence that they give me in every decision I make, that with their example has helped me not to give up or give in to anything and always preserve me through their advice. To my son, who with his affection, love, and smiles encourages me to move forward and face every difficulty.

There are no words to express my gratitude to my tutor, Juanita Valentina Rozo, for being a guide throughout my career, and for her advice, tips, and teachings that have made me the professional that I am. Finally, I thank each of the people who directly and indirectly helped me in the realization of this applied project.

Specialized Analytical Summary

Title	Didactic unit for strengthening English language learning in the sixth grade at Colegio La Presentación de Duitama - Boyacá.
Author(s)	Deisy Camila Garcia Alvarez
Editorial	Universidad Nacional Abierta y a Distancia
Date	Oral Defense Date (Month, Day, Year)
Keywords	Didactic unit, English learning, language skills, technological tools, virtuality, vocabulary.
Description	Applied Project
Sources	The present applied project used 30 cites.
Contents	<p>Este proyecto aplicado es una propuesta didáctica basada en el enfoque mixto y la metodología de investigación acción - participación para contribuir a la enseñanza, aprendizaje y refuerzo del inglés como lengua extranjera dentro del aula de clase. Este proyecto aplicado tiene como función diseñar e implementar una unidad didáctica virtual para los grados sextos del Colegio la Presentación de Duitama para contribuir a la motivación por el aprendizaje de una segunda lengua, y contribuir al fortalecimiento de dos habilidades lingüísticas (Listening y Writing) que se han evidenciado son deficientes en los estudiantes, así como al aprendizaje de vocabulario vistos en las clases de inglés; todo esto, teniendo en cuenta el</p>

	<p>plan de área curricular del grado sexto de esta institución educativa y los temas expuestos en ella. Para aumentar la motivación para el aprendizaje de una segunda lengua y el refuerzo de los temas vistos en las clases, esto se hace a través de diferentes actividades virtuales que se encuentran en la unidad didáctica con fácil acceso desde cualquier dispositivo electrónico con acceso a internet (celular, Tablet o computador), al mismo tiempo, se tiene en cuenta las competencias que los estudiantes deben alcanzar por cada habilidad lingüística y bajo el marco del plan de área de la institución educativa. Estas actividades tienen un seguimiento para poder monitorear el impacto que esta unidad didáctica puede tener en los estudiantes. Con este proyecto aplicado se espera que los alumnos de sexto grado de esta institución educativa puedan reforzar aquellos temas que consideren que aún tienen deficiencias o que no hayan podido entender completamente y, de esta manera, puedan mejorar en sus habilidades lingüísticas y, al mismo tiempo, obtener un avance progresivo de buen nivel en esta área, de la misma manera, lograr un aprendizaje significativo de la misma y motivarlos en seguir adquiriendo nuevos aprendizajes en este idioma.</p>
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<p>Research Line</p>	<p>The line of research of this applied project is mediated pedagogy with the sub-line of Education and Technology.</p> <p>The methodology taken into account for the application of the project is the action participation where the participation of the students in the study and in the process of implementation of the project is obtained. At the same time, a mixed approach is considered for the data collection, which is based on the qualitative and quantitative approaches.</p>
<p>Conclusions</p>	<p>The objective of this grade project was to implement a virtual didactic unit to strengthen the topics seen at school and two of the four linguistic skills of English, writing, and listening, it was aimed at 31 students at the school La Presentación de Duitama in the sixth grade. This population was taken as a study sample since we had been working with them since previous semesters.</p> <p>The didactic unit was carried out on the Mil Aulas platform, where the different topics necessary for the implementation were created, as well as a great variety of online educational games for the practical exercises of each topic and support resources, considering the learning needs of students and the objectives and standards that students must achieve in the fourth period.</p>

	<p>The impact obtained by the students was positive and pleasant for them, contemplating a fun and motivating toolkit, due to the design of the support resources and the practical games, allowing in this way, that the acceptance of this has been excellent, that it is a different way to review and study for the performance test of the eighth week of school.</p>
Advisor	Juana Valentina Rozo Suarez

Abstract

This applied project is a didactic proposal based on the mixed approach and the methodology of action research - participation to contribute to teaching and learning English as a foreign language. This applied project has the function of designing and implementing a virtual didactic unit for the sixth grades of the Colegio la Presentación de Duitama to contribute to the motivation for learning a second language, and contribute to the strengthening of the four language skills (Listening and Writing), as well as the learning of English vocabulary; all this, considering the curricular area plan of the sixth grade of this educational institution and the topics exposed in it. To increase motivation and reinforcement, this is done through different virtual activities that are found in the didactic unit with easy access, these activities are followed up individually to be able to monitor the impact that this didactic unit can have on the students. With this applied project it is expected that the students of the sixth grade of this educational institution will be able to strengthen those topics that they consider that they still have deficiencies and can improve in all their linguistic skills, and in this way to obtain a progressive advance of good level in this area, in the same way, to achieve significant learning of the same. Finally, 30 citations of different types and authors were taken into account for the reference base.

Key Words: Didactic Unit, English Learning, Language Skills, Technological Tools, Virtuality, Vocabulary.

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Introduction

Nowadays, learning English is of utmost importance for different aspects of life (personal, professional, and academic), because it is a language that is spoken and worked in most parts of the world. The process of learning a second language begins in the early school years, where the first basics of the language such as vocabulary and grammar of sentences are acquired. However, it is still observed that learning the language is complex, especially for students who require motivating and dynamic reinforcement, considering the needs and objectives of the didactic sequences and the school's area plan.

The proposal of the creation of a didactic unit is born from the desire to help those students, who for some reason have questions about the topics of the classes, and are required to reinforce the topics that serve them as study and preparation for the performance tests that they carry out in the school, activities and learning objectives, in a motivating and dynamic way, in a different way to how they normally study and learn the language, in a motivating and dynamic way.

Therefore, this project describes the design, elaboration, and implementation of the didactic unit, focusing on the topics seen during the fourth period and the writing and listening skills of the sixth-grade students of La Presentación School in Duitama. This document has five chapters, where the research process developed is evidenced. During the first chapter, the introduction, and the problem to be solved during the research will be visualized; likewise, the general objective and the specific objectives are established, and finally, the justification, where the reason for the research is argued.

The second chapter presents the most relevant contributions and concepts of the research. Within these, the theoretical framework, the conceptual framework, and the legal framework are highlighted; where the digital tools for the development and application of

the didactic unit along with its activities and virtual games are described, as well as relevant concepts for the research and related to this, the laws, resolutions, or legal documents at national and school level that are related to the research are found.

Concerning the fourth chapter, the research methodology is presented. This chapter highlights the type of research, the approach, the data collection techniques that allow me to collect the information needed for the study, and the relationship between the approach and the data collection techniques.

The fourth chapter presents the results of the project and the impact it had on the study population. The design and elaboration of the didactic unit are described, where the applications used for the elaboration of the activities and virtual games are considered. It describes the implementation of the didactic unit with the students in the classroom and the experience they had in the development of these at home as a method of study and review of the topics seen for the school performance test. Finally, the results of the satisfaction survey applied to the students are given to determine its impact and to know their opinions regarding this research. In the same way, a discussion about the topics developed and implemented for the research carried out on the didactic unit for the reinforcement of English learning.

Finally, during the fifth chapter, the conclusions that were obtained by the teacher in training once this research was carried out are described.

Significance of the Study

This research seeks to provide new knowledge according to the needs of the students and the English language plan of the La Presentación School in Duitama, to strengthen the topics learned and that are proposed in this area plan, considering the development of written and listening skills in the sixth grade.

Differently, this research proposes an Online Didactic Unit of easy access, which allows to strengthen all the topics seen in the period, from vocabulary to grammar, and at the same time, strengthen two of the four linguistic skills (writing and listening), so that students improve in the performance tests of the eighth week and continue to motivate them to continue learning a second language.

In this research it is expected to develop ICT skills, allowing the design, and development of the Didactic Unit, along with all the games and activities, considering the needs of the students. Similarly, it is expected to expand pedagogical skills such as the identification of learning styles, the identification of dynamic and pedagogical strategies, educational needs according to the bilingualism plan of the school, and the increase of motivation in student

Statement of the Problem

The incidence of technological tools during the learning and teaching process of students of a foreign language such as English, is an extremely useful resource for these students and ultimately, for the teacher during classes, because this is a source of motivation for students, considering that they are the ones who are more immersed in this technological world; although it is true that during classes, these learning tools are not always used, and in this case, students are given this opportunity only once a week to use

them in the English lab by performing the activities of the virtual book that is managed in the educational institution; On some occasions, students are interested and motivated to do these online activities; unfortunately, once the class time is over, students continue with their daily classroom activities in the classroom and do not have the possibility or the place (other than the virtual book) to continue practicing and improving their English skills, reinforcing the topics seen in class and learning new vocabulary. The students of the sixth grade of Colegio la Presentación de Duitama show a limited development of the competencies in the area of English (listening comprehension and written expression), including the management of the topics seen in class and their vocabulary expansion. For a student of English as a foreign language, the practice of this language is somewhat disadvantageous, because their only time to practice this language is during class and not in other places that they could frequent without any restriction, where they can improve their skills, including the learning of new vocabulary necessary for the learning of this language. (Bautista, Martínez, & Hirc, 2014)

Problem Question

What is the impact obtained from the implementation of a virtual didactic unit, proposed to strengthen the Listening and Writing skills and the acquisition process of English vocabulary in the students of the sixth grade of Colegio la Presentación de Duitama?

Objectives

General Objective

To strengthen the writing and listening skills and the acquisition of English vocabulary in the students of the sixth grade of the Colegio la Presentación of Duitama through the creation of a virtual didactic unit, that allows significant learning of English and strengthens the topics related to the school year.

Specific Objectives

To design a virtual didactic unit, that considers the linguistic skills (writing and listening) and vocabulary acquisition process that students should strengthen in the area of English, according to the analysis made.

To implement the didactic unit with the students in the English lab (Computer room for the English area) where they will perform the practical activities of the topics seen in class along with the vocabulary.

To evaluate the impact of the didactic unit implemented in the development of writing and listening skills and the acquisition of English vocabulary through the analysis of the score and final student satisfaction survey.

Conceptual Framework

The conceptual framework defines the Institutional Educational Project (PEI), the English area plan and the English program of La Presentación School in Duitama.

Fundamental concepts to recognize the competencies of the English program that the schoolwork's and that are taken into account for the development of classes, activities, tasks and evaluations. At the same time, to know the demands, pedagogical models of the school, with respect to the education of the students, in the same way, to recognize the standards and competences to be reached by the students with respect to the topics seen in the fourth term.

Institutional Educational Project

The Institutional Educational Project (P.E.I) that every school must elaborate on, specifying the principles and purposes of the educational institution, as well as the teaching and didactic resources, pedagogical strategies, management system, and regulations for students and teachers. Now, the Ministry of National Education – MEN mentions in the Article 14 of Decree 1860 of 1994, that “every educational institution must develop and implement with the participation of the educational community, an institutional educational project that expresses how it has been decided to achieve the purposes of education as defined by law, taking into account the social, economic. and cultural conditions of their environment. The institutional educational project must respond to the situations and needs of the students, the local community, the region, and the country, be concrete, feasible, and evaluable". (Nacional, 2018).

