

PLAYFUL WORKSHOPS TO FOSTER ORAL PRODUCTION

**Implementation of Playful workshops as a Strategy to Foster Oral Production in
tenth Grade Students at Escuela Normal Superior Sagrado Corazón Chita-Boyacá**

Student: Carlos Mauricio Sanabria Moncada

Code: 9397635

Mg. Edwin Andrés Londoño Alape

Thesis director

Universidad Nacional Abierta y a Distancia UNAD

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Summary

The general objective of this research was to foster the oral production skills in English of tenth-grade students at Escuela Normal Superior Sagrado Corazón Chita, Boyacá, through the implementation of recreational workshops. The methodology applied was qualitative-descriptive, combining a diagnostic test, five educational workshops, and an evaluation of the intervention using rubrics, feedback, and participant observation. The results obtained showed an average overall performance in the activities: averages of 13.42/20 in "Creative Words," 13.54/20 in "Ask Me and I'll Answer" and "Improvisation Sketch" activities, and values around 14.23–14.29/20 in subsequent workshops, reflecting a progression. Notable improvements were observed in pronunciation, intonation, teamwork, and willingness to speak. However, limitations in fluency, lexical diversity, and some phonetic errors influenced by the L1 persisted. Classroom observations documented increased confidence, peer assessment, and emerging metacognitive strategies. In conclusion, playful workshops proved to be a viable strategy for increasing motivation, participation, and specific aspects of oral production, provided they are complemented with formative practices. Therefore, consolidating fluency and expanding vocabulary requires continuity, distributed micropractices, explicit phonetic work, and pre-post assessment with objective measures to validate medium-term progress. This evidence supports the proposal as a contextualized and replicable intervention in similar school settings.

Keywords: Fun workshops, oral production, pronunciation, vocabulary, teaching strategies.

Introduction

Escuela Normal Superior Sagrado Corazón, a public institution located in Chita, Boyacá, is a school community composed of approximately 780 students, divided into two groups per grade, and supported by a team that includes a principal (a nun from the Vincentian community), a coordinator, a psychologist, and 20 secondary school teachers. Since the beginning of the academic year, systematic observation and interaction with students and staff revealed a recurring difficulty among tenth-grade students related to limited oral production in English.

These students present significant challenges related to fluency, spontaneity, and naturalness when expressing ideas orally. Their ability to formulate simple questions or perform basic communicative tasks, such as asking favors or requesting personal information, is notably weak. Furthermore, students lack access to digital tools that can improve their speaking and listening skills. Conversations with the academic coordinator confirmed that, according to quarterly reports, a considerable percentage of students show little motivation to improve their oral communication, often due to the predominance of grammar-based instruction and repetitive vocabulary exercises. English classes are often limited to the use of photocopied materials and isolated recreational activities, with few opportunities for meaningful oral interaction.

In this context, this research aims to address the identified problem by implementing playful workshops aimed at fostering students' oral English. A qualitative and descriptive approach is adopted, allowing for an understanding of the students' particular needs and an analysis of the effectiveness of the pedagogical strategies developed within the school environment.

The document is organized into chapters that allow for a clear and progressive presentation of the study. First, the problem statement is presented detailing the communicative

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difficulties observed among tenth-grade students. Based on this situation, the research question that guides the development of the project is formulated, followed by the general objective and specific objectives, all focused on improving oral skills in English through a meaningful pedagogical proposal.

The justification is then presented, arguing the relevance of the study from both an educational and social perspective, highlighting the expected benefits for students and the educational community at large. This section also highlights the innovative elements of the proposal, based on active methodologies that promote student participation, creativity, and motivation through the use of game resources in English learning.

The literature review then presents the state of the art and the development of the theoretical framework. This section brings together research background and key concepts on oral expression, communicative competence, and game pedagogy in the teaching of English as a foreign language. All of this is articulated within a methodological framework that supports the proposed intervention and its evaluation, as well as the theoretical foundations of the study, including concepts related to oral production, game pedagogy, and communicative competence.

The methodology chapter describes the approach and type of research, the phases of the research process, the proposed data collection instruments, the participating population, and the ethical considerations that will guide the study. The aforementioned instruments are included in the appendices to provide greater clarity regarding the planned data collection process.

In the results or findings chapter, each of the specific objectives is addressed. This section presents the diagnosis of students' oral expression in English, followed by the design of the instructional workshops and, subsequently, the analysis of the effectiveness of their implementation. This final part includes the evaluation rubric analysis, the review of the

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feedback obtained during the recreational workshops, and the assessment of the effectiveness evaluation results.

The discussion section offers an interpretation of the results in relation to the theory reviewed in the theoretical framework, incorporating a critical analysis of the difficulties encountered, the pedagogical implications, and the comparison with previous research. The conclusions are then presented in an articulated manner, responding to the research question, demonstrating the achievement of the objectives, and highlighting the main contributions of the study. Finally, the recommendations are outlined, including suggestions addressed to teachers, students, institutions, and future researchers, with the aim of guiding actions that foster the development of oral expression in English based on the study's findings.

Statement of the Problem

Currently, learning models are evolving, and it is the responsibility of educational institutions to implement innovative methodologies that actively engage students in their learning process. In the case of learning English as a foreign language, developing oral production is a significant challenge, as many students lack opportunities to practice the language in real and dynamic communicative contexts.

In Colombia, learning English remains a challenge, particularly in relation to the development of oral production skills, which continue to be insufficiently addressed in secondary education, especially in rural contexts where opportunities for meaningful communicative practice and the implementation of innovative pedagogical strategies are limited.

According to the international language teaching institute Education First (EF), in 2013 the country ranked 51st globally in English proficiency, indicating that although Colombians can engage in basic conversations or interpret simple texts, they lack the necessary skills to communicate effectively in professional and academic settings. This situation reflects persistent shortcomings in the development of oral communicative competence within formal education, particularly in secondary schools, where limited exposure to meaningful speaking practices and the predominance of traditional teaching approaches continue to restrict students' opportunities to use English in authentic contexts. This limitation represents a significant obstacle to students' academic and professional development, affecting their access to global opportunities (Morales et al., 2020).

In this context, this research was conducted with 10th-grade students at Escuela Normal Superior Sagrado Corazón in Chita, a rural town in Boyacá. These students belonged to low socioeconomic strata, most lived in rural areas, and faced economic difficulties. Their limited

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access to materials and resources for practicing English had impacted their low performance in this subject, which was where they obtained the poorest academic results. It was likely that traditional methodologies, focused on grammar and memorization, had contributed to the lack of development in oral production in English.

Given these challenges, it was essential to integrate pedagogical strategies that enhanced English learning in a dynamic and participatory way. Playful workshop emerged as an effective alternative to improve oral production, as they encouraged interaction, creativity, and confidence in using the language. Through activities such as role-playing, simulations, dramatizations, and game exercises, students were able to practice English in a less structured and more engaging environment.

Therefore, this research proposed the implementation of playful workshops as a strategy to foster oral production in English among 10th-grade students. By combining game elements with language learning, it was expected to generate a positive impact on students' confidence and fluency, promoting a communicative approach that allowed them to perform better in different contexts. The main objective was to explore and apply innovative strategies that effectively enhanced oral competence in English, thus contributing to improving academic performance and motivation toward language learning.

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Research question

As the promoter of this research project, I seek to encourage the practices of comprehensive development of a second language in students, in this way increasing the possibilities for students to access a better quality of life. From here an obvious concern arises, the following question arises: "How can the implementation of playful workshops enhance the oral production skills of tenth-grade students at Escuela Normal Superior Sagrado Corazón, Chita-Boyacá?"

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Objectives**General objective**

To foster the oral production skills in English of 10th-grade students at Sagrado Corazón de Chita Superior Normal School, Boyacá, through the implementation of playful workshops.

Specific objectives

To carry out a diagnosis of oral expression in English among 10th-grade students at the Normal Superior Sagrado Corazón de Chita, Boyacá.

To implement playful workshops with 10th-grade students at the Normal Superior Sagrado Corazón de Chita, Boyacá, for the development of their oral expression in English.

To analyze the effectiveness of implementing playful workshops that foster oral expression and creativity in 10th-grade students at the Normal Superior Sagrado Corazón de Chita, Boyacá, through intervention evaluations.

Justification

The Escuela Normal Superior Sagrado Corazón in Chita, Boyacá, faces certain limitations in its infrastructure, particularly regarding internet connectivity. With internet access limited to the systems room and equipped computers, the school lacks comprehensive digital resources for students and teachers. Despite these constraints, the physical environment is adequate for implementing a pedagogical proposal focused on improving English oral production skills in 10th-grade students. This proposal, through the design and creation of game workshops, is crucial for enhancing the development of English language skills, especially oral communication, which is essential in today's globalized world.

The importance of this research lay in its potential to address the challenges students faced in acquiring effective oral communication skills in English. As a second language, English required specific strategies to foster comprehensive language competence. This research sought to bridge the gap in English language learning by providing a practical, engaging approach to oral production skills. By implementing game workshops, students actively participated in dynamic activities that encouraged spontaneous communication, promoting fluency, pronunciation, and confidence in their spoken English. As a result, students developed essential skills not only for academic success but also for future personal and professional opportunities in a globalized context.

This research directly benefited the 10th-grade students of Escuela Normal Superior Sagrado Corazón in Chita by addressing their specific needs in learning English. One of the main challenges these students faced was the lack of motivation and engagement in traditional language learning methods, which primarily focused on grammar exercises and vocabulary memorization. By integrating playful workshops into the curriculum, students were more

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actively involved in their learning process. These workshops were designed to engage students in fun, interactive, and participatory activities, fostering an enjoyable environment for language acquisition.

The use of playful workshops not only enhanced students' oral production but also contributed to improving other language skills, particularly listening comprehension. Effective communication required an individual to be both a capable speaker and listener, and these workshops aimed to develop both competencies. Through activities such as role-playing, debates, and presentations, students practiced real-world scenarios, improving their ability to understand and respond to spoken language. As they built their oral communication skills, students also experienced an increase in themselves-confidence, which was vital for reducing anxiety during language use and encouraging further language practice.

Moreover, these workshops promoted collaboration among students, creating a game and cooperative classroom environment. This collaborative approach supported peer learning, where students helped each other improve their language skills, fostering a sense of community and shared responsibility in their learning process. Research by Vygotsky (1978) on social constructivism emphasized the importance of collaborative learning, which was fundamental for language acquisition. By working together, students-built confidence and gained a deeper understanding of the language in context, improving both their individual and collective communication skills.

The innovation of this research lay in the application of playful workshops as a pedagogical strategy for improving English oral production. Traditional language teaching methods, often centered on grammar and vocabulary, failed to fully engage students in communicative practice. The integration of game activities, such as games, simulations, and

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game exercises, offered a refreshing approach that encouraged students to actively use English in a meaningful and enjoyable context.

Furthermore, the workshops incorporated digital tools, despite the limited internet access, to provide multimedia resources for students. These tools, such as video recordings, language games, and online quizzes, helped students track their progress and receive personalized feedback. The use of multimedia enhanced the learning experience by catering to different learning styles, as students engaged with the material visually, audibly, and kinaesthetically. This is aligned with the principles of Universal Design for Learning (UDL), which advocates for inclusive teaching strategies that address diverse learner needs (Cast, 2018).

The research was crucial because it addressed a fundamental gap in the English language education of students at Escuela Normal Superior Sagrado Corazón. The school's limited access to technological resources and traditional teaching methodologies may have contributed to students' challenges in developing effective oral communication skills. By incorporating dynamic, student-centered workshops, this research sought to enhance students' language competence in an engaging way, providing them with the skills necessary to communicate effectively in English. As English has become a global lingua franca, proficiency in this language is increasingly important for academic, social, and economic success.

Moreover, the findings from this study could have had significant implications for the broader educational community in Colombia. By demonstrating the effectiveness of playful workshops in improving English oral production, this research could have encouraged other schools, particularly those in rural or under-resourced areas, to adopt similar strategies. The success of this pedagogical approach could lead to a more inclusive and engaging English

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language education system, where students are not only prepared for academic success but also equipped with the communicative skills necessary for success in an interconnected world.

Literature Review

The review of related literature plays a fundamental role in the development of any research project, as it allows the study to be positioned within a broader framework of existing knowledge, theories, and educational practices. In this investigation, analyzing previous studies related to English language teaching, oral production, and the use of game methodologies in education provides a solid foundation for shaping and contextualizing the proposed strategy. This review not only helps to identify gaps in the current body of knowledge but also offers valuable insights into innovative pedagogical approaches that have proven effective in similar contexts. By integrating findings from earlier research, this section enhances the understanding of how game strategies can contribute to fostering oral skills in secondary school students, supporting the design of well-informed and context-sensitive interventions at the Sagrado Corazón de Chita Superior Normal School in Boyacá.

State of the art

This section presents the background related to this thesis project; in other words, it outlines previous research that is relevant to the development of this study. To delve into the argument at hand, several studies were consulted.

For many years, the methodology in English teaching has primarily focused on learning grammatical structures, using guide texts and supporting materials, with an emphasis on the repetition method (Lu, 2010). The rapid growth of globalization has made learning English a necessity for international communication, and the demand for communicative skills in students increases daily. As a result, many educational institutions, universities, and teaching institutes have emphasized developing practical skills such as listening and speaking. However,

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developing these skills requires significant commitment from both teachers and students. Many researchers, including Baile (2004), highlight that learners acquire their skills through interaction with others. Based on this, several studies were consulted:

At the international level, it is worth highlighting the application of playful workshops for improving oral production. To establish the state of the art, we find the international master's thesis titled "Talleres lúdicos para mejorar la competencia se expresa oralmente con el uso de estrategias en la Institución Educativa Inicial N° 282-Shancayán" by Solís (2018), in Perú. This thesis is based on game strategies and oral competence, as well as their relationship with the development of communicative skills. Below, the work developed through the thesis is illustrated.

This study was developed with the aim of improving the oral expression skills of students at I.E. No. 282-Shancayán. To gather information, interviews were conducted using a structured interview guide applied to a sample of seven teachers from the institution. The research addressed specific issues and their causes, such as the inadequate use of strategies for developing oral expression, limited pedagogical monitoring and support, and the imposition of classroom behavior agreements. Based on these findings, the study proposed solutions grounded in theoretical frameworks established by the Ministry of Education, particularly those outlined in the National Curriculum Framework. According to this framework, teaching strategies are defined as the set of procedures used by teachers to promote student learning; while monitoring and pedagogical support refer to the actions carried out by school leaders to provide educational guidance. Therefore, the proposal focuses on fostering teachers' abilities to apply engaging and innovative strategies during lessons, fostering motivated students with clear and coherent oral

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expression, and ensuring that learning takes place in a supportive and effective classroom environment (Solís, 2018).

Another international thesis consulted is “The Effects of Ludic Activities as a Motivational Strategy to Increase English Language Learning” by Vásquez (2017), in Cuenca – Ecuador. It provides a series of theoretical approaches and contemporary studies that support the use of game activities as a motivational strategy for learning English. The main objective of this study was to determine the impact of implementing game activities on the levels of motivation and vocabulary acquisition among sixth-grade students at "La Asunción" School. An initial diagnostic was carried out through a mixed-methods analysis, which revealed a disconnect between what teachers and students desired for their English classes and what was actually happening. In addition, quantitative results from a pre-intervention vocabulary test highlighted the need for reinforcement in this area to support meaningful learning, which is essential for future academic development and problem-solving.

A 32-hour intervention was conducted during English lessons, with the primary goal of incorporating game activities as a central component of instruction, rather than as preliminary or filler activities used only when extra time was available. The intention was to assess whether integrating these game strategies into regular classroom practice would positively influence students’ motivation and vocabulary acquisition. Post-intervention analysis indicated a favorable change in these areas, with improvements observed in vocabulary usage and student feedback reflecting a positive perception of the game activities (Vásquez, 2017).

In the investigation of Figueira (2021) titled “Increasing reluctant students’ spoken production through the use of guessing games in pairs in a 4th grade English as a foreign language classroom” in Porto, Portugal, indicates that young learners naturally exhibit a game

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disposition and tend to respond positively to the incorporation of games in the English as a Foreign Language (EFL) classroom. They also show a favorable attitude toward pair and group activities. This action research project aimed to explore whether more reserved students would feel encouraged to speak and become more comfortable doing so through pair-based guessing games. The primary objective was to increase both oral production and interaction among these hesitant learners by engaging them in stimulating activities designed to promote verbal expression.

Additionally, the behavior of these students was carefully considered, as addressing "reticence" required close observation of how such games might influence their conduct. To determine whether pair-based guessing games could create a more comfortable environment and encourage broader participation, the study looked for evidence in increased word usage. The research was conducted during one intervention cycle in a fourth-grade classroom where students had been learning English since the first grade. The hypothesis was that guessing games, within a peer interaction context, would provide a more supportive atmosphere for reserved learners to use the target language. Data collection methods included an observation grid, student speech transcriptions, reflective observation notes, and a student questionnaire. The findings indicated that these learners were more engaged and relaxed during the activities, which resulted in a greater number of spoken words. The outcomes suggest a promising impact of pair-based games on less confident students, as these activities help create a more comfortable setting that fosters the development of oral language skills through meaningful interaction (Figueira, 2021).

In the article by Flores (2022) titled "Game Teaching Strategies to Develop Oral Expression in a Foreign Language" in Puebla, Mexico, mentions that oral expression plays a vital role in effective communication when learning a foreign language, yet it often presents

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challenges, as evidenced in the French Teaching Bachelor's program (LEF), where students demonstrate low proficiency in this area. In response to this issue, the study aims to explore the characteristics of strategies such as role-play, simulation, debate, and metacognition to enhance oral expression in virtual learning environments through an educational intervention involving context-based activities. The research adopts a quantitative approach with a descriptive scope and longitudinal design. Findings indicate that these strategies serve as key stimulators for developing oral skills, helping learners achieve a B1 proficiency level and improve their performance in structured speaking tasks.

In conclusion, the study supports the hypothesis that game didactic strategies can effectively foster students' oral expression, but only when their specific characteristics are taken into account. Identifying these features allows for the creation of model activities in virtual settings that directly enhance oral communication skills. Additionally, the research proposes an active and innovative learning methodology as a viable solution to the frequent issue in foreign language education: the lack of effective strategies for promoting communication. Finally, the study reinforces the idea that traditional teaching methods do not support the development of oral expression. In contrast, using game teaching techniques tailored to students' individual learning styles within self-regulated environments encourages growth in this often-overlooked skill (Flores, 2022).

In the investigation of Saavedra et al. (2023) titled "Effectiveness of using ludic activities to enhance students' speaking skills" in Loja, Ecuador, mentions that this research study the impact of implementing ludic activities to enhance English-speaking abilities among learners. Speaking is recognized as a crucial component of effective communication and interpersonal interaction. However, drawing from prior research and practical experience, it is often

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considered the most difficult language skill to develop within the English language learning process. In response to this challenge, the present study aimed to address deficiencies in students' oral expression to facilitate more effective communication of their thoughts and ideas.

The study focused on a group of seventeen second-year students and adopted an action research approach, utilizing quantitative data collection and analysis to establish a contextual understanding of the issue. Results revealed a marked improvement in speaking performance, as evidenced by a notable increase in average scores from 4.56 in the pretest to 8.12 in the posttest. These findings underscore the positive influence of ludic activities on students' speaking development. In conclusion, the incorporation of engaging, game tasks prove to be an efficient strategy for enhancing learners' oral proficiency. By engaging in the different elements of spoken communication, students improve their clarity and confidence in speaking. The outcomes of this research offer valuable insights for future studies exploring the integration of ludic strategies in the development of speaking skills (Saavedra et al., 2023).

Conversely, in the article authored by Párraga et al. (2024), entitled "El juego de roles en el desarrollo de la producción oral en estudiantes de octavo de bachillerato" in Ecuador, indicates that, currently, English stands as one of the most widely spoken languages across the globe, facilitating communication among people from various regions and offering numerous benefits across different fields. Despite this, students often struggle to express themselves fluently in a second language, largely due to the limited use of effective pedagogical strategies in the classroom. Among these strategies, role-playing proves especially effective for enhancing communicative competence, as it allows learners to engage in meaningful verbal interactions.

This article explores the significance of enhancing oral expression through role-play in English language learning, using a mixed-methods research approach. It integrates both

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qualitative and quantitative data through analytical, inductive, deductive, and synthetic methods to ensure accuracy and reliability. Data was collected from surveys completed by 44 students and interviews with 5 English teachers and was then thoroughly analyzed using these methods. The analytical method broke down the components of the issue for detailed examination; the inductive method drew general conclusions from specific observations; the deductive method applied general premises to reach specific outcomes; and the synthetic method brought all findings together into a coherent whole (Párraga et al., 2024).

The research underscores the adaptability of role-playing to various proficiency levels and cultural settings, making it a highly versatile tool in diverse educational environments. Regular use of role-play enables students to internalize grammatical structures and vocabulary more naturally, leading to deeper, more lasting learning. Moreover, this strategy helps create a more dynamic and less intimidating learning environment, reducing anxiety and encouraging experimentation without fear of immediate correction. Ultimately, role-playing not only improves oral expression but also enriches the educational experience by fostering both linguistic and social skills. Integrating innovative teaching strategies like role-play into language instruction is, therefore, essential for promoting effective and meaningful communication (Párraga et al., 2024).

Besides, in the article by Helal (2024) titled “The Effectiveness of a Proposed Program Integrating Focus on Form and Gamified Learning in Fostering Egyptian English Majors' Phrasal Verbs Comprehension and Production” describes that the purpose of this research was to enhance the comprehension and production of English phrasal verbs among Egyptian sophomore students by implementing a specially designed program that integrated Focus on Form strategies with gamified learning activities. The study involved 64 participants divided randomly into two

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intact classes: an experimental group and a control group, each consisting of 32 students. Over the course of ten weeks during the Spring 2023 semester, the experimental group received instruction using the proposed program, while the control group followed conventional teaching methods for the same content.

Instruction focused on ten thematic categories of phrasal verbs, including food and drinks, weather, change, education, work, travel and transportation, daily routines, health and fitness, clothing and appearance, and money and shopping. To assess students' progress, the researchers employed pre- and post-tests targeting both comprehension and production of phrasal verbs. The findings showed that students in the experimental group significantly outperformed those in the control group across all assessed areas. They demonstrated superior understanding and use of the targeted phrasal verbs, both overall and within each individual category. Furthermore, a comparison of pre- and post-test results within the experimental group revealed substantial improvement, confirming the effectiveness of the intervention. As a result, the study concluded that the integration of form-focused techniques and gamification can be a successful approach to improving students' mastery of phrasal verbs (Helal, 2024).

Now, Master's Thesis from Colombia by Rojas (2022) titled "Fostering Eight Grader's English-Speaking Skills Through Didactic Strategies at High School Colegio Integrado Puerto Parra" establishes that learning English as a foreign language has played a vital role in the cultural development and advancement of nations. Within the educational context, English language instruction becomes a catalyst for new experiences and activities, generating environments that promote cultural exchange and encourage both teachers and students to engage with diverse learning approaches. Building on this premise, a study was conducted with a

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specific population to implement a set of didactic strategies aimed at fostering the acquisition of various English language skills, with a particular emphasis on oral production.

The main objective of this research was to identify and address a specific shortcoming in English language learning namely, the limited proficiency in oral communication. The study began with a contextual analysis and a general overview of the problem, along with the expected outcomes. The implementation phase focused on enhancing the speaking skills of eighth-grade students at Colegio Integrado Puerto Parra in Santander. To support this goal, the project established clear criteria grounded in didactic principles, which helped foster student engagement and improve their oral performance (Rojas, 2022).

To carry out the proposal, the teacher-researcher concentrated on the creation, design, and application of sequential didactic strategies rooted in classroom contexts. These strategies were implemented through workshops designed to guide students toward active oral practice in English. The target group consisted of twenty students from grade 8A. The study employed several instruments, including a characterization survey, a field journal, and a diagnostic test, all of which proved valuable in the development and execution of the workshops. The results highlighted several features that demonstrated the positive impact of the intervention within its implementation context. These findings confirm that English language teaching strategies must be varied, engaging, and pedagogically sound, ensuring that students are actively involved in the learning process as a whole (Rojas, 2022).

In other investigation titled “Estrategia lúdica basada en talleres como herramienta que favorezca la producción oral en niños de grado 203 del Colegio Kimy Pernía Domicó IED” by Lizarazo (2024) the objective of this research was to design a game learning strategy to foster the oral expression skills of second-grade students from class 203, morning shift, at Kimy Pernía

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Domicó School, located in the seventh zone of Bosa in Bogotá. Based on classroom observations during school activities, several difficulties were identified in this area, such as shyness when speaking in front of an audience, improper voice modulation, poor body posture, and weak argumentation skills. This situation led to the research question: How does the implementation of playful workshops contribute to improving oral expression skills in second-grade students from class 203, morning shift, at Kimy Pernía Domicó School?

To structure the research process, a qualitative methodological approach was adopted. Through observation, data collection, and analysis, the study established objectives that guided the creation of the strategy. The descriptive scope allowed for the identification of group characteristics, and through pedagogical action research, which required situation analysis, a strategy based on playful workshops was developed. These workshops included key criteria such as fluency and pronunciation, vocabulary, coherence, interaction, and non-verbal language, all aimed at reinforcing oral expression skills. As a result of the research, it was concluded that the implemented strategy promoted learning and fostered students' communicative skills and abilities by providing opportunities for expression, fostering values, and creating spaces for creativity, recreation, imagination, and interaction (Lizarazo, 2024).

Theoretical framework

Understanding the theoretical foundations that support the design of playful workshops is essential to contextualize and justify their relevance as a pedagogical strategy aimed at fostering oral production in English among tenth-grade students at Escuela Normal Superior Sagrado Corazón de Chita, Boyacá. Given that the central objective of this proposal is to enhance students' oral expression through dynamic and engaging methodologies, it becomes necessary to explore the core theoretical aspects that inform language learning, communication processes, and the role of play in educational environments. This structure not only provides conceptual clarity but also supports the coherence and intentionality of the pedagogical design, enabling a deeper comprehension of how playful workshops can be purposefully implemented to promote meaningful and effective oral communication in a foreign language.

Oral Expression

Oral expression is an essential tool for human beings, enabling them to establish connections and interact with both peers and the broader community. This skill can be used in informal settings, such as everyday conversations, or in leadership contexts where it becomes a driver of transformation and social benefit. Therefore, effective oral communication transcends various fields, including the professional, commercial, and political spheres, as its development contributes to improving quality of life and guiding actions that serve both individual and collective interests. This is reflected in leading initiatives, managing resources, and designing and sharing projects aimed at improving the social conditions of a given environment (Montiel, 2024).

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Developing adequate oral expression competence, both as a speaker and as a listener, involves achieving comprehensive mastery of the communicative skills inherent to spoken language. This competence cannot be reduced to simply reproducing or interpreting sounds organized into linguistic signs governed by more or less complex grammatical structures. Oral expression represents a much broader phenomenon. Pragmatics has emphasized this for years by highlighting the practical nature of language through the social uses of discourse and the importance of communicative contexts and situations. These factors directly influence the information being transmitted, the way messages are delivered, and the intentions behind them (Ramírez, 2002).

From this perspective, it becomes clear that oral expression is not limited to the articulation of a spoken chain consisting of segmental and suprasegmental phonetic elements such as tone or intonation. Other significant elements are also involved in the act of enunciation: silences, pauses, rhythms, cadences, voice intensity, and speech rate. Additionally, other acoustic resources may appear, such as laughter, crying, sighs, murmurs, whistles, clicks, humming, or vocal percussion sounds. These enrich oral discourse with expressive, deep, and nuanced meanings, adding a distinctly human dimension to the interplay between the objective and subjective elements of communication. Supporting gestures and bodily movements further accompany oral expression, contributing to the interpretation of the message (Ramírez, 2002).

For this reason, studying and/or teaching oral expression entails giving prominence to dialogue, since even monologue can be understood as a form of interaction where the co-participant is simply not physically present. This view implies, on one hand, acknowledging that intonation plays a game role in this mode of speech, and on the other hand, it requires understanding its structure as a text-based form (Rosas et al., 2021).

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Furthermore, in educational processes, mastery of the Spanish language is particularly relevant, as oral expression allows students to develop communicative skills that go beyond passive comprehension. Through the practice of speaking, learners not only articulate sounds and grammatical structures correctly but also grow more confident and fluent when using language in authentic, real-world contexts. Incorporating oral expression into the classroom fosters active learning, where students engage, interact, and apply their knowledge in practical situations. This approach leads to more effective assimilation of vocabulary and grammar, as they are experienced in settings that mirror everyday language use. Additionally, focusing on oral skills enhances students' listening abilities, pronunciation, and the capacity to adjust their speech according to various contexts and levels of formality (Montiel, 2024).

Oral expression plays a crucial role in Early Childhood Education, as this is the stage during which children begin to develop their verbal communication skills. In this process, they gradually refine their pronunciation, expand their vocabulary, and improve the syntactic structure of their speech. Such linguistic growth is achieved through continuous practice in speaking and listening, which are key skills within the communicative and textual approach. This suggests that both at home and in the classroom, dialogue should be actively encouraged to ensure healthy language development, as it supports the formation of thought and reinforces self-confidence and self-esteem. Everyday classroom life, from routine activities to spontaneous events, offers ongoing opportunities to foster oral expression. Furthermore, this skill is not confined solely to the area of verbal language, but is addressed across all subject areas even during psychomotor or visual arts sessions (Santiago, 2018).

Speaking, therefore, is a fundamental way of relating, exchanging ideas and feelings, and seeking points of understanding among interlocutors. It involves reaching agreements or defining

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the limits of disagreements, making decisions, and acting accordingly. This is why, when someone says, “we need to talk,” it is immediately understood as a situation that requires addressing, sharing, or discussing an issue to better understand it together and determine the subsequent actions. This interaction necessarily involves not only speaking but also active listening, which requires a receptive attitude. In summary, oral expressions are understood as a communicative process in which one listens to an integrated language composed of various signs that assist in interpreting messages and responds by emitting equally diverse signs that enrich the communication. Speaking is not merely saying words it is the use of all available resources to make the interaction a complete and meaningful communicative act (Ramírez, 2002).

For teachers, oral expression becomes a powerful diagnostic and monitoring tool to assess each student's progress. Through activities such as debates, presentations, and dialogues, educators can identify individual strengths and areas for improvement, offering immediate feedback that is crucial for their development. For all these reasons, oral expression in the teaching of Spanish as a mother tongue should be viewed not merely as a language practice tool, but as a comprehensive pedagogical strategy that strengthens students' communicative competence and prepares them to interact effectively in multicultural and professional settings (Montiel, 2024).

Functions of oral expression

It is essential for students to increase their participation in oral activities and make the most of the time and opportunities available for speaking practice. They should also focus on the quality of these practices, particularly within the classroom context, where oral communication plays a critical role in language learning. In today's globalized world, English has become a

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widely spoken language, and the ability to communicate orally in English is viewed as a key skill for connecting with people worldwide. Oral practice is not only a core component of language acquisition but also an indispensable element that contributes to the development of communication skills. Within academic settings, students are expected to listen carefully to the teacher's explanations and guidance, while actively engaging in classroom interactions and discussions. Furthermore, they are encouraged to take advantage of additional resources to enhance their oral practice, such as using online voice chat platforms or joining language exchange clubs, which offer more chances to speak with native English speakers (Le & Shuo, 2023).

Language in early childhood serves multiple functions, acting not only as a means for building interpersonal relationships but also as a tool for satisfying needs, exerting control over the environment, expressing emotions and thoughts, and acquiring knowledge. In this regard, the process of language acquisition is supported by frequent conversations with people in the child's daily life, which helps them become familiar with speech sounds and their articulation, while simultaneously promoting cognitive development. However, several factors can hinder this learning process. Among them is parental overprotection, which limits communication opportunities when adults anticipate and meet children's needs before they express them. Additionally, nervousness caused by pressure during the teaching process and a traditional educational approach focused on rote memorization—rather than encouraging the student's own oral expression of learned content—also constitute significant obstacles to language development (Pascual et al., 2021).

The ability to speak in a foreign language largely depends on the speaker's skill in producing accurate sounds. When individuals are careless or lack sufficient knowledge, they may

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make pronunciation errors that lead to misunderstandings on the part of the listener. This often disrupts communication, resulting in the loss of meaning or even the breakdown of the conversation. This issue becomes more noticeable when historical factors influence the present-day use of foreign languages such as English. Like all languages, English has undergone changes over time that have enriched its current form, and these developments must be taken into account especially when aiming for accurate and acceptable spoken production (Benítez & Vidal, 2023).

Speaking represents a game communicative process that forms the foundation of all human interaction within the context of language acquisition. It is one of the four core language skills alongside listening, reading, and writing and holds a central place in the process of learning a new language. For learners of English as a foreign language (EFL), speaking is often regarded as the most engaging and appealing of the four skills. Moreover, language proficiency is frequently associated with the ability to speak it, as individuals who are proficient are typically identified as speakers of the language. The development of speaking ability involves mastering four key components: vocabulary, grammar, pronunciation, and fluency. Each of these elements contributes significantly to a learner's ability to communicate effectively and confidently in spoken interactions (Ahmed & Babiker, 2023).

There are also several effective techniques for improving oral expression skills. One such method is imitation, through which students can enhance their language awareness, pronunciation, intonation, and expressive ability by mimicking the speech of public figures or news anchors. Additionally, reciting and reading aloud are useful strategies that support the development of linguistic intuition and fluency. Another valuable method is voice recording, which allows learners to listen to their own speech, identify errors, and make continuous improvements. Through consistent oral practice, students are better able to understand and

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master essential components of the English language, such as pronunciation, intonation, grammar, and vocabulary. At the same time, it also strengthens their listening abilities, helping them effectively navigate the challenges of real-life communication in diverse language environments (Le & Shuo, 2023).

Components of oral expression (fluency, pronunciation, vocabulary, confidence)

Drawing on the results of a needs analysis, educators can develop targeted language instruction aimed at improving learners' oral fluency. Such instruction may incorporate the use of formulaic expressions to increase the average length of speech segments, as well as discourse markers to support real-time planning and minimize both the duration and frequency of silent pauses. To reinforce spontaneous speaking activities which by themselves may not yield substantial gains in fluency and additional elements can be incorporated into classroom practice. These elements include strategies such as raising awareness of specific linguistic features, engaging in rehearsals or repetition exercises, planning before tasks, and applying time constraints during speaking activities. Through these approaches, features like formulaic sequences and discourse markers can be systematically integrated into instruction to more effectively support fluency development (Rossiter et al., 2010).

Effective fluency instruction includes modeling fluent reading for students, clarifying how fluency is directly connected to reading comprehension, and organizing instructional sequences that help learners enhance their abilities in speed, accuracy, and expressive reading. This process requires intentional and explicit teaching strategies that incorporate diverse reading materials, including those designed for repeated practice, as well as texts that align with students'

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interests, prior knowledge, and vocabulary familiarity (State of Victoria Department of Education, 2023).

There is no doubt that accurate pronunciation is fundamental for both understanding others and being understood. In the context of teaching and learning English as a Foreign Language (EFL), pronunciation should occupy a central role, as it is closely linked to the development of learners' communicative competence, which in turn influences overall language proficiency and intelligibility. Effective spoken communication depends not only on grammatical accuracy and a broad vocabulary, but also on the harmonious integration of both segmental and suprasegmental elements of pronunciation. Within the Spanish EFL learning environment, it is widely recognized that pronunciation represents a significant challenge, as many Spanish learners often lack confidence and perceive themselves as less proficient compared to their European peers in how they articulate English. Mastery of pronunciation is essential for the advancement of oral skills and should be viewed as a core component of communicative competence one that can and should be actively developed in non-native speakers (Edo, 2014).