It begins by talking about the Institutional Educational Project "An Encounter for Life in Faith and Culture" of Colegio la Presentación - Duitama, is based on maintaining a

high academic level and comprehensive training in human-Christian values through the principles of transcendence, openness, uniqueness, and autonomy.

Its anthropological foundations are based on focusing on the student in recognizing his conditions and fostering the educational task, in the PEI of the institution mentions that anthropologically based education seeks to recognize its conditions and promote the educational task assumed as a faith commitment, where a specific conception of the world, of man and of history is elaborated and transmitted; its pedagogical foundations are based on pedagogues such as Piaget, Feuerstein, Vigotski, Novak, Ausubel and De Zubiria, Eduardo Claparède; where it focuses on activism, the strengthening of analytical operations, systematic and global thinking, development of the ability to work in a cooperative manner. The philosophical foundations are based on authors such as Augustine, St. Thomas, E. Hounier. Its axiological foundations are based on Marie Poussepin, founder of the school, who seeks that the student is educated to be an active part of society. Its technological foundations are based on the development of different abilities and skills of the student. Its psychological foundations consider the training process in the evolutionary development and the different stages of human behavior.

The school has a policy of inclusion and attention to diversity under different Colombian laws, which focuses on students with exceptional limitations, abilities, or talents.

The pedagogical model of "Learning to be" is based on different areas such as theological area (knowing, being, doing, living together); training area (schemes, notions, concepts); process area (notions, propositions, pre-categories); methodological area (academic clubs, research processes); resource area (mentefacts, artifacts, human talent); evaluative area (competencies, performance tests).

The school focuses on the development of human dimensions such as the corporal dimension, communicative dimension, aesthetic dimension, ethical dimension, cognitive dimension, and spiritual dimension. The role of the teacher is to be a mediator with a deep and constant attitude of trust with the student. (COLPRE, Proyecto Educativo Institucional, 2022).

English Program

It seeks to overcome the idiomatic barriers during contact with English as a foreign language from the strategic perspectives that allow the student to increase his communicative competencies and enhance his skills. Its objective is to promote the skills of the foreign language as a total of communication to comprehend the new culture and different societies.

Strategic perspectives refer to the strategies that can be used in the learning process of students such as Memory strategies that help to store and retrieve information; cognitive strategies that enable communication despite limitations in language knowledge; compensation, meta-cognitive, affective, and social strategies, which enable the control of one's learning, emotions and supports interaction with others; or other strategies that the teacher can implement in classes. (COLPRE, Plan de Área de Inglés, 2023)

Theoretical Framework

During this theoretical framework, the main concepts that are relevant to the research are defined, such as the humanistic approach, the digital resources of English, the applications, or programs to be used on the digital tool (didactic unit) and related to the skills that the research is focusing on. So that in this way, the reader identifies the sources of information with which the proposed research was based, investigated, and designed.

Humanistic Approach

The humanistic approach focuses on the integral formation of the student, forming and strengthening attitudes and values during the learning process.

According to Moskowitz (1978) humanistic education focuses on learning that is affected by how students feel about themselves. It is interested in educating the whole person. Moskowitz's second emphasis is to bring out the uniqueness of everyone. To self-actualize is to function to the best of one's ability. In this sense, Moskowitz cites Rogers' conviction that one must get in touch with one's real self, the self that underlies surface behavior (p.12)

This approach has different characteristics such as: Creation of contemporary didactic activities.

Fostering a pleasant and motivating environment in the classroom.

Promoting students' autonomy.

Motivating the teaching and learning processes through dialogue. (Najafi Sarem,

Khatib , & Hamidi , 2013)

About the App

This website is based on virtual creation, where it is easy to access from any electronic device. This website consists of a series of interactive multimedia, from the

vocabulary they see in class to the grammar they learn at school to reinforce their learning. On this web page, you will find different aids such as videos, explanations, interactive slides, games, and evaluations that allow the students to reinforce this knowledge on their own as a review option for the performance tests that they have in school every two weeks. For the development of the application, it is required to know about the tools used in the development of this, such as the home page, Moodle under the Mil Aulas tool, LearningApps.org, WordWall, Educaplay, H5P, Cerebriti, Interacty, IsCollective, Genially, and Animaker.

Moodle

“Moodle is a learning platform designed to provide educators, administrators, and students with a single, robust, and secure integrated system for creating personalized learning environments”. (Moodle, 2022). Moodle is an easy-to-use tool, free for anyone to use, for educational purposes to enable learning in a variety of subjects.

MilAulas tool

It is a Moodle tool that allows you to create educational courses for students, where you can find different campuses created by the teacher. “Mil Aulas is a free hosting service for Moodle™, the most popular learning tool in the world”. (Anderson, 2013)

LearningApps.org

“LearningApps is a website that allows us to create interactive games and activities in a quick and easy way. It can be used without any need to register. Although its registration is free, you need only an email”. (Granados, s.f.). It is a multifunctional tool that allows the creation of games or playful activities simply and attractively for students.

WordWall

This application is an easy-to-use tool for the creation of different playful, didactic, and innovative games, where that can be easily edited. WordWall is a tool to create activities in a simple and attractive way, where students can develop them on any digital device such as computer, tablet, cell phone or interactive whiteboard with internet access. (idDOCENTE, 2021).

EducaPlay

Educaplay is a platform where teachers can create different educational games that help the learning process of students, in this platform they have many different templates. It is a platform used for the creation of multimedia educational activities, this platform offers to create various possibilities of spaces for teachers to make a significant learning in students. (Guzmán Vega., y otros).

H5P

This platform allows the creation of free content, it is easy to use, share and reuse content. "H5P is a tool for creating interactive activities that work on Html5 and allows us to create exercises with immediate feedback, as well as presentations with audio, video, and questions of different types and with different mechanics". (Sergio, 2021).

Cerebriti

This platform includes different elements such as challenges or merits that help motivate students in their learning process. "Cerebriti is a free platform in which games are the protagonists, with multiple proposals that address areas such as science, geography, languages, sports, television, technology, cinema... among many others". (Educación 3.0, 2023).

IsCollective

The IsCollective application is designed for the creation of didactic resources for language learning, although it can be used for any subject, in this application you can create interactive videos based on YouTube videos, online workshops, and slideshows. "ISL Collective is a platform containing resources for foreign language teachers (worksheets, presentations, and video lessons). All materials are designed primarily for use in your language classes and have been developed specifically by teachers." (Estevez, 2022).

Genial.ly

Genial.ly is one of the most used and easy to access and create interactive content for different purposes, allows the creation of presentations, infographics, interactive images, gamification, among others. "Genial.ly is a tool that allows us to generate interactive digital content without programming and without having design knowledge". (Genial.Ly: Infografías Interactivas, s.f.)

Animaker

"Animaker is an online application for creating animations in video format. The animation is composed of different scenes by placing characters, backgrounds, titles, animated objects, audios". (Prieto, 2020). Animaker allows the creation of videos for different purposes, with a great variety of functions, animations, and elements to be selected.

About the skills

The skills we aim to reinforce and improve are listening to comprehension and written expression, both of which are very important. With written expression, we can

make ourselves understood through letters or writings that we want to write, and this is where the students put into practice all the grammar that the students see during the classes.

Listening comprehension helps students to follow simple and basic instructions in another language and to be able to sharpen their hearing and exercise it in a language other than their mother tongue.

Considering that linguistic skills are the four skills that all those that allow us to communicate with other people accurately and efficiently, as stated by Chub (2012) cited in (Caal, 2017): "Linguistic skills are those that we all have, but some more than others, and that allow us to communicate, send messages and receive them whenever language is involved in these messages" p.24. Like all skills, there are people who have some skills more developed than others, but this does not mean that they cannot be reinforced or that they can be acquired. These four language skills are: Speaking, Writing, Reading, and Listening.

Penny Ur (1,997) cited in (Caal, 2017), states that these skills can be divided into: Perceptual skills: reading and listening. They are considered as those that demand an intellectual process. Production skills: oral (speaking) and written (writing) that demand a production process.

Listening Skill

Listening is the cognitive process whereby we attach meanings to aural signals. It is the active intellectual of decoding, understanding, interpreting, and evaluating messages. (Wah, 2019).

The listening skill is considered the most important of the four, because it is a receptive skill, i.e., a means by which people can receive the training that someone else

wants to give. "Listening is the most important and fundamental of the four skills in language learning although these skills are least stressed skills in the classroom." (Wah, 2019). Without it, people would not be able to understand what is being said and at the same time they would not be able to give a coherent response, and although it is seen as a simple skill, it is not, it is also a skill that is difficult for some people to develop.

Writing Skill

The writing skill is focused so that the students or the people can write in the second language without problem or can express through a letter their opinions or their ideas. How to express Mario Chel Caal: "the sender expresses himself without being present, but it is essential that the ideas are orderly, coherent, and pertinent, preserving the structure of the grammar and that whoever receives it understands the message" (Caal ,M. C. 2017). In this way, this is a communicative ability that implies a good order and a good ability for expressing clear ideas to other people, also, that people can read and understand the principal topic.

For this reason, respecting the writing structure of the language to be able to transmit a clear feeling and the appropriation of the habit of writing, managing the spelling, sometimes it is difficult to understand the idea that the person wants to express because of the deficiency in writing skills (Caal, M. C. 2017). This is very important to have good writing so that in this way you can have a good understanding of what you want to express. Not only good grammar, but also to have coherence, cohesion, punctuation, and spelling to have excellent writing.

Legal Framework

The legal framework describes the legal norms that are related to the main topic of the project, the didactic unit for the reinforcement of English learning; among these legal norms are: the General Law of Education, the Basic Learning Rights (DBA), The context of English in education in Colombia, The ICT in education process and the ICT in the English learning process.

Educational General Law

This work contributes to what the General Law of Education mandates, supporting the objectives with elementary students, especially with the general and integral formation of the students, knowing that technological tools are the source of main values such as tolerance, participation, creativity, democracy, justice, this is said because the students are immersed in this field. In addition to this, it helps the development of communication skills to read, understand, write, listen, speak, and express themselves correctly not only in their mother tongue but also in a foreign language that enters as an area of the educational institution. "The acquisition of elements of conversation, reading, comprehension and the ability to express oneself in at least one foreign language." (Ley General de Educación. 115, 1994). According to Law 1651 of 2013 states that all educational institutions must develop communicative skills in at least one-second foreign language. (Ley del Bilingüismo. 1651, 2013).

Basic Learning Rights

The DBA refers to the Basic Learning Rights, which are a technical curricular standard. They are provisions that are dictated in terms of curriculum. They consist of standards, guidelines, pedagogical orientations, decrees, and resolutions, all oriented to

answer what and how learning should be done (Hernandez & Bravo Gonzalez, 2013).