Vocabulary encompasses the knowledge and recalls of word meanings by students. It is demonstrated through reading, writing, and oral communication. Receptive vocabulary refers to words whose meanings can be recognized when reading or listening, while expressive vocabulary pertains to words used in speaking and writing. In addition to phonics and word recognition, English Language (EL) students require focused and intentional vocabulary instruction. The size of a student's vocabulary in their first language also influences their ability to learn the vocabulary of a second language. While it is impossible to measure a person's vocabulary size precisely, scholars can only estimate the number of words a person typically

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needs to know or learn. In the primary grades, approximately 8 to 10 words can be taught in depth each week. Additional vocabulary is acquired informally through conversation, listening, and reading texts (Hall & Rather, 2021).

According to Konza (2016), although oral language continues to evolve throughout the school years, the oral language students possess in the early stages of formal education is especially vital. This early oral language serves as a key resource for teachers when guiding students in the process of learning to read. In particular, the development of productive vocabulary in oral language is crucial during early childhood, as children learn through speaking, self-talk, private speech, and dialogic interactions, all of which foster higher-order thinking (Cited by Green, 2021).

About confidence, the English language holds significant importance in modern society, being taught as a second or foreign language across many countries. Spoken language has been regarded as a crucial aspect in language teaching for many years. The primary goal for students learning English as a foreign language is to improve their speaking ability in order to communicate effectively, accurately, and fluently. Confidence, as a psychological factor, plays a vital role in influencing students' speaking performance when learning a foreign language. Furthermore, fostering a positive attitude toward their abilities is essential for students to enhance their success in developing their speaking skills (Azimova, 2020).

Benefits of Oral Expression

The teacher's role is crucial in motivating students. According to Ellis (2003), motivation is influenced not only by the student's characteristics but also by the type of interaction established in the classroom. Using teaching techniques that encourage autonomous learning and

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real language use, such as projects, debates, or tasks with authentic content, can help maintain students' interest throughout the learning process.

Dörnyei & Ushioda (2009) have shown that, while both forms of motivation are necessary, intrinsic motivation has a more lasting and significant impact on learning English, as it is linked to the genuine desire to understand and use the language fluently. Furthermore, argues that, in an ideal educational context, students should be intrinsically motivated but should not disregard extrinsic incentives when necessary to create a balanced and stimulating learning environment.

There are several effective methods for oral practice that can aid students in enhancing their expression skills. First, imitation stands out as a powerful technique to improve oral expression. By mimicking speeches from celebrities, news anchors, and others, students can foster their language perception, pronunciation, intonation, and overall expressive skills. Second, recitation and reading aloud are also valuable practices that help students develop their language intuition and fluency in spoken expression. Additionally, voice recording is an effective oral practice method, allowing students to listen to their pronunciation and expression, providing an opportunity for continuous improvement (Le & Shuo, 2023).

The potential advantages of students' oral presentations include enhanced class interaction and participation, increased motivation to learn, exposure to new perspectives that might otherwise be overlooked, and improvements in communication and presentation skills. These presentations offer an opportunity to develop real-world communication abilities, as well as leadership skills (Ali, 2022).

Oral Production in English

Oral production is one of the essential competencies in language learning, as it enables speakers to communicate effectively in different contexts. This skill not only involves the correct articulation of sounds and grammatical structures but also the appropriate use of discursive, pragmatic, and sociocultural elements (Arturo & Hernández, 2019). In the educational field, developing oral production in a foreign language is a constant challenge, especially in environments where students have little exposure to the language outside the classroom (Antía et al., 2018).

Various studies have identified the key components of oral production, including phonetic and phonological competence, lexical and grammatical competence, discursive competence, pragmatic competence, fluency, and interaction. Phonetic and phonological competence refers to correct pronunciation, intonation, and speech rhythm, which are fundamental for ensuring message intelligibility (Celce et al., 2010). Lexical and grammatical competence, on the other hand, relates to the knowledge and appropriate use of vocabulary and grammatical structures. Ellis (2003) argues that grammar acquisition should not be limited to learning rules but should involve internalizing them for spontaneous production.

Fluency is another key component of oral production. Segalowitz (2010) defines fluency as the ability to speak quickly and naturally without excessive interruptions. This skill depends on the automation of linguistic structures and efficient access to lexical and grammatical knowledge.

DeKeyser (2007), in his practice and automatization theory, argues that oral production improves through repetition and constant practice, allowing students to transition from declarative knowledge (knowing the rules) to procedural knowledge (using them in

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communication). Ellis (2003) proposed that using authentic communicative tasks enhances fluency and speech accuracy. These tasks allow students to practice the language in real situations, fostering meaningful and motivating learning.

One of the most effective strategies for improving oral production in the classroom is the use of game workshops. Bertoglia (2008) emphasizes that game activities not only enhance students' confidence but also allow them to practice the language in a meaningful environment.

Playful workshops include activities such as role-playing, simulations, dramatizations, and game dynamics that enable students to practice the language in a more natural and relaxed manner. These strategies not only facilitate language assimilation but also promote collaboration and social learning.

Oral production is a complex skill that requires the integration of multiple linguistic, cognitive, and social competencies. The literature suggests that learning based on communication and interaction is fundamental to developing this skill effectively. In this regard, playful workshops represent an innovative and effective strategy for improving oral production, as they combine motivation, game practice, and meaningful learning. Implementing these strategies in the classroom can significantly contribute to fostering students' communicative competence and enhancing their performance in using English as a foreign language.

Communicative Approach

The notion of learning strategies in the context of foreign language education is closely tied to the methodological transformation that emerged during the 1970s. This shift, driven by the communicative approach, integrated insights from various scientific disciplines previously overlooked such as humanistic and cognitive psychology, as well as research in learning theory

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and language acquisition. These interdisciplinary contributions significantly redefine the perception of the language learner and the educator's role. As a result, affective factors began to gain prominence in language education, with growing recognition of how increasing learners' motivation and confidence, while lowering their anxiety, contributes to more effective learning. The emphasis on fostering a relaxed and enjoyable learning environment reflects the critical role emotions play in the acquisition process (Paredes & Vélez, 2021).

Cognitive aspects of learning were also brought into focus, highlighting the relevance of individual learner variables, varying learning styles, and the strategies learners develop to overcome challenges in acquiring a new language. Within this framework, learning a language is understood as engaging in communicative tasks, where language acquisition equates to learning how to communicate effectively. Consequently, language learning strategies are grounded in actions related to comprehension, expression, and interaction. However, this approach does not imply that only communication strategies are employed (Vélez & Paredes, 2021).

The communicative approach in English language teaching, also known as the Communicative Approach to the Classroom (ECA) or Communicative Language Teaching (CLT), focuses on the practical use of the language for real and effective communication. This approach considers that the main reason for learning a foreign language is to be able to communicate fluently and appropriately in everyday situations. Unlike previous methods that emphasized teaching grammar and structure, the communicative approach places the student at the center of the learning process, with an emphasis on interaction and mutual understanding (Sayera, 2019). The assessment of oral production through role-playing activities has shown that, although students from communicative classes exhibit greater mastery of communicative techniques compared to those from integrative teaching groups, the latter demonstrate stronger

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grammatical skills. These differences, along with paralinguistic features, have emerged as the most distinct parameters distinguishing the two groups (Vivanco, 2009).

In the communicative approach to language teaching, the role of the teacher is significantly different from traditional methods. Rather than being the sole authority and transmitter of knowledge, the teacher becomes a facilitator of communication and a guide for students' learning processes. According to Savignon and Sysoyed (2002), one of the key proponents of the communicative approach, the teacher's primary role is to create an environment that encourages students to engage in meaningful communication. This involves shifting the focus from grammar and structure to the functional use of language in real-life situations. Teachers must encourage learners to use the language for authentic purposes, making language learning more relevant and engaging.

Communicative Competence

The communicative approach places a strong emphasis on the use of language in real-life situations, where students are encouraged to engage in authentic communication. Rather than focusing solely on grammatical accuracy, this method promotes interaction that mirrors natural language use. Hymes (1972) redefines language knowledge through the concept of communicative competence, emphasizing the ability to use language appropriately across sociocultural contexts. This competence goes beyond grammar, requiring speakers to know when, how, and with whom to use specific expressions. It highlights not just structural correctness, but also contextually meaningful communication. Communicative competence involves interpreting and applying the social meaning of language. Hymes outlines four

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dimensions: linguistic, sociolinguistic, pragmatic, and psycholinguistic competence. Together, these enable effective and appropriate interaction within a language community.

In this light, the development of communicative competence becomes a fundamental goal in teaching English as a foreign language. It moves language learning beyond rote memorization of grammar rules and into the realm of purposeful, culturally informed interaction. Hymes' model underscores the importance of developing not only the structural aspects of language but also the pragmatic skills needed to interpret and produce language in socially meaningful ways. Learners must acquire the tools to adapt their speech according to context, intent, and audience skills essential for effective communication in diverse settings. Thus, the communicative approach recognizes that true language proficiency lies in the learner's ability to integrate all these aspects into fluid, real-world use.

Consequently, the teacher's role in a communicative classroom shifts from a transmitter of knowledge to a facilitator of interaction. Guided by Hymes' theory, the teacher is expected to create meaningful learning experiences that prompt students to collaborate, solve problem, and negotiate meaning. In doing so, the teacher not only offers language input but also scaffolds the development of sociocultural awareness and game competence. This dual function of linguistic and social guidance equips learners with the ability to transfer their classroom experiences into practical communication skills. Rather than focusing solely on correcting errors, the teacher becomes instrumental in shaping learners' confidence and competence to engage in genuine, dynamic communication.

Training professional skills that fosters the development of communicative competence in foreign languages is a crucial objective in higher education. The ability to communicate effectively has become one of the most sought-after qualities in the current job market, as

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various fields constantly require individuals who can present new projects, advocate for ideas, lead discussions, and persuade or counter opposing views (Shchur et al., 2022).

According to the Ministry of National Education of Colombia (2015) communicative competence, as defined within English language standards, serves as a clear framework that guides what students should learn and be able to do with the language in specific contexts. These standards are valuable not only for students and their families but also for teachers, educational institutions, and educational authorities, as they establish a reference point for language learning expectations. Competence, in this sense, refers to the integration of knowledge, skills, and personal characteristics that enable an individual to act effectively within a given environment.

In English language education, the aim is to develop communicative competence, which comprises several interrelated dimensions: linguistic, pragmatic, and sociolinguistic. Linguistic competence refers to the knowledge and appropriate use of the formal aspects of language such as grammar, vocabulary, pronunciation, and spelling. It involves not just theoretical understanding, but also the ability to apply these elements in meaningful ways across different contexts. Pragmatic competence, on the other hand, involves the functional use of language. This includes discourse competence, which is the ability to organize sentences into coherent texts, and functional competence, which refers to knowing the appropriate linguistic forms and their communicative purposes in real-life situations (Ministerio de Educación Nacional de Colombia, 2015).

Sociolinguistic competence includes an understanding of the social and cultural norms that shape language use. This means recognizing how factors such as politeness, social relationships, generational or gender differences, and cultural expressions influence communication. It also includes the ability to navigate differences in dialects, accents, and

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registers. Because communicative competence is flexible, dynamic, and context-specific, it cannot be developed in isolation. Instead, it must be cultivated through meaningful, real-world experiences that integrate ethical, aesthetic, social, and cultural dimensions of the language. Beyond the mastery of linguistic structures, learners need real opportunities to interpret and understand their surroundings through language (Ministerio de Educación Nacional de Colombia, 2015).

In alignment with UNESCO's report *Learning: The Treasure Within*, which promotes the four pillars of education, learning to know, learning to do, learning to live together, and learning to be, English instruction should also foster broader dimensions of learning. These include declarative knowledge, derived both from formal learning and life experience, including intercultural knowledge such as values, traditions, and worldviews from other regions or countries. Additionally, students should develop practical and intercultural skills, which range from professional and artistic abilities to relational capacities like empathy and the ability to overcome stereotypes. Personal knowledge is also essential, it encompasses the traits, attitudes, motivations, and values that shape how individuals see themselves and relate to others. Finally, learning how to learn becomes crucial: this includes a disposition to engage with what is unfamiliar, understand how language and communication work, and apply study and heuristic strategies that support ongoing learning across linguistic and cultural boundaries (Ministerio de Educación Nacional de Colombia, 2015).

Playful workshops for EFL

Educators are continually exploring innovative strategies and activities that foster strong motivational engagement among students, ensuring these approaches align with technological

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advancements and contemporary findings in the field of second language acquisition (SLA). This proactive attitude toward improving the learning experience should be actively supported by educational leaders, such as administrators and supervisors, through well-structured training programs and professional development workshops. Teaching languages presents inherent challenges, particularly due to the dynamic nature of linguistic evolution and the emergence of new tools and methodologies that can significantly enhance classroom practices (Martins, 2024).

In addition to this, it is essential for teachers to recognize that dynamic and game learning tasks often demand considerably more effort in terms of pre-class planning, in class monitoring, and post-activity feedback, compared to more traditional approaches commonly observed in conventional educational settings, where students are typically expected to remain passive, simply listening or copying. This reality should also be acknowledged by those who oversee teaching practices, as it underscores the necessity for teachers to invest time not only in preparing their lessons but also in making effective use of the physical and technological resources provided by their institutions. Ultimately, such considerations are fundamental to steering the teaching and learning process toward more impactful and meaningful outcomes (Martins, 2024).

Definition and Characteristics: game workshop and pedagogical purposes

Playful workshops are learning activities designed to actively engage students in their educational process. In these workshops, learning occurs through participation in fun dynamics that combine knowledge and entertainment, stimulating motivation, commitment, and interaction (Verhoog, 2016). These workshops have a student-centered approach, promoting active learning through experiences that allow practice, reflection, and collaboration. Playful workshops are

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used in various areas of knowledge, including foreign language teaching (Tang, 2023). When focused on second language learning, they are considered particularly effective due to their ability to reduce student anxiety, promote communicative practice, and make learning meaningful and applicable in real-world contexts (Triwibowo, 2023).

Undoubtedly, the inclusion of play and enjoyment within workshop dynamics plays a fundamental role, as it creates a learning environment where students can acquire knowledge while simultaneously experiencing moments of fun. This approach significantly alleviates the pressure commonly associated with formal instruction, fostering a relaxed and supportive atmosphere in which errors are understood as natural and essential components of the learning journey (Tisza, 2023). Moreover, the emphasis on interactivity through dynamic and engaging activities ensures that learners are not merely passive recipients of information; rather, they become active participants who engage meaningfully with both the content and their peers. This interaction is crucial for nurturing communicative and social competencies (Kamran et al., 2023).

In addition, playful workshops inherently promote active learning. Unlike traditional methods that often rely on rote memorization, these workshops stimulate students to think critically, collaborate effectively, and solve problems creatively in pursuit of shared objectives. Activities such as role-plays, debates, educational board games, and simulations exemplify this approach, requiring students to use language in purposeful and context-driven ways (Doolittle et al., 2023).

Equally important is the collaborative learning of many of these workshops, which are intentionally structured to encourage teamwork. Working in groups not only facilitates the sharing of ideas and perspectives but also enhances the collective construction of knowledge.

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Through these interactions, students develop their linguistic skills in an organic and socially meaningful manner (Alcivar et al., 2024).

Furthermore, playful workshops are designed with a strong emphasis on contextualized learning. By incorporating tasks that mirror real-life scenarios, such as simulations or role-playing exercises, these experiences provide students with opportunities to practice language in authentic contexts. This greatly enhances the likelihood of knowledge transfer from the classroom to everyday communication situations (Gregory et al., 2016).

Lastly, such workshops serve as a powerful catalyst for creativity and learner autonomy. Participants are frequently challenged to make decisions on the spot, improvise responses, and approach tasks with flexibility, all of which stimulate innovative thinking. At the same time, students take ownership of their learning process, demonstrating responsibility in how they apply acquired knowledge to diverse and specific situations. Collectively, these elements make playful workshops a dynamic and effective strategy for fostering comprehensive language development (Abdrahim & Han, 2023).

Promoting student interaction through cooperative learning from a dialogical standpoint offers the opportunity to transcend the traditional teaching methods commonly found in public education. By adopting an approach that conceives language as a form of social practice, where educators foster social consciousness and create meaningful spaces for dialogue and critical thinking, it becomes feasible to integrate the content of the English as a Foreign Language (EFL) syllabus with students' lived experiences. This connection enables learners to better comprehend and reflect on their own realities, gradually empowering them to become proactive individuals capable of influencing and transforming their social environments. In this way, the English classroom evolves into a dynamic learning environment that extends beyond the mere acquisition

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of grammatical and linguistic knowledge. It becomes a platform for cultivating critical, reflective, and socially engaged learners who can apply their understanding to contribute meaningfully to societal change (Contreras & Chapetón, 2016).

Given the growing importance of English as a Foreign Language (EFL) in both outer and expanding circles, it becomes essential to explore in depth its possible applications within English Language Teaching (ELT). This understanding would enable learners of English as a Foreign Language (EFL) to build the confidence necessary to engage in effective communication not only with native English speakers, but also with the broader and increasingly significant community of non-native speakers (Asmari, 2014).

Pedagogical, Content, and Technological Components – Learning Objectives, Dynamics, Digital Resources

Given the rapid pace of technological advancement in today's world, supporting teachers in the integration of digital tools into education has become increasingly important. However, for this integration to be effective, educators must first possess the necessary knowledge to understand how to apply and manage technology in ways that enhance student learning. When used appropriately, technology offers numerous opportunities to improve academic outcomes and student engagement (Su, 2023). Technological progress has greatly influenced the incorporation of digital tools into educational settings. Nevertheless, effectively using technology in teaching continues to present difficulties, primarily because many educators have not received adequate training in this field. Some educators have adopted successful strategies rooted in technological pedagogical content knowledge to actively involve students and make the learning process more engaging and impactful (Rezky, 2025).