The Basic Learning Rights that are considered in English and in the development of this project are:

Practice in short conversations.

Understands and uses familiar words and short phrases about routines, daily activities, and likes and dislikes.

Understands the topic and general information of a short, simple text.

Understands instructions related to classroom activities and tasks.

Describe in short sentences people, places, objects, or events related to familiar topics and situations.

Use appropriate vocabulary to give coherence to my writing. Understand written instructions. (Silva & Amaya, 2016).

Context of English in Education in Colombia

The context of learning English in education in Colombia is an obligation and a right that any student of educational institutions has; each educational institution must have within its curriculum plan this subject.

Article No. 13: Compulsory and fundamental areas. For the achievement of the objectives of basic education, compulsory and fundamental areas of knowledge are established and fundamental areas of knowledge and training necessarily must be offered by the curriculum and the Institutional Educational Project. (Ley General de Educación, Ley 115 de 1994).

The groups of compulsory and fundamental areas that will comprise a minimum of 80% of the curriculum are the following:

Natural sciences and environmental education.

Social sciences, history, geography, political constitution, and democracy.

Art education.

Ethics and human values education.

Physical education, recreation, and sports.

Religious education.

Humanities, Spanish language, and foreign languages.

Mathematics.

Technology and computer science.

The context of English in education in Colombia is based on different aspects, among them, we have the level of English that teachers must have to teach English, the methodologies, and the materials.

Regarding the level of English, teachers must have at least a B2 level to teach in primary and secondary grades. In 2006, the Colombian Ministry of Education, in collaboration with the British Council, instituted the "Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés" (Basic Standards in Foreign Language Proficiency: English), (British Council, 2015). In line with the Common European Framework, these new language standards determined that, by 2019, primary and secondary school teachers should possess a B2 level of English, while students should leave schools with a B1 proficiency (Ministerio de Educación, 2017a, 2017b; British Council, 2015 Como se citó en Damien Le Gal, 2017).

On the other hand, she has the methodologies used by Colombian graduates and local universities are not considered satisfactory by the Ministry of Education and therefore endorsed by an international organization such as the British Council. González, 2009.

(Damien Le Gal, 2017). In terms of ELT materials used in Colombia, the tendency to import is also observed, although progress -with the edition of local textbooks- must be acknowledged. Following the corporatization and corporatization of ELT, most of the textbooks used in Colombia are "global textbooks" published in the United States and Great Britain by large publishers. In fact, this is the type of material preferred by private institutions, which have a significant share of the Colombian ELT market. (Damien Le Gal, 2017).

There are several textbooks that are freely available online, and that are designed and created by pedagogical experts in the teaching of ELT are available online for free and context-based to suit the needs and interests of Colombian students. Feedback from teachers seems positive.

The Information and Communication Technologies in Education process

Information and Communication Technologies (ICTs) are a kind of union between three technologies that have been invented in the twentieth century, Computer Science, Telecommunications and Audiovisual Media. ICTs are tools that allow us to access an unlimited amount of information (Bautista Sanchez, Martinez Moreno, & Hiracheta Torres, 2014). Digital tools provide an infinite number of programs or applications that teachers can use in their classes, regardless of the area in which they are focused; The teacher has the possibility and the opportunity to create portals, web pages, or educational blogs, as well as to create virtual classrooms for teaching and learning related to the subject that is being learned or that you want to learn, other activities that can be done are different didactic materials or educational multimedia through the Internet and that students can

easily access them whenever they want to test their knowledge and/or practice them in different spaces of time and place.

We are in the digital era, where students are more attracted to a screen than a board, and if we use eye-catching activities, we can capture the attention of students as Bill Gates says in what the future brings "The same technological forces that will make learning so necessary, will make it enjoyable and practical. Corporations are reinventing themselves around the opportunities opened up by information technology, schools will have too as well." (Ossa, 2002 As cited in Bautista Sanchez, Martinez Moreno, & Hiracheta Torres, 2014).

"The use of didactic material and technologies allow the creation of didactic materials that support student learning, as well as improve the quality of education and expand opportunities for access to knowledge." (Bautista Sanchez, Martinez Moreno, & Hiracheta Torres, 2014)

The ICT in the English Learning Process

The use of ICT in an English classroom is extremely beneficial for both teachers and especially for students; because as teachers in this area, we seek to awaken students' motivation and interest in learning a second language; at the same time, she seeks to develop different skills, abilities, and aptitudes, such as teamwork and individual work, so that they can work in both modalities without any problem. As Maria Malva Lamos Linares (2019) states:

First, because most of the activities and resources described above encourage group work and positive interdependence among members of a learning community. Second, technology promotes independent learning because students are not limited to teacher-centered classes where

knowledge is disseminated by a single person. Finally, by using technology in the classroom, teachers can help reduce anxiety levels and provide individualized instruction to students who need it most. (Linares, 2019).

Likewise, Gutiérrez, Herrera and Pérez (2017) point out that ICT opens the doors to a world of options that we can use within the area of English as a teaching method. What is sought when using ICT is innovation in classes to make them more interesting and motivating for students. Indicating that it is a great advantage for teachers, due to the fact that it can be a source of unlimited resources to teach students about different topics and at the same time, awaken their curiosity and love for learning a second language as important as English. In language teaching and learning, we have a lot to choose from in the world of technology: radio, TV, Internet, electronic dictionaries, e-mail, blogs and audio tapes, Power Point, videoconferencing, etc. (Linares, 2019).

Methodology

The methodology that will be used for the development of this applied project is the method; likewise, the mixed approach will be considered, and techniques will be used to obtain data such as observation, knowledge tests, and field diaries using triangulation.

The participatory action research method implies a complete and open inclusion of the participants in the study, as collaborators in decision making, committing themselves as equals to ensure their well-being, whose objective is to pursue, at the same time, the action and the results of the research (Cornish, y otros, 2023). The latter is achieved through the participation of the social subjects in the research, i.e., they go from being the "objects" of study to the "subject" or protagonist of the research. Thus, the main characteristics of this methodology are as follows:

It considers the problems and needs that the group of people is going through, to identify the possible means for a quick and effective solution to the problem.

It links reflection with action.

Promotes communication among all participants. (QuestionPro, s.f.) This methodology follows a process by cycles, specifically 4 cycles:

Figure 1

Cycle Processes.



Note. Balcarza, Frabicio E., 2003.

According to Guelmes Valdés, Esperanza Lucía, & Nieto Almeida, Lázaro Emilio, 2015. The mixed approach can be understood as a process that collects, analyzes, and pours quantitative and qualitative data into the same study, the combination of both strategies has crystallized as a perspective that is analyzed and practiced in various ways.

The qualitative approach is used for data collection according to the lived experience, points of view, opinions, and qualities that may develop during the process.

The quantitative approach allows the collection of numerical data and statistical analysis to observe behavioral patterns.

On the other hand, we have the data collection techniques:

Knowledge Tests. It is possible to know the performance of students, their skills, and knowledge; in this way, observe the progress of students. This is done through evaluations and the activities of the topics, where students can observe their scores and the answers they got wrong at the end of the activity or evaluation.

Field Diary. This is a very useful tool in this process, as it is used to record and analyze the events observed in each class session, through the process of continuous observation that allows recording, understanding, and analyzing the data collected during the process and recording it in the field diary.

Satisfactory survey. This tool is used to collect data on the students' opinions about the process of the project implementation and about the activities encountered in the didactic unit.

In terms of qualitative data, we have the field diary and observations, and in quantitative data, we have the knowledge tests that allow statistical analysis, which recognize the situations that were solved or the skills that need to be strengthened. This

refers to the triangulation of data, where it refers to the use of different strategies and sources of information in data collection and allows contrasting the information collected, thus superimposing one piece of data with another to obtain a single piece of data through the reflection of these data obtained in the research process.

Results and Discussion

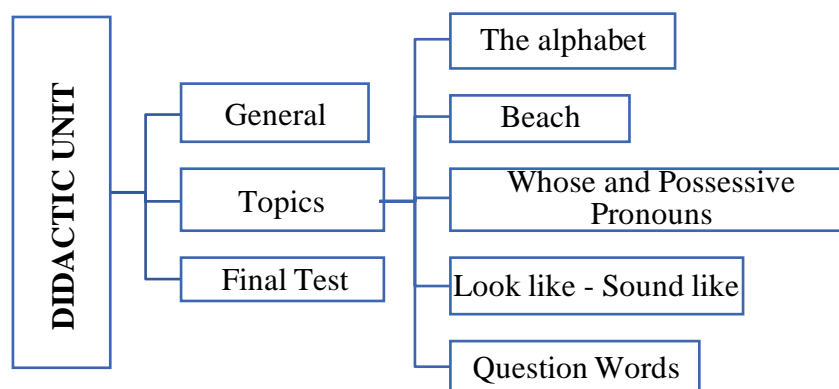
Didact Unit Design

The design of the didactic unit is made, considering the needs of the students that have been identified since previous semesters, thus allowing students to strengthen the topics seen in the academic period. An order is established according to the topics seen. The alphabet, the beach, whose possessive pronouns, look like and sound like, question words, and the final test.

Figure 2 shows the structure of the digital educational resource. In which you will find the general part, where the students are welcomed, and some instructions for its development. Within the five topics, within, there is an explanation of the topic, a video with examples, and practical activities where the acquired knowledge is reinforced. Finally, the final test is where they test their reinforced knowledge and prepare them for their school performance test.

Figure 2

Structure of the Didactic Unit.



Note. Own authorship.

Platform Selection

Currently, there are many digital tools that contribute to the teaching and learning process of students, some of the applications or platforms that were kept in mind for the design of the didactic unit were: Blogger, Wix, Mil Aulas, Google Site and SharePoint, these are used and developed with internet connection on any electronic device.

For the programming of the Didactic Unit, Mil Aulas was chosen, since it allows free programming of the topics that are necessary, has the function of entering with a username and password, also have different resources to use, such as formats, upload documents, make surveys, tests, schedule tasks, workshops, upload links directly from the browser, among others.

Selection of Programs for Virtual Activities and Games

For the selection of the platforms of ludic activities, an investigation of the resources provided by the educational platforms is carried out to associate them with the topics and learning objectives. Educaplay, LearningApp, WordWall, IsCollective, H5P, and Cerebriti were chosen. All of them fulfill the function of designing games for educational purposes, challenging students to test their knowledge, in addition, they must be designed by the teacher, where, they have a variety of usefulness such as choosing the template of various activities, program them to their needs, use of audio, images and videos, number of questions, time and limit of failure.