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In recent years, the study of learning strategies for acquiring a foreign language has gained considerable attention, particularly in relation to learning English as a foreign language. This interest stems from their growing need to internationalize their economic activities or explore new opportunities to improve their living conditions. In this context, learning strategies have become essential tools in educational processes at all levels, as they encompass cognitive mechanisms that learners must actively apply while engaging with new content. Although rooted in the cognitive paradigm, the analysis of learning strategies goes further by incorporating aspects related to students' motivation and disposition key elements in the learning process. These strategies involve a range of actions, processes, or plans aimed at achieving specific educational objectives. From another perspective, they are defined by their conscious and intentional nature, grounded in students' decision making in pursuit of meaningful learning. Thus, they can be seen as mental processes designed to enhance comprehension and retention (Vásquez & Rodas, 2022).

In the context of English as a foreign language, several technological tools have proven to be particularly effective. Among these are auditory resources, information and communication technologies (ICT), the internet, and virtual platforms. Virtual platforms, in particular, represent a modern approach to language learning by offering personalized, context-rich instruction that connects with real-life situations and facilitates deeper learning. The McKenzie method stands out as a tool that not only promotes language acquisition but also supports technological proficiency, leading to more effective teaching and learning experiences. Virtual learning environments allow for a more efficient and structured guidance of the learner's process. These platforms promote dynamic and participatory interactions between teachers and students through online activities and assignments, which can be submitted at any time and from any location,

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reducing reliance on paper-based tasks. One prominent tool, English Attack, uses a specific methodology centered on movie clips and visual stimuli, complemented by games that reinforce content in an engaging and enjoyable way. The platform targets the development of individual skills while maintaining students' interest through exercises based on songs, videos, films, musicals, and news, making language learning gamer and more appealing (Rodas & Vásquez, 2022).

Blogs are another valuable resource, fostering collaborative learning by creating spaces for communication and content sharing. They are user-friendly and engaging and can be created by teachers or students individually or in groups. Blogs support the teaching-learning process in a technological environment by storing videos, presentations, links, tasks, and music, thus creating an atmosphere conducive to learning and stimulating students' curiosity. Finally, tools such as chats, emails, video conferences, and social media also contribute significantly to the development of various language skills, from reading comprehension to grammar, while enhancing students' oral communication abilities. According to both teachers and students, integrating technological tools into the classroom supports more effective teaching and learning of English as a foreign language. These tools foster learners' cognitive capacities and spark greater interest by allowing them to engage with the language through familiar and accessible digital resources (Rodas & Vásquez, 2022).

Teachers and their expertise play a crucial role in students' academic progress and overall success. Nevertheless, there is limited research regarding the specific professional knowledge educators possess. In recent years, defining and understanding what constitutes teacher knowledge has become increasingly complex, as it requires a deep grasp of foundational concepts such as the processes of teaching and learning, the nature of knowledge itself, and how

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this knowledge is applied effectively in classroom settings. Teaching is inherently dynamic and often demands adjustments within the education system. In contexts shaped by technological advancement, educators must be equipped with the necessary skills to remain on par with their global counterparts. Both developed and developing nations are making significant efforts to enhance educational infrastructure by investing in digital resources for schools. These investments, whether by national or regional governments, aim to integrate technology into education effectively. According to existing literature, teachers who demonstrate greater competence in the use of educational technologies tend to contribute more positively to student learning. The use of computers and digital tools in the classroom has the potential to significantly improve students' academic performance and engagement (Duan et al., 2022).

It is essential for all educators to integrate technology into their instructional practices, as the educational landscape now demands an evolving understanding of technical tools. The technology can be meaningfully incorporated into teaching. Educators who develop strong competencies in pedagogy. Educators who develop strong competencies in pedagogy, content knowledge, and technological understanding are better equipped to design and implement context-relevant strategies that both support instructional goals and enhance student learning experiences (Su, 2023).

Playful workshops in Teaching

To begin with, incorporating play and game learning dynamics into various aspects of school life, such as teaching, learning, assessment, classroom environment, and school culture, requires a shift in mindset that values student agency. A fundamental element of this approach is empowering learners to take charge of their own educational journey. By gradually transferring

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responsibility to students, educators create opportunities for them to take initiative, pursue their interests, and shape the learning process. This involves being flexible and responsive, adapting plans to align with students' evolving needs and curiosities. Additionally, it is essential to understand who the learners are by paying close attention to their strengths, interests, and backgrounds. This can be achieved through observation, conversation, and engagement with families. Sharing one's own stories and experiences also fosters a more personal and relatable learning environment.

In numerous studies, game learning activities are often portrayed as being relatively disconnected from specific educational objectives, with a predominant focus on aspects such as motivation, creativity, and other broad phenomena. While these areas are undoubtedly important and valid, failing to integrate these game approaches into structured didactic designs may lead to missed opportunities in experiential learning. For instance, students might explore physical laws through a particular computer-based simulation that also has potential for application in professional teaching contexts, or they might enhance their creative skills by working in fab labs while simultaneously developing effective didactic strategies for children within those environments. Generally, this integrated approach tends to be productive. However, many of the reviewed articles seemed to assume, rather than empirically verify, that adults can learn effectively using the same tools, tasks, and settings designed for children. Therefore, a more thorough investigation into the implications and actual potential of these assumptions is necessary (Wilms et al., 2022).

Furthermore, it is crucial to involve students in both small and significant decision-making processes. Giving them a voice in choices, ranging from classroom layout and seating arrangements to topics of study and methods of assessment, helps cultivate a sense of ownership

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and responsibility. Offering options related to content, process, and outcomes not only increases motivation but also accommodates diverse learning preferences. Moreover, integrating regular reflection sessions into classroom routines deepens students' awareness of their own learning. Whether done individually or collaboratively, using different formats such as writing, drawing, or acting, these reflective moments enhance metacognition and allow learners to actively co-construct their educational paths.

Learning is recognized as a fundamental part of human development across all stages of life. In response, educators continually seek effective strategies to enhance learning outcomes. Among these, the incorporation of play into the learning process has shown promising results in supporting educational development. Play appears to facilitate the acquisition of various skills and highlights the importance of further research and awareness within the educational field to ensure its integration at all levels of education, including adult learning. The findings of this study reinforce the positive role of play in education, as the views expressed by the participating teachers and educators align closely with existing literature. By acknowledging the value of play in educational contexts, it becomes possible to promote the advantages of game learning and encourage continued investigation into its impact, particularly in higher education settings.

In addition, fostering a collaborative classroom culture enhances the impact of game learning. When students interact meaningfully with peers, exchanging and challenging ideas, they develop deeper understanding and interpersonal skills. Designing collaborative activities centered on academic content encourages relationship-building, especially when learners with complementary strengths are paired together. Teachers can also foster bonds by participating in students' game experiences. At the same time, promoting purposeful dialogue allows learners to collectively construct knowledge. Providing structured opportunities for small-group and whole-

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class discussions, supported by thinking routines and facilitation strategies, ensures that all voices are heard and ideas are developed collectively. Cultivating a supportive culture of feedback, where comments are kind, specific, and constructive, further empowers students to refine their thinking and work. (Harvard University, 2021).

Learning is recognized as a fundamental part of human development across all stages of life. In response, educators continually seek effective strategies to enhance learning outcomes. Among these, the incorporation of play into the learning process has shown promising results in supporting educational development. Play appears to facilitate the acquisition of various skills and highlights the importance of further research and awareness within the educational field to ensure its integration at all levels of education, including adult learning. The findings of this study reinforce the positive role of play in education, as the views expressed by the participating teachers and educators align closely with existing literature. By acknowledging the value of play in educational contexts, it becomes possible to promote the advantages of game learning and encourage continued investigation into its impact, particularly in higher education settings (Andreopoulou & Moustakas, 2019).

Moreover, a learning environment that encourages experimentation and embraces risk-taking nurtures curiosity and innovation. When learners are invited to explore different paths toward their goals, they gain confidence in navigating uncertainty and develop critical and creative thinking skills. Designing open-ended inquiries, using materials that invite tinkering and discovery, and posing thought-provoking questions help students feel comfortable with ambiguity. Importantly, educators must reassure students that making mistakes is not only acceptable but expected, especially when engaging with new or challenging content. Celebrating moments of risk-taking through rituals, cheers, or classroom traditions normalizes this behavior.

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Teachers, too, play a vital role by modeling their own willingness to take risks, try new approaches, and learn from failures, thus fostering a resilient learning community (Harvard University, 2021).

Finally, it is important to recognize the emotional dimensions of game learning. While feelings of joy, satisfaction, and engagement often arise, learners may also experience frustration or discomfort. Acknowledging this full spectrum of emotions and designing multiple game pathways ensures that each student can engage meaningfully. Educators can introduce joy through unexpected materials, challenges, or immersive classroom setups. Creating game entry points at the beginning of a lesson, such as riddles, dramatic role-play scenarios, or environmental transformations, can spark interest and support skill development, especially in areas requiring repetition. Storytelling, imaginative role-play, and sensory exploration offer additional means for learners to express themselves and construct meaning. Encouraging curiosity through open-ended questions, and making both student and teacher wonders visible in the classroom, nurtures a culture that values exploration and continuous learning (Harvard University, 2021).

Experiential Learning. As global economic and political dynamics continue to evolve rapidly, the significance of the English language has grown considerably. Recognized as the primary official language of the United Nations, English now plays a central role in international commerce and intercultural communication. Given this increasing demand, the development of communicative competence in English has become a key objective in language education. To address this need, the Experiential Teaching Model has gained widespread recognition among educators and researchers. This approach involves designing learning environments that align

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with specific instructional goals and content. Within these environments, students actively engage with the material, gaining both knowledge and meaningful experiences that contribute to the development of their English proficiency. Under the guidance of instructors, learners are encouraged to explore and construct their own understanding, creating a personal framework of knowledge that supports long-term learning (Zhang, 2021).

The application of Experiential Learning principles in English language instruction has demonstrated significant potential in enhancing student engagement, motivation, and language development. When educators integrate practical activities, opportunities for reflection, and active student involvement, they create more dynamic and meaningful learning environments. These settings allow students to connect emotionally and cognitively with the content, which fosters deeper understanding and retention. Moreover, experiential methods such as role-playing serve as effective bridges between academic instruction and authentic language use, encouraging learners to apply their skills in realistic contexts (Žukauskaitė, 2023).

In addition to supporting the learning of vocabulary and grammar, this approach nurtures essential competencies that go beyond language itself. For instance, it promotes critical thinking, enhances problem-solving abilities, and strengthens communication skills. It also helps students build their capacity to conduct research and fosters a deeper understanding of cultural nuances. The effectiveness of this methodology depends largely on how the learning tasks are designed, as each activity contributes to different skill development based on its specific goals and structure (Žukauskaitė, 2023).

Furthermore, experiential learning allows students to make direct connections between theoretical content and real-world application. This connection helps unify fragmented knowledge and leads to deeper intellectual engagement and more substantial knowledge

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retention. In the context of college-level English instruction, teachers are encouraged to incorporate digital tools and multimedia resources to create immersive and realistic learning scenarios. These tools facilitate interaction between students and educators and help enrich the overall learning atmosphere. College English teaching materials often include a combination of audio, visual, video, and dynamic text components. To fully benefit from these resources, students need an environment that supports active participation and emotional engagement. Such conditions enhance their understanding of both the language and the experience itself, providing a solid foundation for future discussions and collaborative learning (Zhang, 2021).

Observations from English classrooms reveal that Experiential Learning strategies significantly improve language competencies across the four key areas: listening, speaking, reading, and writing. When it comes to listening, students benefit from exposure to authentic conversations, multimedia resources, and exercises that require them to engage actively with spoken language. These experiences help them better understand various accents, speech patterns, and real-life dialogues.

In terms of speaking skills, this instructional model creates frequent opportunities for learners to practice oral communication through discussions, presentations, and game scenarios. As a result, students become more fluent, accurate, and confident when speaking in English. Regarding reading, Experiential Learning enriches comprehension by immersing learners in texts that relate to their own experiences. This not only improves vocabulary acquisition but also sharpens their analytical and interpretive skills (Žukauskaitė, 2023).

Additionally, communication and interaction are fundamental aspects of experiential learning. They enable students to process information more deeply, develop better listening comprehension, and foster their communication skills. However, it is also important to recognize

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that learners with lower proficiency may struggle to keep pace in more advanced settings, even if they find experiential methods engaging. If students are not consistently immersed in these environments over time, the effectiveness of the Experiential Teaching Model may diminish, limiting its ability to significantly improve language acquisition in higher education contexts (Zhang, 2021).

Also, writing abilities are developed as students are encouraged to reflect on and express their personal experiences through written language. Such tasks help them improve the structure, coherence, and grammatical precision of their writing. Altogether, Experiential Learning offers a comprehensive and effective approach to language education, equipping learners with both linguistic proficiency and broader academic and interpersonal skills. In recent years, educational technology has significantly transformed the dynamics of playful workshops (Žukauskaitė, 2023).

Digital Collaborative Learning (DCL), as proposed by scholars such as Akbari & Williams (2021), underscores the role of digital platforms in facilitating social and collaborative learning experiences. Digital playful workshops encourage student interaction through online activities that require cooperation to solve problems, complete tasks, and pursue shared objectives. This pedagogical approach enhances communication, fosters the negotiation of ideas, and supports conflict resolution, leveraging technology as a powerful educational tool.

Personalized learning has been a major topic in recent years, with authors such as Phillips (2023) emphasizing the need to adapt learning to the individual needs of students. This approach promotes greater student autonomy in the learning process, allowing them to explore and develop skills at their own pace. In this context, playful workshops provide a flexible

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environment where students can choose activities that resonate with their interests, learning styles, and needs, which improves motivation and retention of acquired knowledge.

Situated Learning. Lave and Wenger (1991) are considered foundational references in the study of situated learning, not only due to the strength of their theoretical contributions but also because of the historical relevance of their publication, which marked a turning point in understanding learning as a socio-cultural phenomenon. In their work, the authors intentionally move away from interpreting empirical cases of learning in practice as universal models. Instead, they reassess these cases as context-specific examples that contribute to a broader theoretical framework. While such cases remain valuable for illustrating their theory, their primary focus lies in understanding how individuals gradually become full participants in culturally and historically situated practices. This shift highlights learning as an active, transformative process embedded in social contexts, rather than a mere acquisition of abstract knowledge.

As they develop their conceptual framework, Lave and Wenger (1991) address widespread misconceptions about what it means for activity or learning to be "situated." Often, the term is misunderstood as referring only to specific times and places or minimal social involvement. In contrast, the authors propose a comprehensive perspective in which all human activity is inherently situated, and knowledge is formed through the mutual constitution of the agent, the activity, and the world. They argue that general knowledge only gains meaning within specific contexts and that abstraction itself is always embedded in particular circumstances. Consequently, narratives and context-rich experiences may convey knowledge more effectively than abstract theoretical statements. Lave and Wenger challenge the presumed superiority of decontextualized knowledge, emphasizing instead that generality emerges through the reinterpretation of past experiences in light of present realities. Their theory offers a richer,

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relational understanding of learning, grounded in participation, negotiation of meaning, and cultural context.

Moreover, it is essential that learning be situated within meaningful contexts, as instruction that relies solely on abstract concepts tends to limit learners' ability to apply knowledge beyond the immediate learning environment. When knowledge is not connected to real life scenarios, its transferability becomes restricted. In this regard, fostering critical thinking should be a central objective for foreign language educators, given that the capacity to think analytically and reflectively plays a vital role in daily decision making and problem solving. For this reason, it may be particularly advantageous to introduce critical thinking skills at the preparatory level, enabling students to relate their classroom learning to real-world experiences through the application of a situated learning approach (Ahmad, 2021).

Situated learning refers to the type of learning that occurs within the same context in which it will ultimately be applied. This approach leverages the inherently social nature of human beings to create a more relaxed and comfortable environment for learners, thereby facilitating more effective language acquisition. It emphasizes immersion and interaction, encouraging students to learn through authentic and meaningful experiences that reflect real-life situations. This method holds several significant advantages in the context of language learning. First, it captures learners' attention and boosts their motivation, making the process more engaging. It also draws upon the social abilities of students, which are essential in language development. Furthermore, it promotes the enhancement of both communicative and pragmatic competencies by immersing learners in real and relatable scenarios. By integrating language into meaningful contexts, situated learning transforms traditional methods, introducing creativity and

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interaction into the learning experience. This, in turn, fosters a positive and dynamic atmosphere that makes language acquisition more enjoyable and less intimidating (Abdallah, 2015).

In recent years, the incorporation of educational software has significantly reshaped the educational landscape, opening up new possibilities for enhancing both teaching and learning experiences. In particular, the integration of institutional platforms specifically designed for English language instruction has gained notable prominence within higher education. These platforms offer a robust digital framework that facilitates the application of innovative pedagogical strategies, such as situated learning, which focuses on the use of knowledge in authentic, real-world scenarios under the guidance of instructors (Fernández, 2023).

Another key benefit of situated learning is its ability to bridge the gap between theoretical knowledge and practical application. Learners are encouraged to link abstract concepts with their everyday use, which reinforces the contextualized understanding of vocabulary, grammar, and syntax. This connection between linguistic structures and their practical implementation ensures that students acquire language not only intellectually but functionally. As a result, learners tend to feel more at ease, more confident in their abilities, and more capable of achieving their learning goals. Additionally, this method supports learners in managing boredom, staying focused, and making better use of their prior knowledge and language exposure. Situated language learning also encourages the use of digital tools and social media in meaningful and communicative ways. It supports self-reflection and helps students remain engaged by making learning more relevant and interactive. Various forms of situated learning have emerged, each offering distinct advantages. For instance, Communities of Practice (CoP) bring learners together around shared goals, while Online Language Learning Communities transcend geographical barriers by using web-based platforms to exchange resources and ideas (Abdallah, 2015).