On the other hand, Genial.ly and Animaker tools are chosen for the explanation of the topics. Genial.ly is a tool for educational purposes that allows the presentation of topics through various templates and resources. Animaker is a tool for creating animated videos, where there is a variety of characters, plus the function to record audio according to the

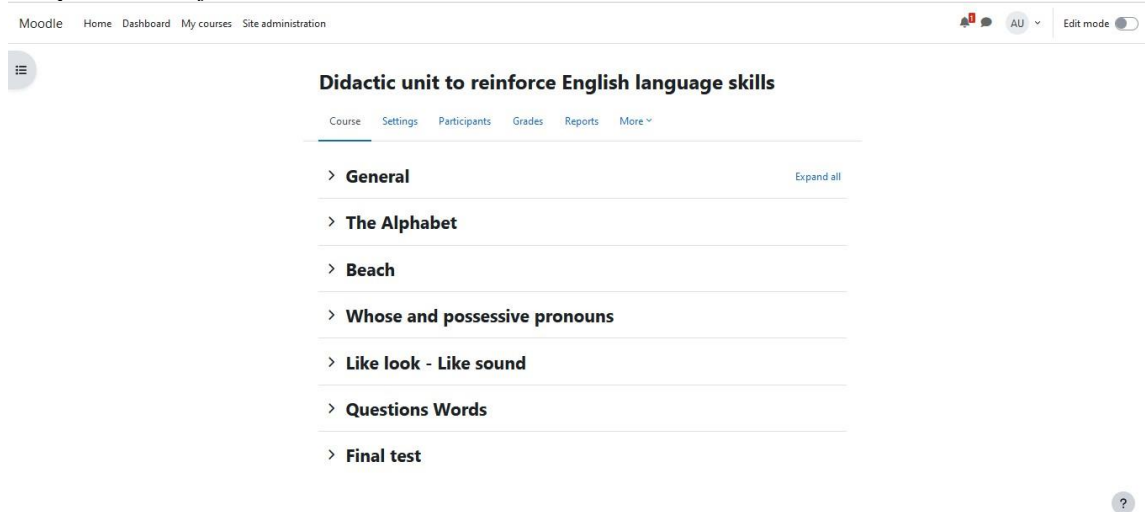
character and switch to male and female versions with different accents. For all activities, a final link is generated and uploaded directly to the Mil Aulas platform.

Programming of the didactic unit

For the programming of the didactic unit, we start with the creation of the topics to be worked on in the fourth period, where the buttons are immediately identified by the students, and they adopt to it. Figure 3 shows the main page of the didactic unit, where there are several buttons, which display the activities of each topic.

Figure 3

Principal menu of the Didactic Unit.



Note. Own authorship.

For the programming of the didactic unit, we start with the creation of the topics to be worked on in the fourth period, where the buttons are immediately identified by the students, and they adopt to it. Figure 4 shows the main page of the didactic unit, where there are several buttons, which display the activities of each topic.

Figure 4*General section.*

Moodle Home Dashboard My courses Site administration AU Edit mode

Welcome!!!

Display replies in nested form Move this discussion to ... Move Settings

Welcome!!!
by Admin User

Welcome to this course dear students!!

Durante este curso se busca que ustedes refuercen el vocabularios y los temas, como la gramaticas que han visto durante las clases del cuarto periodo en su colegio.

Encontrarán diferentes actividades lúdico y prácticos que le ayudan a reforzar dichos temas, son actividades dinámicas virtuales, juegos virtuales que pondrán a prueba lo aprendido, de igual manera, encontrarán diapositivas explicando los temas principales acompañados de videos animados con diversos ejemplos dentro del contexto del cuarto periodo, la playa. Finalmanete encontrarán un test final, donde les ayudará a evidenciar el avance que han tenido, tiene el formato y estategias de las pruebas de desempeño de su colegio, con el fin de prepararlo para la prueba de desempeño final.

Tengan en cuenta las siguientes recomendaciones:

1. Realicen las actividades en orden, el grado de dificultad va aumentando. Desde la explicacion, hasta la última actividad.
2. Lo pueden desarrollar desde cualquier dispositivo electronico con acceso a internet.
3. Son actividades que le ayudan a sus estudios y el desarrollo de sus habilidades en ingles, por eso debe hacerlo usted las veces que crean necesarias.
4. Siga las indicaciones de la doccente durante las clases.
5. Tenga en cuenta las instrucciones.
6. Práctique en casa las veces que considere necesario, no tiene limite de intentos.

You'll only know what you're capable of if you try!

¡Solo sabrás de los que eres capaz si lo intentas!

Note. Own authorship.

The next part of the menu shows the topics to be reinforced: the alphabet, beach, whose and possessive pronouns, look like and sound like, questions words as shown in figure 5.

Figure 5*Topic of unit didactic.*

> **The Alphabet**

> **Beach**

> **Whose and possessive pronouns**

> **Like look - Like sound**

> **Questions Words**

Note. Own authorship


In the Alphabet section you will find the support material and the practical activities, shown in figure 6, composed as follows: Learn the alphabet, let's play, an important advertisement where the spelling will be practiced, practice spelling bee, and can


you spell?

Figure 6

Alphabet section.

▼ **The Alphabet**

 Learn the alphabet Mark as done


 Let's play Mark as done


Mark as done

Queridos estudiantes.

Ya que practicaron los sonidos de las letras del abecedario, es momento de practicar el deletreo de palabras en inglés.

A continuación, encontrarán diferentes actividades que pueden usar para seguir practicando y preparándose para el Spelling Bee.

 Practice Spelling Bee Mark as done

 Can you spell? Mark as done


Note. Own authorship


In the section on the beach, shown in Figure 7, the learning and reinforcement of beach vocabulary is evidenced with an expository material -the beach- and two practice activities -beach vocabulary and practice the vocabulary-.


Figure 7

Section beach.

▼ **Beach**

 The beach

 Beach vocabulary

 Practice the vocabulary

Note. Own authorship.

During the section on whose and possessive pronouns, you will find explanatory material on the topic -whose question and possessive pronouns-, a video with examples - video- and three virtual practical activities -practice whose, possessive pronouns by singing and who want to be a millionaire?-, as represented in figure 8.

Figure 8

Whose and Possessive Pronouns.

✓ Whose and possessive pronouns

The screenshot shows a digital interface with a list of resources under the heading 'Whose and possessive pronouns'. The resources are listed in five rounded rectangular boxes, each with a blue icon and text:

- Whose question and Possessive Pronouns (Icon: two connected nodes)
- Video (Icon: video camera)
- Practice whose (Icon: globe)
- Possessive pronouns by songs (Icon: globe)
- Who wants to be a millionaire? (Icon: globe)


Note. Own authorship.

In the look like and sound like section, which is reflected in figure 9, there is explanatory material -learn about looks like and sounds like-, a video with examples - video-, a preparation announcement, and three practical activities -yes or no game, practicelook like and sound like and looks like and sounds like-.

Figure 9

Look like and sound like.

▼ Like look - Like sound

 Learn about looks like and sounds like

 Video


Dear students!


Es hora de poner en práctica los conocimientos adquiridos por medio de las siguientes actividades.

Recuerda hacerlo lo mejor posible y que es preparación para la prueba de desempeño se que acerca en tu colegio.

Good luck!!

:)

 Yes or no game

 Practice look like and sound like

 Looks like and sounds like


Note. Own authorship.


In the question words section, reflected in figure 10, there is explanatory material - Question words-, and three virtual practice games -Practice -Wh questions, practice questions words and a quiz show-.


Figure 10


Question words section.

▼ Questions Words

 Questions words

 Practice -wh questions

 Practice questions words

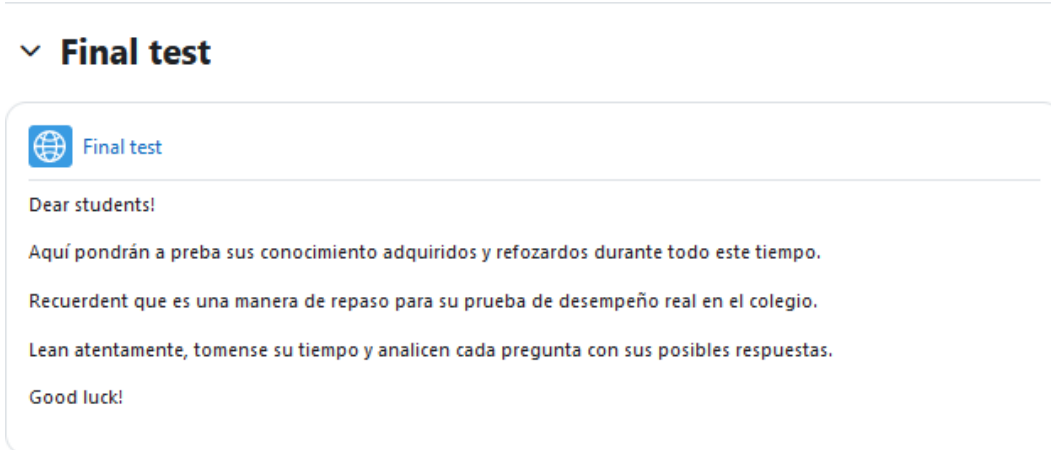
 Quiz show

Note. Own authorship.

In the final test section, there is the test that tests the knowledge acquired and reinforced during all this time, this is reflected in figure 11.

Figure 11

Final test section.



Note. Own authorship.

Figure 12 shows each virtual activity programmed for the topic of the alphabet, such as explanatory material and reinforcement activities such as: recognition of the alphabet, listen to the spelled word and write it, and spell the word.

Figure 12

Games of the Alphabet.



Note. Own authorship.

Figure 13 shows each virtual game programmed for the beach theme, as a 360-degree image with vocabulary, riddles and an activity.

Figure 13*Games of the beach.**Note. Own authorship.*

Figure 14 shows the support material and virtual games related to the topic of whose and possessive pronouns, such as: a slide explaining the topic, a video with examples, an activity to organize the words, an interactive video and a multiple-choice activity.

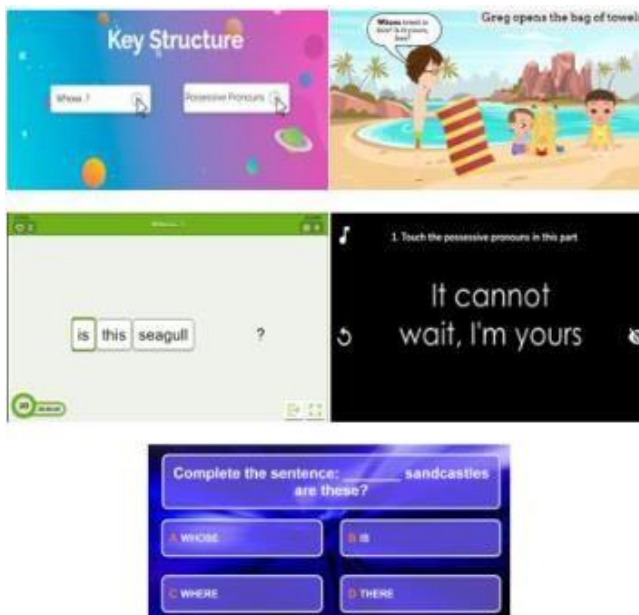
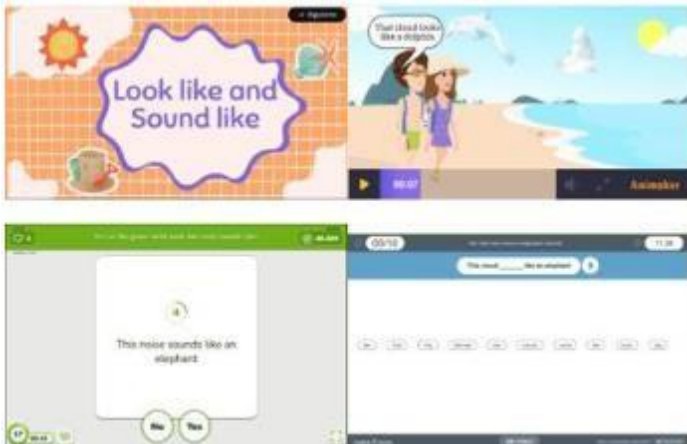
Figure 14*Games of the Whose and P.P.**Note. Own authorship.*

Figure 15 shows the support material and virtual games related to the theme of look like and sound like, activities such as: slides explaining the theme, a video with examples, yes or no option activity, multiple choice and unscrambles.