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Rather than focusing instruction solely on the recall of content, the primary aim should be to equip students with the ability to apply their knowledge in meaningful and practical ways outside the school context. Unfortunately, many teaching methods still fall short of this objective. To address this gap, it would be valuable to provide educators with strategies rooted in situated learning, incorporating authentic tasks and activities that bridge classroom learning with everyday life. Such an approach can enhance the likelihood that students will internalize and transfer their classroom experiences to real-world situations, ultimately leading to deeper and more lasting learning (Ahmad, 2021).

Authentic Language Learning focuses on exposing learners to real materials and scenarios, making the classroom experience more realistic and effective. Task-Based Language Learning, which emphasizes goal-oriented and game tasks, also aligns well with situated learning principles. In Virtual Language Learning (VLL), platforms like Second Life allow learners to interact in simulated environments, represented by avatars. These virtual worlds provide the opportunity to mimic real-life interactions, enhancing the functional and pragmatic use of the target language. Additional models, such as the Cognitive Apprenticeship Model and dramatic techniques like role-playing, further supported learning. Role-playing transforms passive students into active participants, allowing them to explore improvisation and creativity while practicing language in authentic and emotionally engaging settings. This dramatic element brings the language to life, enhancing fluency, confidence, and communicative competence by adding vividness, relevance, and enjoyment to the learning experience. Through these varied and immersive approaches, situated learning helps students develop deeper, more meaningful connections with the target language (Abdallah, 2015).

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To develop productive language skills effectively, learners must actively engage in both speaking and listening. These skills cannot be fully cultivated through traditional text-based instruction, as spoken language includes nuances, expressions, idioms, and vocabulary that are best understood within dynamic, real-life contexts. In the study, this challenge was addressed through the use of authentic sketches embedded in a situated learning environment, which provided learners with realistic communicative scenarios reflective of everyday speech (Efe et al., 2011).

Students generally perceive these platforms as valuable tools for language acquisition, as they provide a wide range of resources and activities aimed at fostering linguistic competencies. Additionally, learners appreciate the flexibility and accessibility of these tools, which allow them to adapt their study habits to their own schedules and learning rhythms. The use of situated learning to reinforce the knowledge gained through digital platforms represents a promising approach for English as a second language instruction in higher education. This method fosters the practical application of knowledge, potentially leading to more meaningful and enduring learning outcomes. However, its successful implementation demands thoughtful planning and careful integration into the curriculum to ensure that educational goals are effectively achieved (Fernández, 2023).

Gamification: Motivation and Active Learning. While there has been a growing scientific interest in exploring how gamification contributes to enhancing positive emotions, motivation, behavioral change, and learning, a comprehensive integration of the theoretical frameworks explaining its psychological mechanisms remains lacking. Previous studies have

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addressed the subject from varied and often fragmented perspectives, many of which show explicit or conceptual interconnections (Krath et al., 2021).

The study by Deterding et al. (2020) highlights the impact of motivation on learning through game-based dynamics. The authors introduce the concept of gamification, which involves incorporating game elements such as rewards, levels, and challenges into nongame contexts to enhance student engagement and foster autonomy. In the context of game workshops, gamification plays a crucial role in encouraging students to participate in meaningful tasks in an enjoyable and competitive manner. This approach promotes intrinsic motivation, deeper learning, and greater collaboration among participants.

One notable advantage of incorporating gamification into the teaching learning process is its capacity to greatly enhance students' motivation and engagement. Beyond this, it also encourages collaboration, strengthens knowledge retention, and cultivates essential skills like problem-solving and decision-making. Through the integration of game-like components such as rewards, challenges, and competition, it establishes a game and contextually relevant learning environment. This approach makes educational experiences more appealing and participatory, harnessing the natural human drive to achieve goals and overcome obstacles. Gamification introduces clear objectives, offers both physical and digital rewards, and provides immediate feedback, fostering a learning environment that encourages persistence and sustained motivation, thereby contributing to a more impactful and enriching educational experience (Jaramillo et al., 2024).

Gamification supports the development of key competencies required in today's professional environment within the framework of active learning. These competencies include teamwork, active listening, autonomous learning, practical application of knowledge, analytical

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thinking, and the capacity to synthesize information. Thus, gamification emerges as an effective educational strategy aligned with the needs and expectations of the digital era (Murillo et al., 2021).

Key principles have emerged that elucidate how gamification operates: it aids in making goals and their significance more visible, steers users through guided pathways, provides instant feedback, strengthens desired behaviors, and simplifies complex content into manageable segments. Additionally, gamified systems support learners in setting personalized goals, selecting different progression routes, and adapting difficulty levels to their individual abilities. Social elements further enrich the experience by enabling peer comparison, encouraging mutual assistance, and fostering collective goal attainment (Krath et al., 2021).

Moreover, gamification contributes to improved knowledge retention by promoting active learning, where students engage directly with tasks and challenges tied to course content, thereby reinforcing their understanding. Through repetition and the hands-on nature of educational games, learners deepen their comprehension and memory, while instant feedback allows for the quick identification and correction of mistakes, enabling real-time adaptation of learning strategies and supporting better outcomes. Additionally, gamification gives learning a more practical and contextual dimension by embedding academic content into meaningful and relevant scenarios. This helps students recognize the real-world relevance of what they're learning, increasing the chances they will retain and apply that knowledge later on. By boosting motivation and engagement, gamification also enhances focus and attention during the learning process, supporting long-term retention. In essence, gamification stands out as an effective educational strategy for boosting knowledge retention by making learning more dynamic, relevant, and engaging (Jaramillo et al., 2024).

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Gamified learning has shown significant benefits for students learning English as a foreign language (EFL), particularly in enhancing their reading comprehension, grammar, and vocabulary performance. The findings provide valuable insights for educators, curriculum designers, and policymakers aiming to improve outcomes in EFL education, contributing to the growing body of evidence that supports gamification as an effective instructional strategy. Incorporating game-based elements into educational programs can lead to improved language learning results. Future research could explore the scalability and long-term impact of gamification across broader and more diverse educational contexts (Tayeh et al., 2024).

Game-Based Learning. The application of playful workshops in the classroom is an effective strategy for improving oral production skills in English, especially for 10th-grade students. This game-based and participatory approach has proven to generate a more dynamic, motivating, and effective learning environment. Below are the main advantages of using this type of workshop, supported by theoretical approaches and evidence in educational research.

A study conducted by Gee (2003) analyzed how video games and game dynamics can influence learning. The author concluded that games provide an environment that fosters exploration, decision-making, and problem-solving skills, which are transferable to language learning. Participants who used video games as a learning tool showed increased interest and motivation to learn, which led to better linguistic development.

According to Gee (2003) well-designed games tend to be both challenging and achievable, creating a state of "pleasant frustration" that serves as a strong motivator for learners. This motivational dynamic is supported by the fact that effective games allow players to adapt the experience to their own skill levels and learning preferences. For example, *Rise of Nations*

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enables users to adjust nearly every game element and provides skill assessments to ensure that each player can operate at the edge of their competence. As players improve, the game offers flexibility to recalibrate the difficulty accordingly.

Games also tend to follow a structured learning cycle. Initially, players are repeatedly exposed to similar challenges such as the head crabs in *Half-Life* until they achieve a routine and almost unconscious mastery of the required skills. The game then introduces a new obstacle, like a different enemy or a boss character, compelling players to reevaluate their current strategies and synthesize existing skills with new ones. This process repeats itself, with each cycle deepening the player's expertise. Often, the final challenge or boss forces a final rethinking and integration of all previously acquired competencies. Through this recursive structure, games effectively model the process of developing expertise in any field (Gee, 2003).

Moreover, games provide insights into how motivation is generated and sustained. Unlike books or films, which are largely passive experiences, games actively engage players by allowing them to shape their characters and influence outcomes. This game dynamic fosters a deep personal investment in both the character and the game, which becomes a central driver of motivation. In this regard, learning through games parallels the experience of adopting a new identity. In a science class, for example, students learn best when they begin to think and behave like scientists. Games demonstrate how individuals can become invested in new roles or identities and an approach that holds significant promise for promoting meaningful and sustained learning in educational and professional settings (Gee, 2003).

Ultimately, the value of good computer and video games lies not only in their capacity to entertain but also in their ability to offer players opportunities for both self-transformation and profound learning. They serve as dynamic environments where individuals can explore new

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identities and acquire knowledge in a deeply engaging manner perhaps more effectively than traditional educational systems in preparing individuals for the demands of contemporary workplaces (Gee, 2003).

Theories about English Learning

Extrinsic and Intrinsic Motivation

Globally, motivation holds a central role in the process of learning across various fields of study, including language acquisition. Both educators and learners must consider the fundamental types and theories of motivation, as it significantly influences human behavior, determination, and goal setting. These motivational drives whether rooted in needs, desires, or aspirations, can stem from cultural, social, or lifestyle factors, or arise innately. Motivation may be shaped by external factors, known as extrinsic motivation, or by internal feelings, referred to as intrinsic motivation. The key difference lies in the nature of the action: intrinsic motivation is driven by a genuine interest in completing a task, while extrinsic motivation involves performing the task to gain a specific reward (Alhamdawe, 2022).

It has been established that a classroom environment guided by an autonomy supportive motivational approach on the part of EFL instructors is strongly associated with learners' greater self-determined motivation, enhanced self-regulation, and increased engagement in English-speaking tasks. As a result, placing emphasis on the affective dimensions of the classroom and their influence on students' sense of self emerges as a valuable strategy for language teachers seeking to improve learners' speaking performance and to involve hesitant or unresponsive EFL students in instructional activities. Based on the study's findings, it is recommended that EFL teachers foster a motivationally supportive classroom atmosphere in which students feel

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emotionally safe, participate spontaneously in speaking tasks, and gradually become more autonomous in their language learning (Ali & Savas, 2017).

The pinnacle of second language acquisition depends on motivation and attitude, provided these are nurtured in a formal learning environment. The types of motivation, whether intrinsic or extrinsic, are not categorically different; rather, they fall within the same continuum of self-determination. Orientation in relation to the environment serves as a long-term goal and sustains students' motivation to learn a second language. The decision to learn, in many cases, comes from within. By internalizing the reasons for language learning, students feel more persistence, comfort, and ease (Hassan et al., 2019).

It is widely recognized that motivation stands as one of the most influential elements in determining a language learner's success or failure. In the context of English language acquisition, motivation is considered a key driver, with students' interest in learning English playing a crucial role in how effectively they acquire the language. The impact of motivation extends beyond the learner's internal desire; teachers play an essential role in fostering and sustaining motivation by shaping a supportive and engaging learning environment. While some students may naturally possess the urge to learn, the encouragement and strategies provided by educators significantly influence their progress. Additionally, a deeper understanding of motivation offers valuable insight into human behavior it clarifies why individuals set goals, pursue achievement and authority, seek emotional connection, and experience a range of emotions such as fear, anger, and compassion (Alhamdawe, 2022).

To increase motivation the teachers should strive to foster positive self-talk and guided self-assessment in students, while also emphasizing the mastery of specific goals. Setting higher but attainable objectives for an English as a Second Language (ESL) learner activates effort and

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influences performance. Instructors should reveal the intrinsic appeal latent in each subject, as lessons with engaging content have strong potential to capture most students' interest. Knowing and assimilating the culture of the target language contributes positively to the learner's development. An ESL classroom should be a welcoming and positive space, where communication needs are met, language anxiety is minimized, and students enjoy many of the practice opportunities. Instructors should create a stimulating and supportive atmosphere that fosters self-esteem and interest in learning. Repeated readings in small groups help develop verbal skills (Hassan et al., 2019).

To establish such a setting, educators must prioritize learners' interests and needs, while also designing activities collaboratively with students by offering them meaningful opportunities. Moreover, teachers are encouraged to provide clear rationales prior to each task and deliver constructive feedback regarding students' oral expression. Demonstrating empathy and being receptive to students' emotions are also crucial elements. Ultimately, instructors should concentrate on nurturing learners' intrinsic motivations while helping to internalize their extrinsic motives, transforming them into personal goals through supportive interactions and purposeful speaking activities (Ali & Savas, 2017).

Creativity and Spontaneity

Research has demonstrated that students frequently exhibit a lack of confidence, spontaneity, and creativity when speaking and interacting in the target language. Consequently, it is understandable that learner-generated speech tends to display lower levels of accuracy, particularly when the language forms involved are still being acquired or have not yet become fully automatized. Notably, such reductions in accuracy often occur under the same conditions

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that typically impact fluency. These instances can, nonetheless, serve as valuable indicators of learners' interaction, creative engagement, and willingness to take linguistic risks. Therefore, fostering creativity in the language classroom presents a significant opportunity for educators to use students' inventive language constructions as diagnostic tools, revealing specific areas that require more explicit instruction and targeted support (Christie, 2011).

The shift from a realist perspective of spontaneity to one that treats it as a social practice involves redefining "what you mean" by spontaneity. In realist accounts, spontaneity is seen as a tangible entity, but when approached from an ethnomethodological viewpoint, it is viewed as part of social practices where the treatment of spontaneity as a "real" phenomenon is integral to its function in real social interactions. An ethnomethodological perspective of spontaneity asks how social actors recognize and utilize spontaneity in specific interactions. As the understanding of "what you mean" by "spontaneity" evolves to include these features of interaction, the focus shifts to the actors' orientations toward their shared activities the "what they are doing together." Spontaneity, like other implicit social practices, is enacted through orientations that range from blind obedience to deliberate deviation. Blind obedience to shared practices can be seen as the "normal state" when practices are functioning effectively, and all participants align in their understanding of the activity. However, it is during breaches when the practices fail and participants experience confusion that these tacit social practices become open to examination and interpretation (Zaunbrecher, 2016).

The considerable number of spontaneous student initiations highlights that learners are capable of using language in a spontaneous and real-time manner, which aligns with the characteristics of conversation, such as spontaneity (evidenced by the significant number of student initiations), fluency, and automaticity (since the conversation unfolds in real time), while

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also displaying a relative simplicity in the spontaneous utterances (reflecting the informal nature of everyday communication). This further reinforces the concept of fluency observed in the classroom data, alongside spontaneity, which is closely linked to risk taking. Moreover, this suggests that using language in practice is more essential than simply studying it. The concepts of "planned spontaneity" and "managed spontaneity" appear to represent two seemingly opposing elements. On the one hand, "planned spontaneity" encourages a level of autonomous language use by creating conditions that allow students to express themselves freely. On the other hand, the overall structure of the lesson remains tightly orchestrated, incorporating routines and periods of behaviorist repetition activities that are closely defined and guided (Christie, 2011).

Collaboration and Co-construction of Learning

Collaborative learning allows students to participate actively in discussions and assume responsibility for their own learning. As a result, it is considered beneficial for newer generations, given its contribution to fostering positive attitudes among learners. This learning approach is grounded in three main theoretical frameworks: cognitive development theory, social interdependence theory, and social learning theory. Furthermore, collaborative learning has the potential to increase students' engagement in the educational process. Many education students recognize that their involvement in collaborative learning activities enhances their participation. Throughout this process, they tend to exhibit elevated levels of behavioral, cognitive, and motivational engagement when teaching and learning English, as reflected in their use of diverse teaching strategies, the demonstration of positive attitudes, an evident interest in the subject, and consistent effort and commitment (Law et al., 2017).

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Collaboration in the context of language learning has the potential to generate meaningful opportunities for the practice of linguistic skills, the construction of new knowledge, and the development of interpersonal relationships both within and beyond the classroom. This type of collaborative interaction can also occur in environments lacking a formal classroom structure, provided that there are shared spaces or collective activities. Moreover, collaboration can be intentionally incorporated into a learning system or embedded within a specific task by a teacher with the necessary pedagogical expertise (Kukulska & Viberg, 2018). When learners perform classroom tasks collaboratively, they are more successful in completing them than when they do so individually. This indicates that it is not pair work (or individual work) itself that determines its benefits for language learning, but rather how and under what conditions it is carried out (Nassaji & Tian, 2010).

Learning to write in a foreign language involves a complex cognitive process. The process-genre approach is widely used by language instructors to enhance learners' writing skills. Nonetheless, the simultaneous demands of procedural, linguistic, and genre-specific knowledge may surpass the limits of a learner's working memory, potentially obstructing the development of writing proficiency. Based on the collective working memory effect, it is proposed that teaching English writing through the process-genre approach in collaborative settings leads to improved writing performance, reduced cognitive load, and greater instructional efficiency. The collaborative approach proves to be more effective and efficient than individual instruction in enhancing the quality of written texts and managing learners' cognitive load (Jiang & Kalyuga, 2022).

In the case of Co-construction, the Sociocultural theory maintains that an individual's cognitive, social, and material actions are shaped by cultural tools. One essential tool is the

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language or discourse employed by teachers during whole-class interactions in second language classrooms. Viewing mediation through three interconnected and complementary dimensions—time, focus, and tools—offers a practical and comprehensible framework for enhancing teacher-student interaction in professional development contexts. Thus, rather than merely offering suggestions on how to respond to students' contributions, teacher education programs can encourage teachers to reflect on their own discourse by analyzing interaction episodes from their classrooms using the three dimensions of mediation as an analytical lens (Herazo & Sagre, 2016).

The environment in which learning occurs plays a crucial role in shaping students' overall learning experience. While existing research consistently highlights the strong correlation between a supportive learning environment and various positive student outcomes, there remains limited exploration into how teachers can actively cultivate such environments. In light of increasing recognition that co-constructing learning and assessment design may enhance the learning context, it becomes evident that teachers can foster a more positive environment by engaging students in meaningful co-construction through open-ended tasks (Aldridge & Bianchet, 2022).

Greater insight is required into design considerations from the perspective of work practices to effectively support co-construction initiatives. Exploring the design strategies used by representatives of vocational contexts may foster mutual understanding between educational and workplace environments. This, in turn, can contribute to addressing persistent issues of connectivity and enhancing the learning opportunities that emerge at the intersection between school and work (Bouw et al., 2021).

Methodological Framework

Research approach and type

The approach of this research is qualitative. Quecedo and Castaño (2002) indicate that qualitative methodology is defined by its ability to generate descriptive data from the spoken or written words of participants, as well as their observable behavior. Qualitative studies seek to systematically describe the characteristics of variables and phenomena to develop and refine conceptual categories, identify and validate associations between phenomena, or compare constructs and assumptions derived from phenomena observed in different contexts. They also seek to discover causal relationships without previously assuming constructs or links. Their purpose is often to generate grounded theories based on the data. Inductively formed hypotheses, or causal propositions constructed from the data and developed constructs, can be subsequently expanded and validated. Data collection can precede the final formulation of hypotheses or be used for purely descriptive and analytical purposes, especially in exploratory research.

Given the nature of the objectives, this study adopts a qualitative approach, seeking to understand and interpret students' oral expression in English within their educational context. The intention is not to quantify results, but rather to explore in depth the characteristics, perceptions, and changes experienced by tenth-grade students through the implementation of recreational workshops. The diagnostic phase, the design and validation of pedagogical strategies, and the analysis of their effectiveness emphasize a process of observation, description, and interpretation, which aligns with the principles of qualitative research.

The research is based on this qualitative approach because the objective is to describe, understand, and interpret a reality: the use of playful workshops in the development of oral production in English, based on the perceptions and meanings produced by the participants'

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experiences. This entails an empathetic approach to the teachers of Escuela Normal Superior Sagrado Corazón and the tenth-grade students, seeking to obtain the most complete view possible of the reality or object of study.

The type of research is descriptive. According to the Pontifical Catholic University of Peru (2022), in descriptive studies, it is essential to provide a detailed account of the context in which the situation, phenomenon, or event occurs. For example, it is important to clarify whether the research is conducted in a public or private institution, identify the specific district, and specify the educational level observed. These contextual elements are crucial to accurately interpret the findings. Furthermore, since this is qualitative research, the results cannot be generalized to all schools or classrooms in the same grade. Likewise, it is essential to clearly identify the people from whom the data are collected, whether they are teachers in a specific area, parents, school administrators, or even specific materials. These clarifications are vital for the results to be meaningful and allow for analysis and discussion by other researchers. This research is descriptive in nature because it seeks to detail and understand how oral production skills in English are manifested among tenth-grade students in a specific educational context: the Escuela Normal Superior Sagrado Corazón de Chita, located in the department of Boyacá. Based on the stated objectives, the aim is to systematically observe and describe the current state of students' oral expression in English (diagnosis), as well as to analyze the effects of implementing playful workshops in this setting. Rather than seeking to generalize the results, the study focuses on a deep understanding of a specific educational phenomenon, highlighting the specific characteristics of the setting, the student group, and the pedagogical strategies employed, in accordance with the objectives of a descriptive study using a qualitative approach.

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In addition to its qualitative and descriptive nature, this study adopts the action research method, a participatory and cyclical methodology aimed at solving a practical problem and improving educational practice. Action research is based on cycles of planning, action, observation, and reflection, with the researcher and the teachers involved collaborating closely at each stage (Cantú et al., 2019).

In this project, the cycle begins with the planning of playful workshops based on the diagnosis (Phase 1) and the design verified with the teachers (Phase 2). The activities are then implemented jointly.

Phases of the Research Model

These phases correspond to the action research process, which is characterized by a cyclical sequence of diagnosis, planning, intervention, observation, and reflection.

Phase 1. Student Assessment: The first phase consists of conducting a diagnosis of the factors that hinder tenth-grade students' communicative speaking skills. This served as the basis for constructing and designing the recreational workshops. To this end, two instruments were used: a field diary, which allows for participant observation of students, and a diagnostic test.

Field Diary (participant observation): To systematically assess tenth-grade students' oral expression level, direct observation was used during English classes, recording the findings in a field diary structured by key dimensions (see Appendix B). This instrument allows for documenting both linguistic aspects (fluency, pronunciation, vocabulary, coherence) and attitudinal elements (motivation, willingness, and interaction with the designed activities).

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Observation was conducted during class sessions that included mandatory formal presentations and voluntary spontaneous exercises, organized according to the following dimensions:

1. Oral production level: Fluency patterns, pauses, and blocks were recorded, as well as the ability to maintain the pace of the speech.

2. Pronunciation: The articulation of problematic phonemes (such as "th" or "v/b") and the level of comprehension by the listeners were observed.

3. Vocabulary and coherence: The vocabulary used and the use of connectives ("and," "but," "because") to connect ideas were assessed.

4. Confidence and attitude: Speaking confidence, nonverbal language, and willingness to participate spontaneously were assessed.

5. Use of materials and dynamics: Students' reactions to warm-ups, cards, videos, or other resources were observed, as well as their influence on oral production. 6. Teaching strategies: The techniques used (role-playing games, open-ended questions, dramatizations) were described, and adjustments were suggested to improve the dynamics.

7. General observations: Notable attitudes, group dynamics, and key moments of learning or resistance were recorded.

For each session, the researcher documented the date, time, and topic discussed, organizing the information into two columns: one containing the observation guides and the other containing the field notes, which included textual examples, verbatim quotes, and reflections on what was observed. According to Hernández et al. (2014), this type of field diary, with detailed chronological notes and, when possible, photographic or video support, is essential

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for capturing the evolution of communication skills and, during the reflection phase, informing the design of the recreational workshops.

Diagnostic test: To this end, a survey was designed in Google Forms, which was administered by the students on the institution's computers and under the supervision of the instructor. Once the responses are collected, the data is imported into Excel and systematized using a dynamic matrix that allows for the calculation of percentages. This tool provides a precise quantitative view of the responses, facilitating their interpretation. The resulting diagnostic report serves as a solid foundation for the design of the recreational workshops.

The diagnostic test in this proposal aims to assess students' prior knowledge of oral expression in English, as well as their familiarity with ICT tools. The results served as a starting point for identifying gaps that must be addressed in the development of recreational workshops. According to Callejas (2018), without an initial test, it is impossible to determine the necessary prior knowledge, which makes it difficult to adapt teaching to the learner's conditions and fulfill the evaluative function. Along the same lines, Zabala (2023) poses key questions: What do students know about what is intended to be taught? What experiences have they had? What are they capable of learning? What are their interests and learning styles? Furthermore, he argues that assessment should be conceived as a process and not as a static analysis of results.

The first step in this process is to establish what each student knows, can do, and is capable of learning, in relation to the intended learning objectives and content. This allows to determine which activities and tasks would best facilitate each student's learning.

To do this, questions are posed where all students answer the questions in writing through Google Forms, while a randomly selected subset orally answers a question in class, using a game mechanic. During these oral responses, the teacher completes the Oral Diagnostic Checklist for

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Tenth Grade Students (see Appendix C), evaluating each student on a scale of 1 to 5 based on the following dimensions:

1. Fluency: number and length of pauses, pace of speech.
2. Pronunciation: clarity in articulation of complex phonemes.
3. Vocabulary: breadth and precision in word choices.
4. Coherence: logical organization of ideas and use of connectives.
5. Confidence: body language and willingness to speak without pressure.
6. Creativity: spontaneous use of novel or imaginative expressions.

Response time is recorded in seconds to support a detailed fluency analysis. Written responses are automatically tabulated using Google Forms, and oral scores are collected in a separate sheet for individual and group assessments. By combining written and oral data, this diagnostic test provides a comprehensive baseline for adapting the design of the playful workshops and thus analyzing the effectiveness of the implementation of playful workshop through post-intervention evaluations.

Phase 2. Game workshop Design: Based on the findings obtained in the diagnostic phase, this stage focuses on designing the pedagogical proposal for the game workshops. The process begins with the selection of thematic axes, which must be aligned with the needs identified in the diagnostic phase, and on which game activities are developed to foster oral production in English. In this phase, the pedagogical, content, and technological components that underpin the workshop design are established, ensuring their appropriateness to both the educational context and the students' interests and abilities. Detailed teaching guides are developed for each workshop, including learning objectives, the sequence of activities, required materials, and the

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digital resources to be used (such as presentations, videos, and game applications). Before implementation, workshop drafts are reviewed by teachers to obtain recommendations on relevance, clarity, and classroom viability. These suggestions are incorporated to adjust and enhance the final design, ensuring its quality and effectiveness.

The playful workshops were designed based on the results of the initial assessment to respond to the real needs of tenth-grade students. Its structure was articulated with the institutional curriculum and aligned with CEFR level B1, which describes users capable of functioning in everyday situations using common expressions and basic vocabulary, as well as understanding simple phrases that allow them to meet immediate needs.

In each workshop, topics and activities were specifically selected based on the gaps and strengths identified in the oral production assessment. For example, if students exhibited difficulties with fluency, dynamics that encourage continuous speaking practice were included; if they had difficulty pronouncing certain phonemes, exercises focused on those sounds were incorporated; and if motivation or confidence were lacking, role-plays and cooperative projects were integrated to foster morale and participation.

Likewise, the topics addressed in the playful workshops were selected according to the specific needs of the students and were integrated into the activities of each session. Participant observation was used as a data collection method during the implementation of playful workshops in the classroom. According to Marshall and Rossman (2014), this type of observation involves the organized documentation of actions, interactions, and objects within the selected social context. Through this technique, teachers were able to closely examine the dynamics generated, interpret gestures and interactions, understand the forms of relationships

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and communication between participants, and evaluate the time dedicated to each of the planned activities.

Phase 3. Effectiveness Evaluation: In this final phase of the process, the effectiveness of the implementation of the playful workshops designed to promote oral expression in English among tenth grade students at Escuela Normal Sagrado Corazón Educational Institution in Chita, Boyacá, was. Once the workshops are completed, a series of post-intervention evaluations were conducted to assess the students' progress in terms of fluency, pronunciation, vocabulary, discursive coherence, speaking confidence, and communicative creativity. As a first assessment strategy, participants were invited to develop contextualized oral activities through role-playing, debates, and creative exercises, which were subsequently evaluated using a standardized rubric. This instrument will quantify individual and group performance by calculating averages and achievement percentages and comparing them with the results obtained in the diagnostic phase. Additionally, indicators such as spontaneity, organization of ideas, and the ability to interact in simulated contexts were observed.

Furthermore, two instruments were used to capture students' perceptions and experiences regarding the oral activities and workshops. The first, entitled Student Evaluation of Oral Activities in English (Appendix D), aims to identify the level of significance and dynamism students attribute to the activities implemented. This evaluation was administered through a digital form with Likert-scale items, divided into sections that explore the connection of the tasks to real life situations, the usefulness of the topics, the motivation generated by the activities, the use of materials, and interaction with peers. In addition, open-ended questions were included for students to express more personal opinions and propose improvements.

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The second instrument, *Evaluation of the Effectiveness of Playful workshops to Promote Oral Production* (Appendix E), delves into specific aspects related to the improvement of oral skills, motivation, creativity, the dynamics of the activities, and the methodological organization of the workshop. This questionnaire also uses a Likert-type scale and offers a comprehensive view of the impact of the pedagogical process from the participant's perspective, allowing objective evidence to be compared with subjective assessments.

During the final sessions of the workshops, the participant observation strategy was also activated. The researcher will record attitudinal aspects, group interactions, and behavioral changes in a field diary, reflecting transformations in the participant's willingness to speak, confidence in participating, and receptivity to game methodologies. This qualitative input will provide interpretive nuances to complement the quantitative findings.

A mixed methodology was used to analyze effectiveness. Initially, a descriptive and comparative statistical analysis of the data collected with the standardized instruments was conducted. Subsequently, a content analysis was applied to the field diary and the open-ended responses to the forms to identify emerging patterns, evidence of attitudinal change, and recurring perceptions. This triangulation of data allowed for a deep, solid, and well-founded understanding of the impact of the workshops on the development of oral expression, thus fulfilling the specific objective outlined in the research.

Population and Sample

The total population of Escuela Normal Superior Sagrado Corazón in Chita, Boyacá, is composed of 780 students distributed across different educational levels and locations. The teaching staff consists of 20 secondary school teachers and an academic coordinator. However,

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for the development of this research, a purposive sample of 25 tenth-grade students was selected. They participated in English classes during the project implementation period.

The sampling method used is non-probabilistic and purposive. This approach allows for the selection of a relevant tenth grade sample that contributes to the overall objective of the study: fostering English speaking skills through the implementation of recreational workshops. This methodological choice is aligned with the qualitative approach, which seeks analytical depth and contextual understanding beyond statistical generalization.

According to Hernández & Mendoza (2018), when studying social behaviors, it is common to identify shared traits among the individuals that make up a community or group. This group is called the population or universe. In this case, although the general population consisted of all students at the institution, a specific sample is defined, corresponding to the tenth-grade group on which the intervention strategies were developed.

Categories of Analysis

Based on the general and specific objectives of this study, three categories of analysis have been defined in this research to guide the interpretation of the qualitative data collected during the different phases of the study.

1. Oral Expression: This corresponds to the initial diagnosis (Objective 1) and encompasses the evaluation of the functions, components (fluency, pronunciation, vocabulary, confidence), and benefits (intrinsic motivation, creativity, collaboration) of spoken language.

2. Playful workshops for EFL: This is linked to design and verification (Objective 2) and the analysis of effectiveness and creativity (Objective 3). This study examines the definition,

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pedagogical and technological components, and theoretical foundations (experiential, situated, gamification, and game-based learning) that support the intervention.

3. Oral production in English: Linked to both the diagnosis and effectiveness analysis (Objective 3), it focuses on the communicative approach, Hymes' communicative competence, and Canale & Swain's models to assess the quality and progress of speaking skills.

These categories allow for organizing the analysis of the instruments to be applied, such as the Field Journal (Participant Observation), the Diagnostic Oral Checklist for tenth-grade students, and post-intervention evaluations.

Table 1.

Categories of analysis

| Category | Description |
|-----------------------------------|---|
| Oral Expression | Diagnosis of the functions and components of oral production (fluency, pronunciation, vocabulary, confidence) and its benefits (motivation, creativity, collaboration). |
| Playful workshops for EFL | Exploration of the design, implementation, and theoretical foundations of game workshops: definition, technological pedagogical components, and game theories. |
| Oral Production in English | Analysis of communicative competence to measure quality and progress. |

7.5 Ethical Considerations

This research was conducted considering fundamental ethical principles that guarantee respect for the rights, dignity, and integrity of the participants, who were minors in tenth grade at Escuela Normal Superior Sagrado Corazón in Chita, Boyacá. Therefore, the following ethical considerations will be considered:

Given that the participants were minors, a consent letter was prepared for the parents or guardians, clearly and precisely informing them of the purpose of the study, the procedures to be followed, the instruments to be used, and the strictly academic nature of the research. This letter

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was presented as an informational document, with no additional legal implications, and its purpose was to request authorization for the students to participate in the study. Only those students whose parents or guardians have signed the informed consent form were included in the process (see Appendix A).

Throughout the research, the identity of the students was protected at all stages of the process. The information collected was not disclosed individually, and the data were treated anonymously and confidentially. The results were presented in a general and aggregated form, ensuring privacy and avoiding any direct or indirect identification of the participants.

The research was conducted exclusively for academic purposes, within the framework of an educational project aimed at fostering oral expression skills in English through recreational workshops. The information collected was not used for commercial, administrative, or other purposes unrelated to the stated academic objectives.

It was ensured that the results obtained accurately reflect the data collected through the instruments used, including: the field diary, the diagnostic checklist, the evaluation of oral activities, and the evaluation of the workshops' effectiveness. The data were analyzed with methodological rigor, ensuring the validity and reliability of the findings.

The project was carried out under the principles of transparency and honesty. Any type of data manipulation, plagiarism, or biased interpretation of information was avoided. All theoretical and empirical sources were duly cited, and the integrity of the research process was always respected.

This study sought to contribute to pedagogical knowledge about innovative teaching strategies for fostering oral expression in English. The findings generated reflections and practices applicable to other similar educational contexts, thus contributing to the development

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of educational science and the improvement of teaching-learning processes in the field of foreign languages.

Results

Diagnosis of English Oral Expression

This section develops the first specific objective, which assesses the oral expression in English of tenth grade students at Escuela Normal Superior Sagrado Corazón in Chita, Boyacá. Two instruments were used: a field diary, classified into six dimensions, with general observations considered at the end. These instruments assess factors such as outstanding attitudes, group dynamics, and key moments of learning or resistance. The second instrument is a checklist used to assess students' proficiency level in fluency, pronunciation, vocabulary, coherence, confidence, and creativity through oral and written responses.

Below are the results obtained according to the dimensions analyzed, using the "Field Diary" instrument.

Dimension 1. Level of Oral Production

1. How does the students' speech flow? It was evident that most of them present a limited and unspontaneous flow. In many cases, oral interventions are characterized by short sentences, structured primarily around repetitions of previously memorized expressions. While some students manage to construct basic statements with communicative intent, the fluency of their speech is often limited by the need to mentally translate ideas or recall learned structures.

On the other hand, a small group of students was identified who demonstrate greater ease in expressing themselves, producing complete sentences with a certain degree of fluency and even using simple connectives to connect their ideas. These cases, although isolated, reflect a particular interest in communicating in English and greater prior practice. However, most of the group faces challenges maintaining the pace of their speech without interruptions, especially

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when faced with open-ended questions or communicative situations that require longer responses.

2. What pauses or blocks are observed? Pauses are common in most students, as they usually occur as part of an effort to organize their speech or recall vocabulary, although in some cases they also reflect insecurity when speaking. Many students pause for long periods of time, accompanied by expressions of hesitation such as "uh..." or glances at the teacher or their classmates, seeking validation or help. In the most critical cases, complete blocks were observed, where students chose to remain silent or abandon the intervention without completing their idea. These blocks are not always linked to a lack of language proficiency; for several students, anxiety, fear of making mistakes, or low self-confidence were also perceived to significantly influence their ability to continue the discourse. However, there were also positive cases where some students, despite experiencing pauses, managed to overcome them by using strategies such as English fillers ("let me think," "I guess"), gestures, or even repeating parts of the question as a mechanism to get back on track with their answer.