Figure 15

Games of look like and sound like.



Note. Own authorship.

Figure 16 shows the support material and virtual games related to the topic of question words, the activities are: slides explaining the difference of the -wh words, matching activity, fill in the blanks and a quiz.

Figure 16

Games of question words.



Note. Own authorship.

user and password for each student. The students were taken to the school's English lab to use the didactic unit, where the teacher guided, motivated, and answered any questions the students had. Each pair of students developed a topic, during this, they asked questions of the topic, in such a way that the topics that had not been fully understood were consolidated, then they continued with the next topic.

During the first intervention, the students were allowed to interact with the didactic unit, then the first topics, the alphabet, and the beach, where they were surprised by the games, images, and audios that they found during its development as shown in Figure 18.

Figure 18

Participation of topics.



Note. Own authorship.

The same process was carried out during the next classes, where the students were taken to the English laboratory and had 50 minutes for the development of activities in the stipulated order, as shown in Figure 19.

Figure 19

Interactive with the unit didactic.



Note. Own authorship.

Similarly, in Figure 20, the students worked in teams to develop the final test due to lack of computers, and thus, achieve a better learning result. In this way, they were able to measure their ability, knowledge, and skills in English through everything they had learned.

Figure 20

Final test participation.



Note. Own authorship.

During the last week, students are told that they can enter the didactic unit at home as a way to study, they are suggested that they can do it in the order they wish or with the topic they still have difficulty with, they are encouraged to send pictures as shown in Figure 21.

Figure 21

Use of the didactic unit from home.



Note. Own authorship.

Field Diary Analysis

In this section, the understanding of the different aspects observed during the implementation of the didactic unit is shown in greater detail. In the previous section it was described how the didactic unit was implemented; in this analysis, the acceptance and impact of the didactic unit on the students, how they developed it and how they felt about this learning process, from the first to the last class.

During the first class, held on October 19, from 7:20 to 8:10 a.m., the students are exposed to the project, where they excitedly ask different questions, among them: How many times can we repeat the game? and Can we do it at home whenever we want?.

Likewise, the dynamics of the didactic unit is explained, its purpose, objectives, activities, definition and how it is expected to be developed. The detailed description of this class is shown in Figure 22.

Figure 22

Explanation of the didactic unit.

BASIC INFORMATION	
Date	October 19th, 2023
School	La Presentación de Duitama
Researcher	Deisy Camila Garcia Alvarez
Grade	Sixth
Number of students	31
Start time	7:20 AM
End time	8:10 AM
OBJECTIVE OF THE SESSION	
Explanation of the didactic unit. Identification of the objectives and purposes. Identification of the topics and activities. Annotation of the user and password for the entrance of the didactic unit.	
DESCRIPTION OF OBSERVATION	
<p>The class begins with the presentation of the researcher, for which, the students already had the opportunity to discuss the work done in previous semesters, followed by the presentation of a research process with the group, which is based on the implementation of a didactic unit, the definition of this is given. After this, the objective and purpose of the didactic unit is explained, which is to reinforce the topics seen and the English writing and listening skills. It is indicated that the topics are the same that are being seen during the fourth period, and the activities are 100% virtual games that can be developed from any electronic device, whether cell phones, computers or tablets that have internet access, likewise, the activities and games are designed and created by the researcher, taking into account the learning needs, the objectives of the classes and the school's area plan and the knowledge to be acquired.</p> <p>After this, the users and passwords are made known, they are asked to write them down in the notebooks to have them at hand when required, finally the space for questions is opened where they asked if it would only be developed within the school, where it would be developed, if they could enter from any device and at any time, if they could repeat the games as many times as necessary.</p>	

Note. Own authorship.

Figure 23 shows the detailed description of the second class, which took place on October 26 at the same time as the previous one, where the students had their first direct encounter with the didactic unit in the English laboratory, which they already knew, since they also work there with the virtual book of the educational institution. During this first meeting, the students were anxious and excited, mostly because of the games and challenges that they will find in this didactic unit, the students work in pairs as they have always been doing and develop the activities in a collaborative work, the students manifest different questions of management of the platform but all of them listen and follow the instructions of the didactic unit.

Figure 23

First contact with the didactic unit.

BASIC INFORMATION	
Date	October 26th, 2023
School	La Presentación de Duitama
Researcher	Deisy Camila Garcia Alvarez
Grade	Sixth
Number of students	31
Start time	7:20 AM
End time	8:10 AM
OBJECTIVE OF THE SESSION	
<p>To have the first contact with the platform of the didactic unit. To learn about the platform, the buttons, functions and location of the topics and activities. To learn the first topics of the didactic unit, the alphabet and vocabulary about the beach.</p>	
DESCRIPTION OF OBSERVATION	
<p>Students are taken to the English lab with basic instructions such as taking care of the devices, raising hands to participate, teamwork. Following this, the link is written for the students to enter, giving them the step-by-step instructions so that they can develop it.</p> <p>Once they are on the platform, the content is explained to them and they are asked to explore it without opening any activity yet, a period of time of 10 minutes is given, then they are told that they can start the activities of the first two topics, the alphabet and the beach, where they begin to use the support material and then the virtual games.</p> <p>Some students ask how they are doing in the development, while others are completing it without much difficulty, the students find the activities fun and entertaining.</p>	

Note. Own authorship.

Figure 24 shows the detailed description of the third class, held on November 2 at the same time. In this class the students already knew how to handle the didactic unit and what topics they had to develop, in this class there is evidence of a greater number of questions, especially with the possessive pronouns, which most of them try to clear; the difficulty of the challenges is greater, which excited them, sometimes they were frustrated by an incorrect question and asked the reason for the wrong answer. There is evidence of greater commitment, dedication and motivation, as well as an increase in the process of learning English and reinforcement of the topics seen.

Figure 24

Development of the next topics.

BASIC INFORMATION	
Date	November 2nd, 2023
School	La Presentación de Duitama
Researcher	Deisy Camila Garcia Alvarez
Grade	Sixth
Number of students	31
Start time	7:20 AM
End time	8:10 AM
OBJECTIVE OF THE SESSION	
Reinforcement of whose and possessive pronouns. Development of the virtual activities of the topic.	
DESCRIPTION OF OBSERVATION	
Students are placed in the same computers they have been working on, with their classmates and agree on which platform they are going to work on. Once logged into the platform, they go to the topic of today's class, starting with the support material, and then the video, in the case of the video, it is decided to project it to the video bean so that everyone can hear it and assimilate with the movements and the context. After this, they begin to work on the corresponding activities, challenging each other in who gets the best score, in this way they strive and overcome their knowledge. After class, they turn off the computers, organize the English lab and get ready to go to the classroom.	
As the activities go on, the students ask questions that they do not yet understand or that come up in the course of the activities.	

Note. Own authorship.

During the fourth class, shown in Figure 25, which took place on November 6 from 9:30 to 10:20 a.m., there is evidence of greater manipulation of the didactic unit, they are more familiar with its use, where they already know what topics, they should develop. Some students state that they have been working from home as well, reinforcing topics that they had not understood in the previous classes, they are more enthusiastic with the development of the activities, in the same way, many of them state that they have really liked this different way of practicing the topics seen, a different way to how they had been doing it, which are workshops written in the notebook.

Figure 25

Development of the last topics.

BASIC INFORMATION	
Date	November 6th, 2023
School	La Presentación de Duitama
Researcher	Deisy Camila Garcia Alvarez
Grade	Sixth
Number of students	31
Start time	9:30 AM
End time	10:20 AM
OBJECTIVE OF THE SESSION	
Development of the themes of look like - sound like and question words. Development of virtual activities and games.	
DESCRIPTION OF OBSERVATION	
Once the students are in their places, they are reminded of the rules of the English lab, proper use of computers, no eating, no drinking, respect my classmates and teachers.	
The students enter the platform and start with the development of the support material and activities, students show enthusiasm, motivation and joy every time they develop a new topic, likewise, they challenge each other to see who gets the best score in each activity, making them strive harder for meaningful learning, the use of the notebook is limited, so that in this way they can recognize the issues in which each of them is failing.	

Figure 26 shows the analysis of the last class, which is developed on November 9 from 7:20 to 8:10, in which the students develop the final test of the didactic unit to measure their knowledge reinforced during the development of the didactic unit: 10, in which the students developed the final test of the didactic unit to measure their knowledge reinforced during the development of the didactic unit, where the students were nervous about the result, but equally, excited because in each question they had the revision of that question, the students expressed to be anxious about the final result, since they had been told that it is a way for them to know if they were ready or not for the performance test of the school. At the end there was a compilation of what was developed, where they indicated that they were grateful for the didactic unit, which helped them a lot for the reinforcement of the topics, in the same way, it was evident that a great positive impact was obtained in them in each development of the activities.

Figure 26*Development final test.*

BASIC INFORMATION	
Date	November 9th, 2023
School	La Presentación de Duitama
Researcher	Deisy Camila Garcia Alvarez
Grade	Sixth
Number of students	31
Start time	7:20 AM
End time	8:10 AM
OBJECTIVE OF THE SESSION	
Development of the final test.	
DESCRIPTION OF OBSERVATION	
Once the students are in their places, it is indicated that in the last class the final test will be developed to review what has been reinforced and learned in these sessions, likewise, it is a way to test if they are ready for the performance test. It is recommended that they do it in teams, or taking turns, consciously and without the use of notebooks.	
At the end, they are informed that they can continue reinforcing the topics they are still failing at home, as well as the test, they are recommended to send pictures to check the process they are doing at home and the devices they are using.	

Note. Own authorship.**Final Test Analysis**

This section presents a descriptive analysis of the final test presented virtually to 31 students, the test allows validating the purpose of the didactic unit, reinforcing the topics, and preparing them for the final performance test of the school.

Table 1 shows question by question the number of students who answered each question correctly or incorrectly. Table 1 shows the results of each question, which demonstrates a high level in the students and that excellent results can be obtained in the final performance test conducted by the La Presentación de Duitama school.

Table 1*Results of each question.*

Question	Students with correct Answer	Students Incorrect Answer
1	29	2
2	25	6
3	29	2
4	28	3
5	31	
6	31	
7	31	
8	31	
9	27	4
10	25	6
11	30	1
12	24	7
13	30	1
14	31	
15	31	

Note. Own authorship

To know the impact of the didactic unit, it is compared with the results they obtained in the performance test they took at the school with the head teacher, which was designed and implemented by the head teacher, who shared the students' grades. These will be evaluated in this research as superior, high, basic, and low level in Table 2.

Table 2*Results between final test and school performance test*

Test	Ranting			
	Superior	High	Basic	Low
Final Test	0	30	1	0
School Performance test	17	14	0	0

Note. Own authorship

Table 2 shows the results obtained in the school performance test and the final test. All 31 students showed improvement in their final results in the school, also showing improvement in the results of the final test of the didactic unit. In the performance test it is evident that none of the students failed the performance test or obtained basic grades. Similarly, as for the performance test, it is reflected that 14 students obtained a high level that refers to an average of 4.1 to 4.7 according to the school scale and 17 obtained a higher level that refers to an average of 4.7 to 5.0 according to the school scale. Therefore, it can be affirmed that the improvement in the results of the students thanks to the explanatory support material, activities and virtual games that were designed and proposed in the didactic unit.

Satisfaction Survey

On 31 students who were part of the study population, a satisfaction survey was designed and implemented. The survey consists of 10 questions of which the first 3 questions were evaluated under the following rating: Excellent, Good, Regular, Bad; while the remaining 7 questions were evaluated under closed questions: Yes or No. The survey was designed to measure the impact of the implementation of the didactic unit on 31

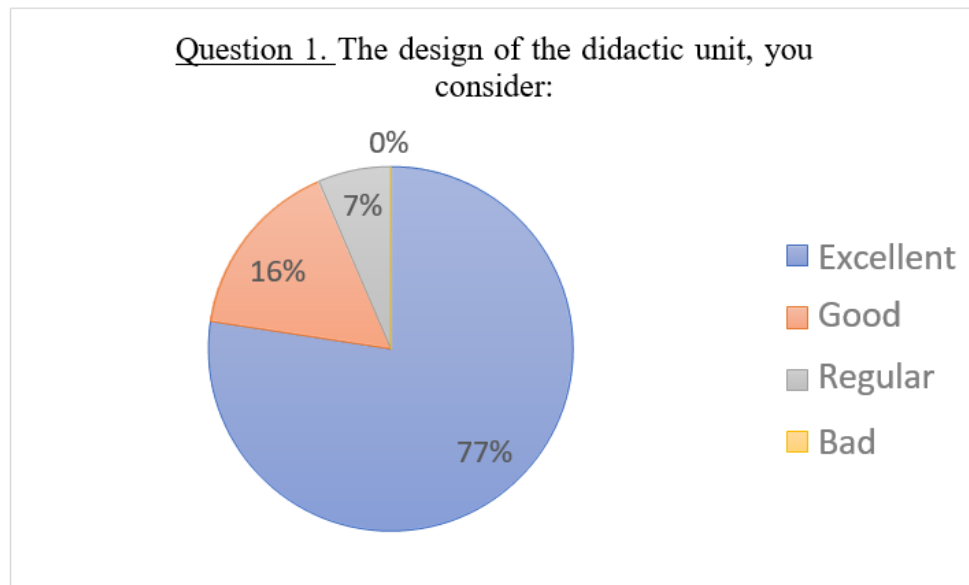
students who were part of the study population. The survey was carried out to know the opinions and impact concerning the didactic unit.

The results are represented by pie charts to measure impact, question by question. It shows the opinions of some of the students regarding the activities implemented.

Regarding the design of the didactic unit, 24 of the students corresponding to 77% mention that the resource is excellent, 5 of the students representing 16% mention that it is good and 2 of the students corresponding to 7% mention that it is regular. Because it is designed on a user-friendly platform, with a simple design where all activities found on this platform are within reach of the students.

Figure 27

Satisfaction survey, question 1.

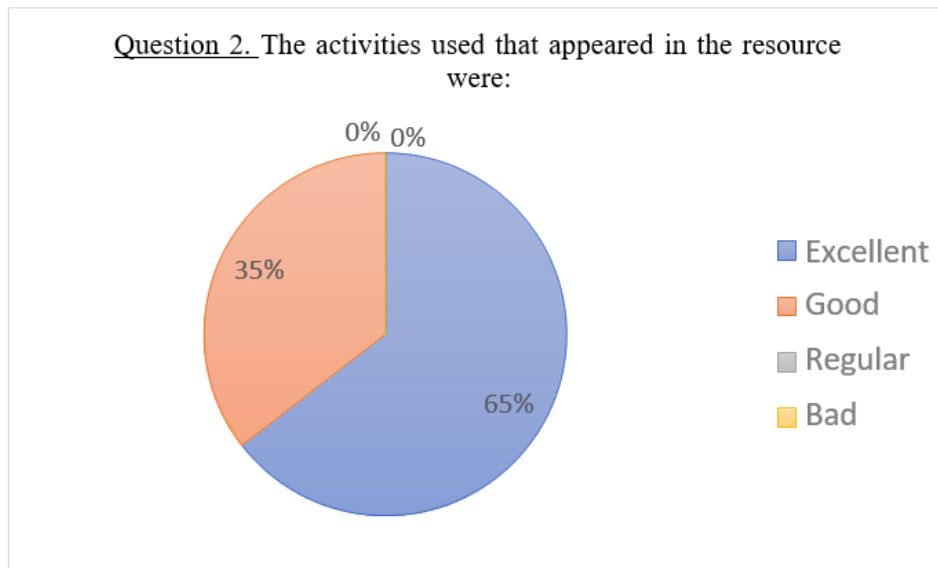


Note. Own authorship

According to question 2, which asks about the appreciation of the activities used, 20 of the students, equivalent to 65%, mentioned that they were excellent, while the remaining 11 students, equivalent to 35%, mentioned that they were good. Because the activities were designed according to the needs of the students, in such a way that they were designed to be attractive to the students.

Figure 28

Satisfaction survey, question 2.

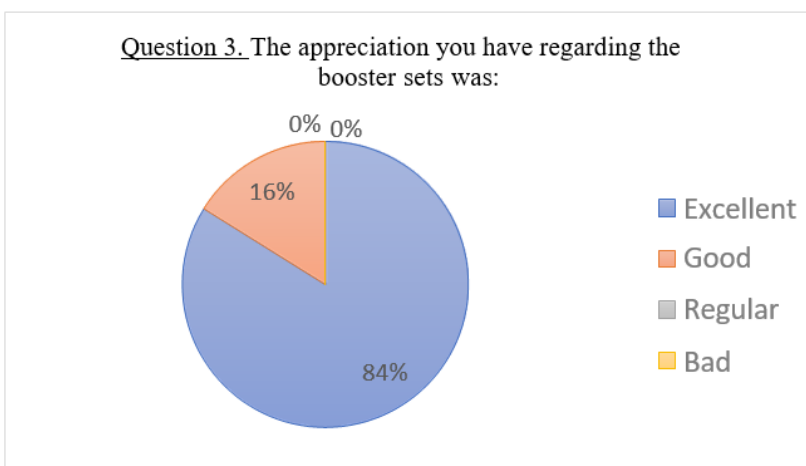


Note. Own authorship

Regarding question 3, where the students were asked to evaluate their learning concerning the reinforcement games, 26 of the students, equivalent to 84%, mentioned that they were excellent and 5 of the students, equivalent to 16%, mentioned that they were good. Due to the creative and striking games that challenged the students' knowledge and with rewards in the form of scores.

Figure 29

Satisfaction survey, question 3.

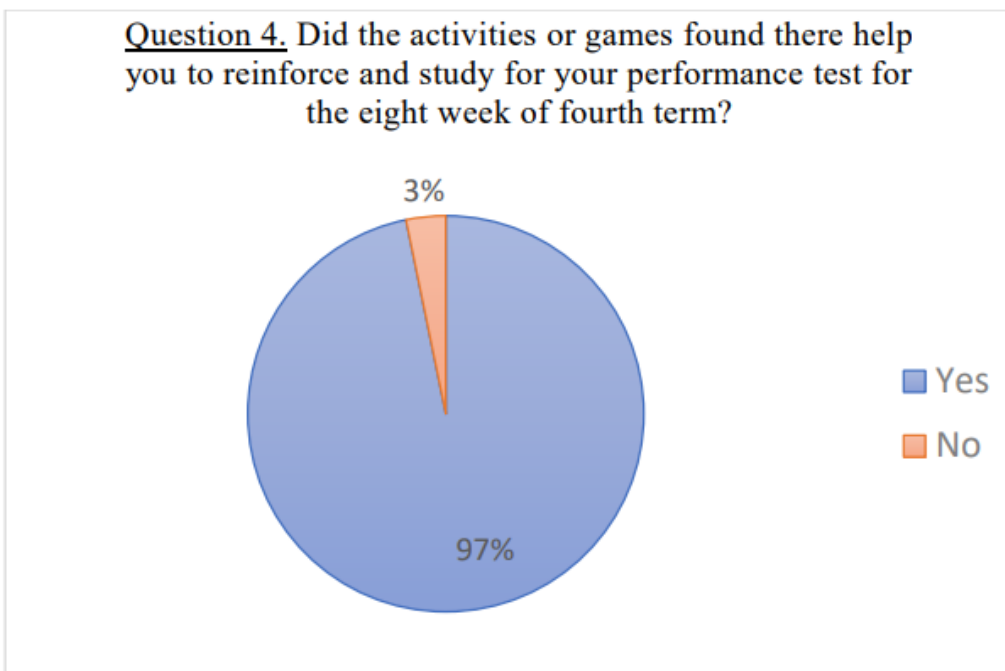


Note. Own authorship

According to question 4 in which the students were asked if the activities or games found, helped them to reinforce and study for their performance test of the eighth week of the fourth period, 30 of the students which is equivalent to 97% of the students say "yes" and 1 student which is equivalent to 3% mentioned "no". Because they have the same topics, vocabulary, norms, and criteria that are requested in the fourth period by the educational institution for the students, so that the reinforcement of the acquired learning is effective.

Figure 30

Satisfaction survey, question 4.