3. How do they manage vocabulary to express basic ideas? The results showed that most students' vocabulary repertoire is limited and not very varied. The vast majority use basic words related to topics covered in class, such as personal introductions, daily routines, or simple descriptions. This vocabulary restriction means that many of their speeches are repetitive, with repeated use of the same expressions in different situations. However, some students were identified who, although still in the learning process, have begun to intentionally incorporate new words. These students tend to seek support from visual aids, notebooks, or even directly ask for the meaning or pronunciation of words they wish to use. Furthermore, some participants were able to apply synonyms, phrases learned in songs, or expressions acquired in recreational

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activities, demonstrating an effort to expand their vocabulary and adapt it to the communicative context.

It should be noted that, in general, vocabulary use remains mostly receptive rather than productive. Many students recognize words when hearing or reading them but struggle to actively incorporate them into their oral speech, especially when the situation demands spontaneous responses or responses without prior modeling.

In this sense, the "Oral Production Level" dimension is influenced by linguistic knowledge, as well as emotional factors such as confidence and security when speaking. Although most students have a basic and limited level, several students clearly show a willingness and potential for improvement. Therefore, vocabulary strengthening, guided practice, and the creation of safe spaces for oral expression are urgent needs to be addressed in future playful workshopsto achieve progressive improvement in fluency and functional use of the language.

Dimension 2. Pronunciation

1. Do they pronounce problematic phonemes (th, v/b, etc.) correctly? The results show that English-specific phonemes, especially those that pose the greatest difficulty for students such as "th" (/θ/), "sh" (/ʃ/), and the distinction between "v" and "b," constitute a significant challenge for most tenth-grade students. Many students tend to substitute these sounds with others closer to their native language, reflecting a failure to fully internalize the correct articulation of these phonemes.

In several cases, it was observed that students pronounce English words following Spanish patterns, creating difficulties in oral production. However, it is important to note that, despite these limitations, many students display a receptive attitude when receiving feedback.

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Some even consciously attempt to correct their errors by repeating models provided by the teacher or during group exercises, such as choral repetition or guided reading.

Cases were also identified where students demonstrated significant progress. Some have already achieved accurate pronunciation of the most complex phonemes, maintaining appropriate rhythm and intonation. These students recognize their mistakes when they make them and correct them immediately, correctly applying pronunciation. This demonstrates a process of constant practice and developing phonological awareness. Regarding cases where oral participation is limited or nonexistent, a complete assessment was not possible.

Some students barely pronounce words quietly or avoid participating, indicating the need for more individualized strategies to provide effective support. Although most students struggle with problematic phonemes, there is a general willingness to correct them. This opens the door to significantly improving this aspect through engaging, iterative strategies and guided practice within the intervention workshops.

2. Is what they say easily understood? Regarding the clarity with which students can convey their message orally, the results reflect a variety of intelligibility levels. While some students manage to communicate their ideas with acceptable clarity, most rely on additional support to ensure their message is fully understood.

Students whose pronunciation has improved are easily understood by the teacher and are also valued by their peers as positive role models in the classroom. These cases, although not the majority, demonstrate that when speech is clear and pronunciation is adequate, communication flows naturally, without the need for additional clarification.

On the other hand, a significant portion of students have difficulty making themselves understood. Some must resort to gestures, visual aids, or repeating their ideas to help the other

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person understand the message. In spontaneous or free situations, where there is no prior preparation, these difficulties become more evident, such as pronunciation errors, insecurity when speaking, and a low tone of voice affect the clarity of speech.

It was also observed that when students practice in advance, such as in reading activities or rehearsed dialogues, their ability to be understood improves significantly. This finding indicates that structured accompaniment and constant support are key factors in facilitating effective oral communication.

Additionally, a small group of students was identified whose oral participation is almost nonexistent. In these cases, understanding of the message is limited by pronunciation, a lack of interventions, fear of making mistakes, or a lack of confidence in their communication skills.

Overall, it is evident that although some students are understood relatively easily, most need to foster their pronunciation, speaking confidence, and fluency so they can achieve more effective communication in English. These findings serve as a starting point for enhancing clarity in oral expression in recreational workshops, promoting spaces where students can practice without fear of error, with constant support and positive feedback.

Dimension 3: Vocabulary and Coherence

1. Do they use a variety of vocabulary or repeat words? When observing students' vocabulary, it was evident that most are in the initial process of vocabulary acquisition. Many of them tend to repeat words that are familiar and confident, such as basic expressions developed in previous classes, such as "I like...", "my name is...", "I have...", among others. This pattern suggests that, although they passively recognize a broader repertoire of words, they do not feel confident enough to actively apply it in their oral communication.

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In fact, several students prefer to maintain a limited and predictable discourse, avoiding experimenting with new terms for fear of making mistakes or losing fluency. This attitude shows the need to build confidence and create spaces where mistakes are valued as part of the learning process.

However, a group of students was also identified who have begun to intentionally enrich their vocabulary. These cases, although not the majority, demonstrate that some young people are willing to incorporate new words, especially those related to their interests or topics recently covered in class. This effort, although still ongoing, is a positive indication of their willingness to explore language and continuously improve.

On the other hand, a few students excelled in this dimension, demonstrating a varied and strategic use of vocabulary. They not only avoid unnecessary repetition but also use synonyms or rephrase their ideas to enrich their oral interventions. These cases demonstrate a greater level of autonomy in oral production and are examples that, with appropriate support, significant progress in vocabulary management is possible.

2. Do they connect their ideas with markers ("and," "but," "because")? Regarding the use of connectives, the results revealed that most students have difficulty connecting their ideas effectively. A large proportion of them produce short, isolated sentences, unable to connect their thoughts through discourse markers. This situation generates fragmented speech because it limits the clarity and fluency of oral communication.

However, some students have begun to familiarize themselves with the use of basic connectives such as "and," "but," and "because." Although these connectives are not always used grammatically correctly, their inclusion in sentences reflects significant progress in understanding how to structure more complete sentences. These first attempts, while requiring

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correction and practice, also represent an important step toward constructing a more coherent discourse.

On the other hand, a small group was identified that already uses connectives naturally, even using more complex ones such as "however," "therefore," or "although." These students are able to establish logical relationships between the ideas they express, allowing them to construct more organized, fluid, and understandable discourses. These results demonstrate that sustained work and continuous exposure to the language can foster progressive development of this skill.

In contrast, there were cases of students who have not been able to incorporate connectives into their oral production, mainly due to limited verbal participation or a lack of confidence speaking in English. These students require closer support through strategies that gradually integrate the use of connectives, starting with simple and repetitive activities, such as sentence games, structured dialogues, or daily oral routines. It is worth mentioning that, although the group shows incipient mastery of vocabulary and connectives, there are also signs of progress that can be enhanced through specific teaching strategies. Recognizing words and connectives in guided exercises shows that there is a foundation to build upon. Therefore, the main challenge lies in fostering the transition from passive knowledge to active use, promoting an environment where oral practice is constant, fun, and free of fear of error.

Dimension 4: Confidence and Attitude in Oral Expression

1. Do they display confidence or nervousness when speaking? The analysis of this dimension showed that most tenth-grade students show signs of insecurity when expressing themselves orally in English. Many of them display body language that denotes shyness: they avoid eye contact, speak in a low voice, or adopt a hunched posture when speaking. This nervousness is accentuated when they must speak in front of the entire group, reflecting that the

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context significantly influences their performance. In several cases, students expressed greater comfort participating in small groups or sharing with trusted peers, a situation that allows them to release tension and express themselves more naturally. However, some students were also identified whose nervousness goes beyond the linguistic aspect, evidencing emotional blocks, low academic self-esteem, or fear of making mistakes, which limits their participation.

On the other hand, a small group of students projected confidence when communicating in English. These young people maintained an appropriate tone of voice, maintained eye contact, and were not afraid of making mistakes. Their willingness to speak reflects a progressive mastery of the language, as well as a positive attitude toward learning. These students view mistakes as an opportunity for improvement, allowing them to maintain active and confident participation in the various oral activities.

2. Are they willing to participate spontaneously or do they only respond when asked?

Regarding their willingness to participate spontaneously, the results showed a marked tendency toward directed participation. Most students only participate when directly requested, and their responses tend to be brief or limited, especially when the activity requires public speaking.

However, it was observed that some students, while not participating spontaneously in formal situations, do participate in recreational activities or group dynamics, where they feel more comfortable and freer from judgment. These results show that their willingness to speak depends not only on language ability, but also on the emotional environment and the type of activity proposed.

Notably, a small group of students demonstrate voluntary and consistent participation. These young people raise their hands, ask questions, and respond without being called upon, demonstrating a genuine interest in interacting in English. Furthermore, they often act as leaders

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in collaborative activities and motivate their peers to get involved, which fosters a more dynamic learning environment. However, specific cases were also identified of students who avoid spontaneous participation, even when called upon, remaining silent or responding minimally. These findings demonstrate the importance of emotional and pedagogical support, with priority placed on building confidence through adapted strategies, such as pair work, the use of visual materials, or low exposure exercises.

Conclusively, these findings show that confidence and attitude toward oral production in English depend as much on language proficiency as on the emotional context, personal confidence, and group dynamics. Therefore, there is a need to design pedagogical strategies that integrate emotional aspects with linguistic development, promoting gradual, fun, and collaborative activities that reduce the fear of making mistakes and foster students' communicative confidence.

Dimension 5: Use of materials and dynamics

1. How do students respond to the warm-up? A significant group of students displayed enthusiasm and an active disposition during these routines, especially when the activities included songs, questions with a predictable structure, or dynamic games. These young people took advantage of the warm-up time as an opportunity to relax, practice vocabulary, and prepare their minds for the subsequent lesson. Some even took the initiative, suggesting additional examples or supporting their classmates, becoming positive role models for the group. However, not all students responded in the same way. A considerable number of them displayed rather passive participation, limited to repeating things under their breath or silent observation. These students tended to feel more comfortable when the activities were predictable or when

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they didn't require spontaneous production. In contrast, dynamics that required improvisation or open-ended responses tended to generate withdrawal or insecurity.

Likewise, some cases reflected apathy or disinterest, especially in students with low engagement or irregular attendance. These young people tend to remain on the sidelines, uninvolved in initial activities, so it is necessary to establish personalized strategies and greater emotional support.

2. Do they interact with resources (images, cards, videos)? Regarding interaction with the teaching resources, marked differences were also observed. Several students were active and engaged in the use of images, cards, or videos, using them as support tools to express ideas, construct simple sentences, and reinforce the vocabulary covered in class. These resources seem to motivate them, as they allow them to connect the foreign language with concrete visual elements that make understanding English more accessible.

On the other hand, a significant group of students maintains a more passive relationship with these materials. Although they observe the resources closely, in many cases they do not actively use them or verbalize them during oral activities. Their participation is often expressed through gestures, pointing, or repeating in a low voice. This indicates that, although they understand the content, they require support to translate that understanding into effective oral production.

Similarly, cases were identified in which interaction with the materials was minimal or nonexistent. These students, generally more distant or less motivated, tend not to manipulate the cards or react to the videos, even when they have sparked the interest of the rest of the group. This situation leads to the design of resources that better connect with their personal interests and

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to providing them with opportunities for nonverbal participation as an initial step toward oral production.

These findings lead us to conclude that warm-ups and teaching resources have significant potential as tools to facilitate English learning, provided they are adapted to the individual and emotional characteristics of the students. Predictable routines, visual materials, and engaging game dynamics encourage participation, especially when integrated progressively and with close teacher support. However, it also reveals that the mere presence of resources does not guarantee active participation, which requires a sensitive pedagogical approach capable of balancing linguistic demands with the emotional well-being of students, creating spaces where everyone, without exception, can approach English without fear and with greater confidence.

Dimension 6: Teaching Strategies

1. Do the activities motivate them to speak more? It was evident that students' motivation to participate in oral activities depends largely on the nature of the proposed dynamics. Most students responded with greater enthusiasm when the activities included game elements, such as role-playing, dramatizations, roulette wheels, board games, or group challenges. These spaces allow students to feel more comfortable, as they perceive practicing English as a game or a fun experience, beyond a formal assessment.

However, important differences were also identified among the participants. Some students are only motivated if the activity includes a competitive component or allows them to collaborate in pairs or small groups, as this reduces anxiety and the fear of making mistakes. On the other hand, some students resist even engaging in recreational activities and require more individualized and gradual support to encourage their participation. In general, it is concluded

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that more structured activities with a clear purpose tend to generate greater motivation to speak English.

2. What techniques promote oral interaction? The techniques that showed the best results in oral interaction were those that combined visual, interactive, and structured elements. Notably, role-plays with pre-established scripts or model sentences were the most effective, as they provided students with a secure basis for expressing themselves and allowed them to pre-rehearse what they would say.

Likewise, mock interviews, group role-plays, and activities using cards with questions or sentences were highly beneficial, especially when students could rely on examples or visual aids. Open-ended questions, although they allowed for exploring a greater level of oral production, were most effective only when provided with prior scaffolding, such as time to think, written preparation, or visual aids. In general, techniques that offered prior structure, visual aids, and opportunities to rehearse were found to be the most conducive to encouraging students to participate.

3. What adjustments could the teacher make to improve the dynamic? Based on the responses obtained, several key adjustments were identified that teachers could implement to improve classroom dynamics. First, it is essential to provide more preparation before asking for a speaking opportunity, using model phrases, visual guides, and clear examples. This helps reduce anxiety and increase speaking confidence.

Furthermore, it is recommended to promote activities in pairs or small, stable groups, where more confident students can support their peers, generating a climate of trust and collaboration. It is also suggested that activities be designed with progressive challenges, starting

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with guided and structured tasks and then gradually incorporating more open-ended activities, according to each student's pace and level.

Furthermore, it is important for teachers to value effort as much as linguistic accuracy, using simple rubrics and positive feedback. This helps students overcome their fear of making mistakes. Additionally, it is considered important to include topics relevant to the group's interests so that students can find meaning in what they express, thus encouraging more authentic and sustained participation. Regarding the general observations considered in the field journal, one of the most revealing aspects was the analysis of the students' attitudes, behaviors, and key moments during the oral activities in English. The results provided insight not only into the level of participation but also into the emotional and social disposition with which each student faced the challenge of speaking in another language.

Throughout the activities, it was evident that several students maintained a positive and open attitude toward learning English. Some of them displayed personal willingness and also acted as role models within the group, motivating their peers to participate and assuming spontaneous leadership roles in the dynamics. These cases are valuable, as their example has a multiplying effect, generating collaborative environments where communication is perceived as an opportunity rather than a threat.

On the other hand, students were identified with slower progress, whose motivation and participation depend largely on the teacher's support and the group climate. For them, the most significant moments occurred in role-playing activities, memory games, or guided presentations, where they were able to complete sentences or express themselves, even if it was difficult. These experiences, although brief, were key, as they marked turning points that must be reinforced to foster their linguistic self-esteem and their perception of achievement.

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A group of students also showed a reserved or distant attitude toward oral production. In these cases, although oral responses were limited, subtle but significant signs of progress were identified. Some began to pronounce words quietly or participate through gestures and group repetitions. Others managed to make small contributions in low-risk activities, such as picture games or matching exercises, indicating that their development depends on creating more personalized and pressure free environments.

Similarly, specific cases were observed where resistance was not always linked to ability, but rather to factors such as shyness, low self-esteem, or the need for social recognition within the group. Therefore, it is necessary to design activities that balance challenges with emotional support, allowing these students to progress at their own pace, without fear of public exposure.

A cross-cutting finding in this dimension was that the most effective moments of oral participation were not necessarily the most structured, but rather those where respect, empathy, and fun were combined. Situations that fostered laughter, spontaneous applause, or positive peer reinforcement were those that left the most lasting impact on students' confidence and performance.

Therefore, the results highlight the importance of fostering oral proficiency in English through a caring, safe, and collaborative environment, where every achievement, no matter how small, is recognized and celebrated. Furthermore, it is key to value individual progress, propose achievable challenges, and promote peer interaction. These aspects allow each student to gradually discover and express their voice in English.

Below are the results obtained from the second instrument administered to the students, corresponding to a checklist that evaluated the oral responses of the 24 tenth grade students who participated. Each student answered five questions, with a total of 120 responses.

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1. *Literal response type.* The results show that the most frequent response type was the "partial" category, accounting for 32% of the total. This indicates that, in many cases, students managed to express ideas, albeit incompletely or with significant gaps in the grammatical structure. This was followed by memorized responses (21%) and grammatically correct responses (19%). This is a significant proportion, demonstrating that students still rely on rote repetition or previously learned structures. On the other hand, "yes" and "no" responses accounted for 13% and 15%, respectively. This means that a minority of students limited themselves to offering short or poorly elaborated answers. These results show that while some students resort to previously memorized responses, a significant group is unable to structure complete and correct responses, demonstrating limitations in spontaneous oral production.

2. *Response Time:* Regarding response time, the overall average was 7.07 seconds, thus demonstrating that students require a relatively long time to process and produce their oral responses. The fastest responses were recorded in the "memorized" category, with an average of 6.63 seconds. This result confirms that rote repetition facilitates speed, but not necessarily communicative quality. Partial and grammatically correct responses averaged 7.25 and 6.88 seconds, respectively, while "yes" and "no" responses averaged the highest (7.14 and 7.50 seconds), likely due to hesitation or doubt before responding.

These results indicate that students tend to take longer when they don't have a memorized answer or when they try to construct their intervention in real time, which is an indication of insecurity or lack of mastery in oral expression.

The following table shows the results for the six dimensions evaluated in general averages, taking into account that each answer was scored on a scale of 1 to 5.