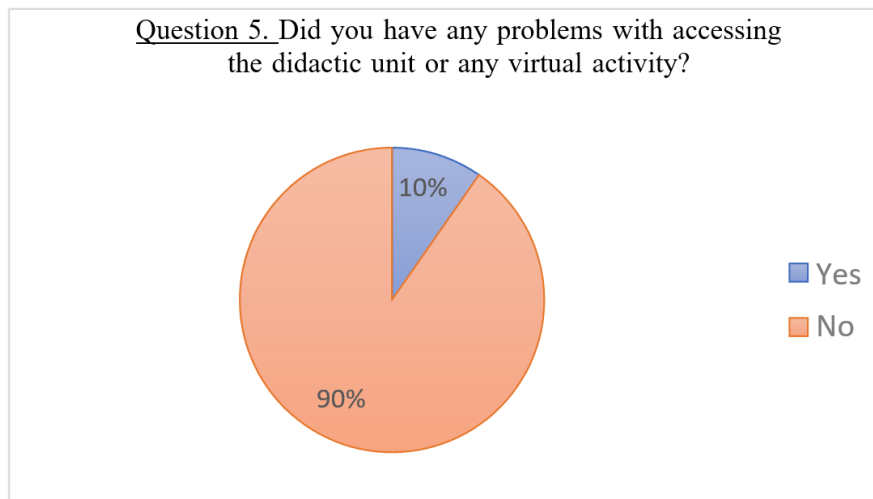


Note. Own authorship

According to question 5, which asked the students if they had any problems with entering the didactic unit or with any of the activities, 28 of the students which equals 90% said "no" and 3 of the students which equals 10% said "yes". Since it is important to know how easy it was for them to enter the didactic unit and each of the activities, the entrance to the activities was designed to be simple and uncomplicated for the students, thus improving the strategies and activities for the students' learning process.

Figure 31

Satisfaction survey, question 5.

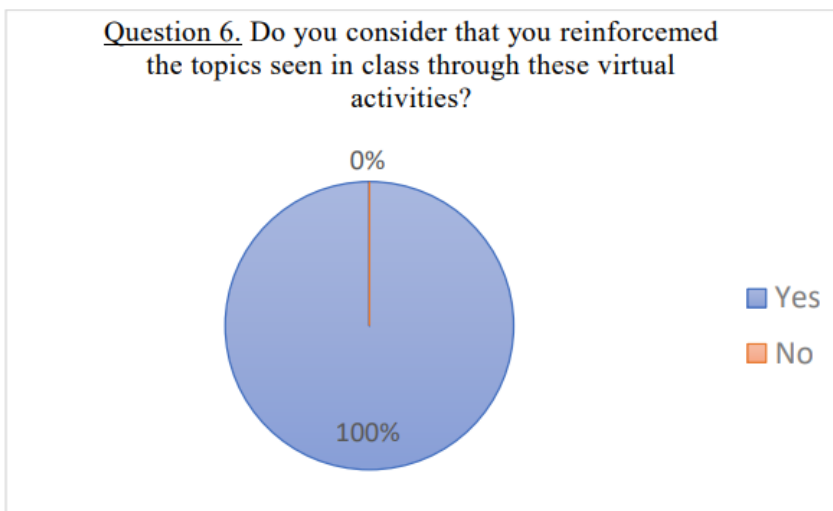


Note. Own authorship

According to question 6, in which the students were asked if they considered that they reinforced the topics seen in class through the virtual activities, the 31 students, equivalent to 100%, said yes. Because this was the objective of the didactic unit, where students could reinforce the topics seen through activities that called their attention, in addition to being focused on the learning needs of the group.

Figure 32

Satisfaction survey, question 6.

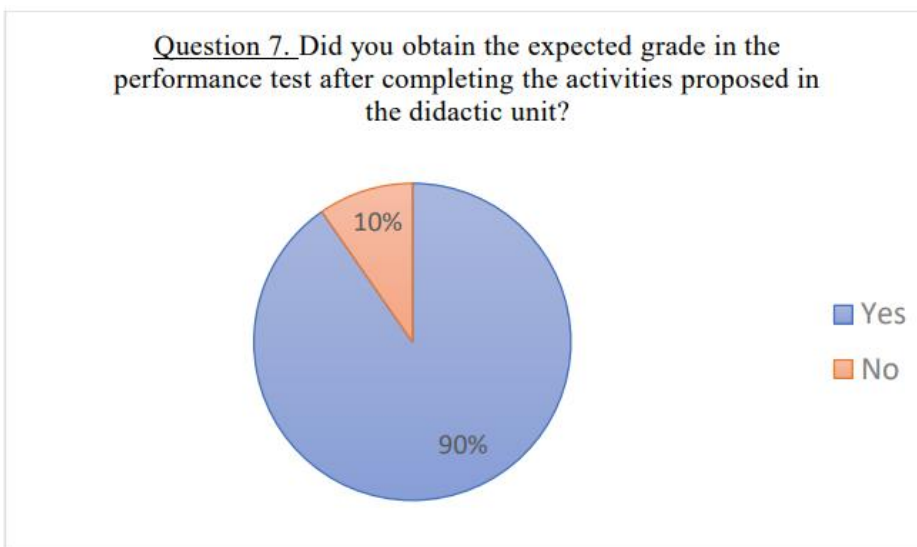


Note. Own authorship

Regarding question 7, where the students are asked if they obtained the expected grade in the performance test after performing the activities proposed in the didactic unit, 28 of the students equivalent to 90% indicated that they did and 3 of the students equivalent to 10% said they did not. Each activity was designed to prepare the students for the final performance test implemented in the school, and in this way, through virtual and attractive activities, they were able to study for the performance test, considering the topics and vocabulary seen in the classes.

Figure 33

Satisfaction survey, question 7.

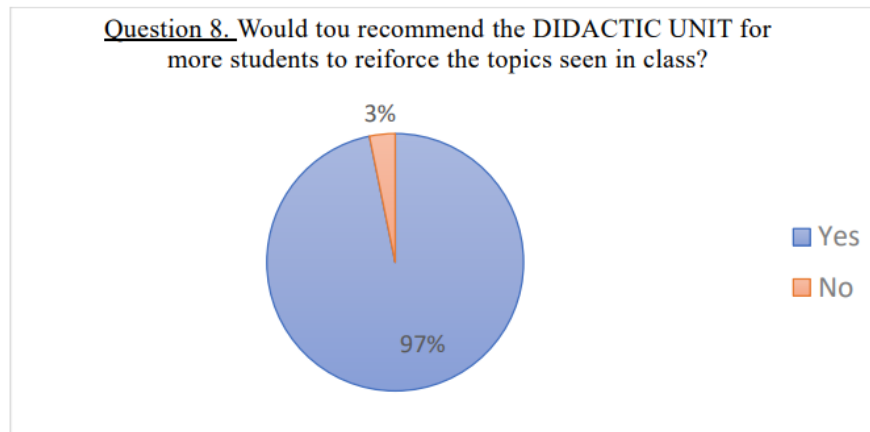


Note. Own authorship

According to question 8, in which the students were asked if they would recommend the didactic unit so that more students can reinforce the topics seen, 30 of the students, equivalent to 97%, said yes and one student, equivalent to 3%, said no. It is necessary to know the opinion and taste that the students had towards the proposal of the didactic unit, so that it is functional to be able to implement it with other students in future research, having the same line of research approach.

Figure 34

Satisfaction survey, question 8. Own authorship

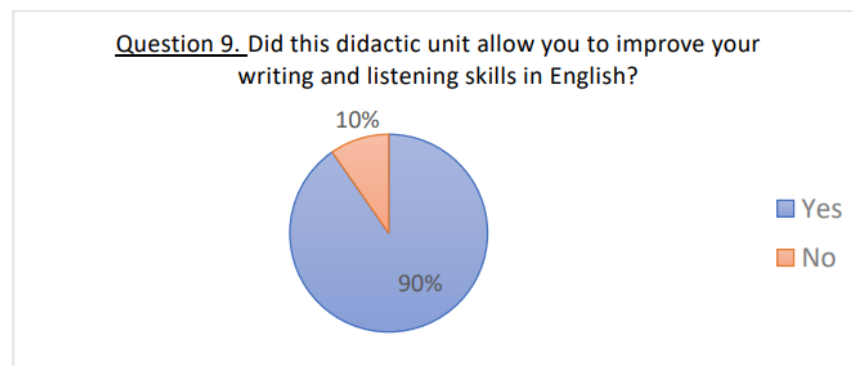


Note. Own authorship

According to question 9 in which the students were asked if the didactic unit allowed them to improve their writing and listening skills in English, 28 of the students, equivalent to 90%, said yes and 3 students, equivalent to 10% said no. Because it is one of the purposes of the degree work, to be able to achieve that the students reinforce their writing skills, which correspond to being able to write affirmative and negative sentences and questions with short answers; at the same time, to reinforce their listening so that they can get used to a second language and understand vocabulary and grammar seen when they listen to it.

Figure 35

Satisfaction survey, question 9.

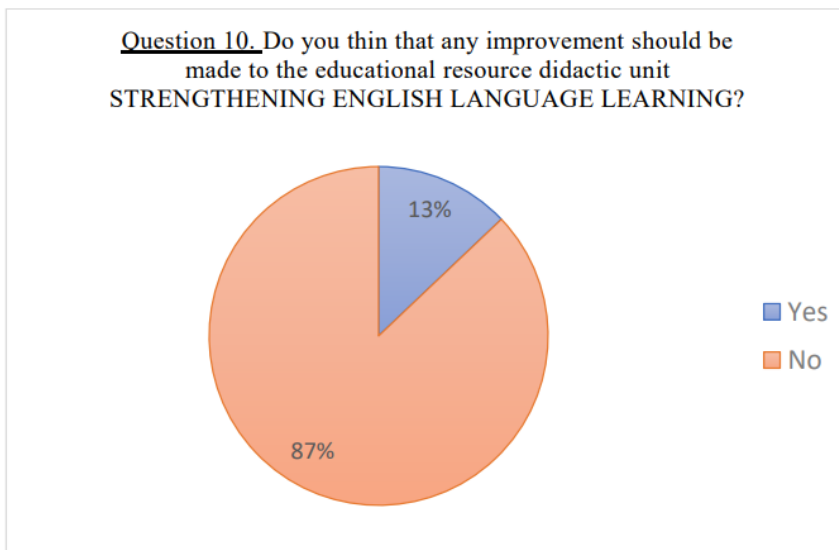


Note. Own authorship

According to question 10 in which the students were asked if they considered that something should be improved in the educational resource strengthening the didactic unit for learning English, 27 of the students (87%) said no and 4 students (13%) said yes. It is important to know the opinions of the students in order to be able to make the respective improvements or changes to have better expectations for the students, thus continuing to contribute to the process of learning a second language.

Figure 36

Satisfaction survey, question 10. Own authorship



Note. Own authorship

The above results show that each of the materials, activities, and virtual games that were proposed in the didactic unit strengthening English language learning were adequate and accepted by the students. This is because it was possible to capture the attention of the students and motivate them to complete with enthusiasm each of the challenges, the students could reinforce the topics seen during the fourth period of 2024, reinforce and understand the basic grammar of English as a foreign language, improve their listening comprehension in terms of vocabulary and topics seen, as well as the construction of simple

sentences. Optimal learning conditions and motivation on the part of the students to continue learning and reinforcing the topics seen are achieved.

Discussion

This research allowed to design and creation of a virtual didactic unit that strengthens the learning of English together with the listening and writing skills, considering the thematic contents of the fourth term of the school La Presentación del Duitama with sixth-grade students, through permanent observation during 2 semesters, it is possible to identify the needs and difficulties of learning English and the study deficiencies of the students.

After implementing the didactic unit with the students, more motivation and fewer gaps in the topics were observed; through the practical games, videos, and instructional materials, students were able to consolidate grammar and vocabulary, focusing on written skills to build simple sentences and listening skills to understand and identify vocabulary and simple sentences. The final test helps to identify how much they have reinforced and learned, and if they are ready for the college performance test.

At the same time, the positive and significant impact of the use of ICT in education is demonstrated, because it is a means of motivation that awakens their interest in learning through an electronic device, in addition to these interactive media facilitates learning. For this research we made use of the English laboratory of the school, where there were 15 computers, considering this, the students worked in pairs, having collaborative learning, in the same way, they had the facility to study and prepare from home through computers, cell phones, and tablets.

The methodology of participatory action is implemented due to the participation of the entire population, in such a way that it allows following the action of the population and to analyze the results of the research, this emphasizes that the subjects of study become protagonists of the research that is carried out.

Conclusions and Recommendations

The objective of this grade project was to strengthen writing and listening skills and the acquisition of vocabulary, directed to 31 students of the sixth grade of La Presentación School in Duitama. This population is considered due to the work and accompaniment that had been done two previous semesters, in such a way that the needs of the students and the English area plan are identified.

Regarding writing skills, it is evident during the process that the students have achieved a better understanding of the grammar seen in class; this is noticeable during the classes, in the development of different writing exercises, and in the quizzes they are given. On the other hand, listening skills have gradually improved, so that by acquiring new vocabulary, they can more easily understand what is being said or explained to them.

Finally, the vocabulary, although not external to what they have seen in class, has improved in the sense that they have acquired it in its entirety, and, even in the last encounters with them, they still remember it.

For the digital resource, the platform "mil Aulas" is taken into account, where the materials and activities can be easily accessed, with the addition of virtual games in educational platforms such as IsCollective, EducaPlay, and WordWall, among others. In the same way, it allows access from any device with internet access, motivating the students thanks to the variety of flashy games, which test their knowledge and challenge them to overcome each challenge they are presented with.

On the other hand, the final test was of great help, especially for the students, because it gave them a reference on how they are for the school performance test, to be able to know how much knowledge they have reinforced, understood, and acquired during their process in the didactic unit; According to the satisfaction survey, the students indicated that

they learned and reinforced topics that they did not fully understand. At the same time, talking with the teacher of the course, he mentioned that of the 31 students, 17 students passed the performance test with a superior level and 14 passed with a high level. It is recommended for future research in the Spanish language, either with the same line of study or making a plan of transversality between the Spanish language and English, where it is proposed to implement certain strategies for the use of English within the classroom of the Spanish language, especially for schools that have a projection to be bilingual, this to allow students to approach English outside the classes of the same.

Finally, with the realization of this research, it is understood the importance of using digital tools in the classroom, such as virtual resources that are adapted or have similar objectives to the bread area and the needs of students. Similarly, it is left as a plan of innovation in the school, where the use of virtual activities is a process of continuous innovation for the learning process of students, as it is a source of motivation to learn a second language like English.

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Appendix

Appendix A

Informed consent form

Escuela de Ciencias de la Educación

CONSENTIMIENTO INFORMADO

Duitama, 09 de octubre de 2023

Rodrigo Albeiro García Torres
Rector
COLEGIO PRESENTACIÓN DE DUITAMA
Duitama Boyacá

Por medio de la presente yo, Deisy Camila García Álvarez me dirijo a usted de manera respetuosa, para solicitarle su consentimiento y autorización para poder aplicar en la institución educativa mi proyecto de grado titulado: **UNIDAD DIDÁCTICA PARA EL FORTALECIMIENTO DEL APRENDIZAJE DEL INGLÉS EN EL GRADO SEXTO DEL COLEGIO LA PRESENTACIÓN DE DUITAMA**, el cual sería trabajado con los estudiantes durante el cuarto periodo. Además, poder tomar registro fotográfico de cada actividad propuesta, que no tendrá otro fin que académico.

Recibido: Rodrigo G.
10-Oct-2023


Cordialmente,

DEISY CAMILA GARCIA ALVAREZ
Estudiante de Licenciatura en Lenguas Extranjeras con Énfasis en inglés
Universidad Nacional Abierta y a Distancia

Prohibida su reproducción y copia sin autorización de la UNAD. UNAD

Appendix B

Informed Consent form from school



COLEGIO LA PRESENTACION DUITAMA
Con reconocimiento oficial por la Secretaría de Educación de Duitama
 mediante Resolución No. 1407 de Diciembre 16 de 2011 y No. 1427 de
 22 de Diciembre de 2011 Código Daria No. 31523060101
 RA 808005745-0

Duitama, 20 de octubre de 2023

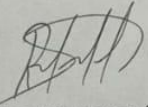
A quien pueda interesar.

Reciban un cordial saludo.

Por medio de la presente se le informa que el proyecto titulado **"UNIDAD DIDÁCTICA PARA EL FORTALECIMIENTO DEL APRENDIZAJE DE INGLÉS EN EL GRADO SEXTO DEL COLEGIO LA PRESENTACIÓN DE DUITAMA"**, dirigido e investigado por la estudiante de la Licenciatura en Lenguas Extranjeras con Énfasis en Inglés de la universidad Nacional Abierta y a Distancia– Deisy Camila García Álvarez identificada con Cédula de Ciudadanía 1005911424, tiene el consentimiento y la autorización para que lo implemente en el colegio la Presentación de Duitama, observando en todo momento la política de tratamiento de datos Ley 1581 de 2012. De igual manera cuenta con el permiso para que los estudiantes de grado sexto participen de las actividades que son requeridas para el desarrollo del proyecto de investigación.

Finalmente, se informa que tiene la autorización para la toma de evidencias fotográficas, con el compromiso que el rostro de los estudiantes no sea enfocado, teniendo en cuenta esto, se sugiere que en las fotos no salgan los estudiantes, que se tome desde la espalda de los estudiantes o que se distorsione sus rostros; debido a la política de Protección de Datos Personales del colegio. De igual manera, cuenta con el permiso para las encuestas que requiera implementar con los estudiantes, ya sea de manera escrita o audios, los datos tendrán como finalidad única y exclusivamente un destino académico dentro del proyecto de la docente en su investigación, no podrán ser utilizados en otro material o de otra forma sin previa autorización de la institución.

Cordialmente.



Mg. Rodrigo Albeiro García Torres
Rector

Calle 18 No. 4-61 Tel. 7651960 – Duitama – Boyacá / web. www.colpreduitama.edu.co. Email secretaria@colpreduitama.edu.co

"Hacia la excelencia educativa desde un aprendizaje corporativo y solidario"

Appendix D

Satisfactory Survey



**Colegio presentación de Duitama
Final survey
Sixth Grade
2023**



Student name: _____

La siguiente encuesta tiene como objeto, conocer su opinión con respecto a la unidad didáctica strengthening English language Learning.

Marque con una **X** la respuesta que usted considere pertinente.

- | | |
|--|--|
| <p>1. El diseño de la unidad didáctica, usted lo considera:</p> <p>a) Excelente
b) Bueno
c) Regular
d) Malo.</p> | <p>c) Regular
d) Malo</p> |
| <p>2. Las actividades empleadas que aparecieron en el recurso fueron:</p> <p>a) Excelente
b) Bueno
c) Regular
d) Malo</p> | <p>4. ¿Las actividades o juegos allí encontrados le ayudaron a reforzar y estudiar para su prueba de desempeño de la octava semana del cuarto periodo?</p> <p>a) Si
b) No</p> |
| <p>3. La apreciación que tiene con respecto los juegos de refuerzo fue:</p> <p>a) Excelente
b) Bueno</p> | <p>5. ¿Tuvo algún problema con el ingreso a la unidad didáctica o a alguna actividad virtual?</p> <p>a) Si
b) No</p> |

Cual _____

6. **¿Considera que reforzaste los temas vistos en clase por medio de estas actividades virtuales?**

- a) Si
- b) No

7. **¿Obtuviste la nota esperada en la prueba de desempeño después de realizar las actividades propuestas en la unidad didáctica?**

- a) Si
- b) No

8. **¿Recomendaría la UNIDAD DIDACTICA para que más estudiantes refuercen los temas vistos en las clases?**

- a) Si
- b) No

9. **¿Esta Unidad didáctica le permitió mejorar tus habilidades escritas y de escuchas en inglés?**

- a) Si
- b) No

Porqué _____

10. **¿Crees que se deba mejorar algo del recurso educativo unidad didáctica STRENGTHENING ENGLISH LANGUAGE LEARNING?**

- a) Si
- b) No

Porque _____



Thanks for your cooperation!



Appendix E

Design of the final Test



Colegio presentación de Duitama Final survey Sixth Grade 2023



Look the conversation, then complete choosing the right option.



1 _____ frisbee is this?
It's Grace's frisbee. It's 2 _____ hers.



3 _____ are these? They're
Matt's towels. They're 4 _____.

1. _____ frisbee is this?

- A. What.
- B. Whose.
- C. Who.

2. It's _____.

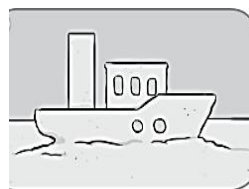
- A. Hers.
- B. Her.
- C. She.

3. _____ are these?

- A. Whose.
- B. Who's.
- C. Who.

4. They're _____.

- A. His.
- B. Hers.
- C. He.



5. The sandcastle _____ a boat

- A. Looks like.
- B. Sounds like.



6. Her voice _____ a bird.

- A. Looks like.
- B. Sounds like.



7. That noise _____ a bee.

- A. Looks like.
- B. sounds like.



8. Those clouds _____ fish.

- A. Look like.
- B. Sound like.

Look and complete the sentences with *look like* and *sound like*.

Read, choose, and complete with the right Wh- question.

9. _____ is your best friend? My best friend is Lorena.

- A. Who.
- B. What.

C. Where.

10. _____ are you from? I'm from Duitama.
 A. When.
 B. Why.
 C. Where.
11. _____ is this? This is a pencil.
 A. How.
 B. Why.
 C. What.
12. _____ are you angry? Because I'm hungry.
 A. Why.
 B. What.
 C. How.

Read and choose the right option.

Hello, I'm Jenny. I love going to the beach. These are my shells. They're lots of different colors! I love looking for shells on the beach!

Hi, I'm David. I'm at the beach today. This is my sandcastle! It looks like a mountain! I always love playing in the sand.

Hi, my name is Tom. I'm on vacation by the ocean with my grandmother. This is my new blue frisbee! I love playing with my friends!

13. Whose frisbee is this?
 A. They're Jenny's. they're hers.
 B. It's David's. It's his.
 C. It's Tom's. It's his.
14. Whose sandcastle is this?
 A. It's David's. It's his
 B. They're Clare's. They're hers.
 C. They're Jenny's. They're hers.
15. Whose shells are these?
 A. They're Clare's. They're hers.
 B. They're Jenny's. They're hers.
 C. It's Tom's. It's his.