Table 2.*Results of the applied checklist*

| Literal Answer | Fluency | Pronunciation | Vocabulary | Coherence | Confidence | Creativity |
|-----------------------|----------------|----------------------|-------------------|------------------|-------------------|-------------------|
| Yes | 3.00 | 2.93 | 3.06 | 2.93 | 3.06 | 2.75 |
| No | 2.77 | 2.94 | 3.00 | 2.94 | 2.83 | 2.88 |
| Partial | 2.71 | 2.89 | 2.84 | 2.68 | 2.84 | 2.79 |
| Memorized | 2.84 | 2.92 | 2.84 | 2.80 | 2.80 | 2.92 |
| Grammatically Correct | 3.00 | 2.91 | 2.91 | 3.00 | 3.17 | 3.30 |
| Total | 2.84 | 2.91 | 2.90 | 2.84 | 2.93 | 2.93 |

The results show that students' performance was mostly at a basic to low-medium level in all the assessed dimensions, with a slight advantage in pronunciation, confidence, and creativity, where the averages were just over 2.9 points out of 5. By response category, students who achieved grammatically correct answers obtained the highest scores in almost all dimensions, especially in confidence (3.17) and creativity (3.30). This shows that when students respond correctly, they also tend to perform with greater confidence and spontaneity.

On the other hand, "partial" responses presented the lowest scores in fluency (2.71) and coherence (2.68). These results reinforce the idea that difficulties in grammatical structure go hand in hand with slurred and disorganized speech. Memorized responses showed moderate performance in all dimensions. This means that, while these responses facilitate fluency and pronunciation in some cases, they do not guarantee comprehensive development in oral expression, as creativity and confidence were also limited.

Although some students demonstrated greater confidence in familiar situations or with previously practiced responses, overall, they still struggled to respond spontaneously and confidently. Therefore, it is necessary to design teaching strategies that promote authentic

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communicative practice, the progressive development of grammatical structure, and the expansion of the vocabulary repertoire.

Conclusively, the results of the applied instruments show that to advance the improvement of oral expression, the following strategies should be implemented in recreational workshops:

1. Role-playing and dramatization activities that promote the spontaneous use of English.
2. Pronunciation and phonetics workshops, focused on correcting problematic sounds.
3. Word games and game dynamics to enrich vocabulary and promote fluency.
4. Simulations of everyday situations that allow students to structure responses without relying on memory.
5. Immediate feedback activities that reinforce confidence and help constructively correct errors.

8.2 Design of educational workshops for oral expression in English

This section develops the second specific objective through the design of five educational workshops aimed at fostering oral expression in English among tenth grade students at Escuela Normal Superior Sagrado Corazón in Chita, Boyacá. The results of the diagnostic phase were used as a basis for their development, allowing them to select relevant thematic areas and plan game activities tailored to the identified communication needs. The importance of creating recreational spaces where students could express themselves in contexts close to their reality was evident, fostering their speaking confidence and improving aspects such as fluency, pronunciation, and the use of functional vocabulary. These activities were integrated into each of the workshop activities.

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The following table presents the activities proposed for each workshop, along with the time allotted for their development in the classroom.

Table 3.*Activities and times of recreational workshops*

| Workshop 1. Ask Me and I'll Answer | | | |
|---|----------------------------|----------------------------|-------------------|
| Activity | Time Activity (min) | Time Feedback (min) | Total Time |
| 1. Speaking Without Fear | 20 | 0 | 15 |
| 2. Question Wheel | 35 | 10 | 45 |
| 3. Improvisation Sketch | 35 | 10 | 45 |
| 4. Then and Now + Guess Who? | 35 | 10 | 45 |
| Total | 125 | 30 | 155 |
| Workshop 2. Creative Words | | | |
| Activity | Time Activity (min) | Time Feedback (min) | Total Time |
| 1. Collective Story with Connectors | 25 | 10 | 35 |
| 2. Fun Debate | 25 | 10 | 35 |
| 3. Karaoke & Song Challenge | 40 | 10 | 50 |
| Total | 90 | 30 | 120 |
| Workshop 3. ExpressArt | | | |
| Activity | Time Activity (min) | Time Feedback (min) | Total Time |
| 1. Telephone game | 30 | 10 | 40 |
| 2. Create your superhero | 30 | 10 | 40 |
| 3. The Debate of Opponents | 30 | 10 | 40 |
| 4. The Defender of Characters | 30 | 10 | 40 |
| Total | 120 | 40 | 160 |
| Workshop 4. Let's Talk with Style | | | |
| Activity | Time Activity (min) | Time Feedback (min) | Total Time |
| 1. The Word Game | 20 | 10 | 30 |
| 2. Presentation Styles | 35 | 10 | 45 |
| 3. Improvised Role Play | 35 | 10 | 45 |
| 4. Lightning Challenge | 20 | 10 | 30 |
| Total | 110 | 40 | 150 |

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| Workshop 5. Flavors and Words | | | |
|-------------------------------|---------------------|---------------------|------------|
| Activity | Time Activity (min) | Time Feedback (min) | Total Time |
| 1. The Imaginary Menu | 20 | 10 | 30 |
| 2. The Perfect Dish | 35 | 10 | 45 |
| 3. The Gastronomic Debate | 35 | 10 | 45 |
| Total | 90 | 30 | 120 |

Below are each of the activities to be developed in the classroom and their duration.

You'll also find the objective, development, and feedback spaces for each activity.

Table 4.

Activities Workshop 1: "Ask me and I will answer you"

| Workshop 1: "Ask Me and I'll Answer" |
|---|
| Duration: 2 hours and 35 minutes |
| Pedagogical Component: Active learning, cooperative work, constructive feedback. |
| Content Component: Oral production in English, everyday vocabulary, basic grammatical structure (questions and answers, use of simple connectives). |
| Workshop Objectives: |
| <ol style="list-style-type: none"> 1. Expand vocabulary and improve grammatical structure when answering frequently asked personal questions. 2. Encourage spontaneity and fluency through collaborative role-playing. 3. Connect the past and present tense using "used to," improving the organization and clarity of oral discourse. |
| Materials and Resources: |
| <ul style="list-style-type: none"> • Question cards (printed or digital). • Whiteboard or flipchart paper and markers. • Hourglass or timer app. • Digital question wheel (can be an app or online version). • Mobile devices or a recorder to record the role-plays. • Childhood photos (provided by students). |
| Activity 1: "Speaking Without Fear" (20 min) |
| Objective: To raise student awareness about the importance of oral proficiency and break the ice to create an environment of trust. |
| Development: |
| <ol style="list-style-type: none"> 1. Brief presentation on why it is important to speak English without fear. 2. Show the following motivational video about making mistakes as part of learning (2 min). Mundo Púrpura. (2016, May 1). "The best way to learn is by making mistakes." 3. Icebreaker "Creative Presentations": Each student says their name + an adjective that describes them + a hobby, forming a simple sentence. Example: "My name is Ana. I'm adventurous and I love painting." |

Activity 2: “The Question Wheel” (35 min)

Objective: To develop accuracy, fluency, and confidence in answering personal questions in complete sentences.

Development:

1. The teacher explains the activity, which will involve using a question wheel (digital or physical).
2. A student spins the wheel and answers the question aloud. The student has up to 20 seconds to construct and express their answer using complete sentences, good pronunciation, and a simple connective (and, but, because).
3. The teacher takes note of the answer and provides immediate feedback in a constructive tone.
4. Continue with several turns to ensure everyone participates.

Example Questions:

- Where do you live?
- What pets do you have?
- What time is your English class?
- What do you do on weekends?
- What do you like to eat?

Reflective Closure and Feedback (10 min): The teacher poses the following questions so that students reflect on their experience during the activities, acknowledge what they learned, and become aware of their progress in speaking in English.

- Which question was the easiest to answer? Which was the most difficult?
- Did it help you to think of a structure before speaking?

Note: The reflection is conducted in Spanish.

Activity 3: “Improvisation Sketch” (35 min)

Objective: To foster creativity, spontaneity, and teamwork, using familiar grammatical structures in real-life contexts.

Development:

1. Groups of 4 or 5 students are formed.
2. Each group receives a basic script with a situation and supporting model sentences and connectives.
Examples: In a coffee shop, planning a trip, Organizing a birthday party.
3. Groups have 5 minutes to prepare a 3–4-minute improvisation of a scene.
4. Each group acts out the situation in front of the class (3 to 4 minutes per group).
5. Presentations can be recorded on a cell phone to monitor progress later.

Aspects to observe:

- Clarity of pronunciation.
- Use of everyday vocabulary.
- Fluency and coherence between ideas.
- Use of connectives.

Reflective Closure and Feedback (10 min): The teacher guides a brief conversation:

- How did you feel working in a group?
- Was it easier to speak if you had a context or situation?

Note: The reflection is conducted in Spanish.

Activity 4: “Then and Now” + “Guess Who?” (35 min)

Objective: Use past-tense structures with “used to” to describe habits and connect personal experiences with oral production.

Development:

Part 1: Then and Now: In pairs, students show their childhood photo and create three sentences using “used to.”

Example:

- “I used to play with toy cars.”
- “I used to love cartoons.”
- “I used to be very shy.”

Note: Each pair presents their sentences aloud to the group.

Part 2: Guess Who?

1. The unlabeled photos are pasted on the board.
2. Each student describes themselves orally using “used to,” without saying their name.
3. The other students try to guess who it is.

Reflective Closure and Feedback (10 min): The teacher poses the following questions:

- What did you like more: describing yourself or guessing your classmates?
- How did you feel talking about yourself in English?

Teacher's Message: "Remember that making mistakes is part of learning. Every word you dare to say in English moves you forward. Keep practicing with songs, games, or even talking to yourself in the mirror. You can do it!"

Table 5.

Workshop 2 Activities: “Creative Words”

Workshop 2: “Creative Words”

Duration: 2 hours

Pedagogical Component: Cooperative learning and teamwork. Gradual development of oral production through dynamic activities such as debates, role-playing, and singing. Use of a game approach to reduce anxiety when speaking in English.

Content Component: Oral production with everyday vocabulary. Use of basic connectives (and, but, because). Development of pronunciation, intonation, and fluency.

Workshop Objectives:

1. To foster fluency, pronunciation, and creativity through the collective oral creation of a story with simple connectives.
2. To develop basic argumentation in English, promoting oral expression, pronunciation, and active listening through a game debate.
3. To improve pronunciation, intonation, and listening comprehension through song performances, with an emphasis on creativity and spontaneity.

Materials and Resources:

- Cards with key words or phrases.
 - Speakers or audio player.
 - Official videos or lyric videos of songs (previously selected).
 - Printed sheets with incomplete song lyrics.
 - Whiteboard or flipchart.
 - Markers.
-

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-
- Stopwatch or clock.
 - Mobile devices (optional, to record activities or to support practice).
-

Activity 1: "Collective Storytelling with Connectives" (25 min)

Objective: To activate vocabulary, improve pronunciation, and promote initial fluency using simple connectives.

Development: The teacher introduces the workshop, explaining the importance of practicing oral production in English and how songs can improve pronunciation, intonation, and confidence.

1. Students sit in a circle to facilitate participation. This arrangement allows each student to see their classmates and pay attention to their contributions.
2. The teacher begins the story with a sentence related to the story of The Three Little Pigs. You can start with a basic sentence in English about the story (e.g., Once upon a time, there were three little pigs).
3. Each student, following the circle, should add a sentence that continues the story, making sure to maintain coherence and the narrative thread.
4. The teacher writes the sentences on the board at the end, creating a short group summary in English.

Note: During the activity, students should include simple connectives such as and, but, and because to improve the fluency and cohesion of their sentences.

Closing Reflection and Feedback (10 min): The teacher poses the following questions:

Which word or connective was the most difficult for you to use?

How did you feel about continuing the story in English?

Note: The reflection is done in Spanish.

Activity 2: "Fun Debate" (25 min)

Objective: To stimulate basic oral argumentation in English, promoting pronunciation and spontaneity.

Development: The teacher presents the debate topics (simple and fun topics):

-
- Chocolate ice cream vs. Vanilla ice cream
 - Dogs vs. Cats
 - Home cinema vs. Movie Theater

Three teams are formed (one for each topic).

1. Each team chooses a position and, with the teacher's help, prepares their arguments (5 min). Useful phrases are suggested: I think... / I like... / In my opinion... - 5 minutes.
2. Each team presents their arguments to the others (timers are kept) - 2 minutes.
3. Role swap: After each team has presented their arguments defending their initial position, the teacher will ask them to switch positions or "roles." - 2 minutes each team.

That is, each team must defend the position opposite to the one they first defended. They must imagine they think differently, even if they don't really agree.

Note: This activity forces students to practice new vocabulary and phrases and challenges them to be more flexible when speaking. Pronunciation, intonation, and respect for the opinions of others are constantly being worked on.

Reflective Closure and Feedback (10 min): The teacher poses the following questions:

How did you feel defending the opposing opinion?

What new words did you learn during the debate?

Note: The reflection is done in Spanish.

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Activity 3: “Karaoke & Song Challenge” (40 min)

Objective: To improve pronunciation, intonation, and listening comprehension through music, fostering creativity.

Development: Several videos are linked for the teacher to choose:

Lemon tree - <https://www.youtube.com/watch?v=-EsNEkiKAXM>

All of me - <https://www.youtube.com/watch?v=450p7goxZqg>

As it was - <https://www.youtube.com/watch?v=H5v3kku4y6Q>

Don't start Now - <https://www.youtube.com/watch?v=oygrmJFKYZY>

Oops I did it again. - <https://www.youtube.com/watch?v=CduA0TULnow>

The teacher plays the chosen video, turning off the subtitles.

1. Identify familiar words or phrases from the song.
2. Listen to the song with the lyrics incomplete; students fill in the blanks as they listen.
3. Make a karaoke group. Everyone sings the song, focusing on clear pronunciation, proper intonation, and fluency.
4. **Song Challenge:** Students, in small groups, must reinterpret the chorus of the song, varying the intonation, rhythm, or volume (they can do this in a dramatic, interactive, or relaxed tone). Then they present their version to the group.

Reflective Closure and Feedback (10 min): Generate a group reflection with open-ended questions:

- What activity helped you feel more confident to speak English?
- What new words or expressions did you learn today?
- What did you discover about your way of speaking English?

Note: The reflection is in Spanish.

Recognition: The teacher gives group applause or a symbol (label, sticker, special applause) to students who: Participated spontaneously, showed effort in trying to speak English, Supported their classmates.

Teacher's message: "Remember that every word you dare to say in English is a step forward. Practice at home with songs, TV shows, or with your friends. Don't be afraid to make mistakes, because every mistake is a learning experience."

Table 6.*Workshop 3 Activities: "ExpressArt"***Workshop 3: "ExpressArt"**

Duration: 2 hours and 40 minutes

Pedagogical Component: Creativity, cooperative work, game oral expression, progressive development of oral production.

Content Component: Vocabulary to describe people, adjectives of personality and appearance, simple connectives (and, but, because, also), basic structures for arguments.

Workshop Objectives:

1. Recognize the importance of clear pronunciation and precision when communicating orally in English through an active listening game.
2. Develop fluency, creativity, and vocabulary in English by creating and presenting fictional characters, integrating connectives and descriptions.
3. Encourage basic oral argumentation, fluency, and spontaneity through simple debates on everyday topics.

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4. Stimulate creativity, game argumentation, and oral fluency by defending characters in imaginary situations.

Materials and Resources:

- Letter-sized white paper.
 - Colored pencils, markers, erasers.
 - Clock or stopwatch.
 - Whiteboard and flip charts.
 - Speakers or music player (optional).
 - Cards with basic connectives (and, but, because, also) and adjective vocabulary.
 - Positive feedback sheets with motivational messages.
-

Activity 1: "Telephone Buster" (30 min)

Objective: To demonstrate, through play, the importance of clear pronunciation and active listening in English.

Development:

1. Students stand in a circle to share the phrase selected by the teacher:
"English opens doors to new cultures, music, and memes around the world."
"Practicing English every day makes my brain stronger and my future brighter."
 2. The first student whispers the phrase selected by the teacher into the ear.
 3. Each student repeats the phrase into the ear of the next classmate, keeping it a secret.
 4. The last student must say the phrase aloud.
 5. The original phrase is compared with the final version, generating laughter and reflecting on the importance of pronunciation and attention.
-

Reflective Closure and Feedback (10 min): The teacher asks the following questions:

- How easy or difficult was it to convey the phrase correctly?
 - What did you learn about the importance of pronunciation?
-

Note: The reflection is done in Spanish.

Activity 2: "Create Your Superhero" (30 min)

Objective: To develop creativity and oral fluency by describing characters, practicing connectives and adjectives.

Development:

1. Each student receives a sheet of paper and materials to create their own superhero, drawing it and writing its name.
 2. Organized into small groups, prepare a short oral presentation in which they describe:
 - Character's name.
 - Superpowers.
 - History or mission.
 - Personality and appearance.
 3. Give students flashcards with basic connectives and useful adjectives.
 4. In small groups, practice their oral presentation. Each student presents their character to the group, using complete sentences and working on pronunciation and intonation.
-

Reflective Closure and Feedback (10 min): The teacher poses the following questions:

- Which part of the description was easiest or most difficult?
 - Which new word did you like best to describe your character?
-

Note: The reflection is done in Spanish.

Activity 3: "The Debate of Opponents" (30 min)

Objective: To promote basic argumentation, pronunciation, and fluency through debates on simple topics.

Development:

1. Conduct a debate in two groups on simple, everyday topics, using vocabulary defined by the teacher. For example:
 - Summer vs. Winter
 - City life vs. Country life
 - Pizza vs. Burger
2. Students divide into two groups for each topic.
3. Each group has 5 minutes to prepare their arguments using simple vocabulary and model phrases (I think... / In my opinion... / I prefer...).
4. Each group presents their arguments in turns of 1-minute.

Note: The teacher guides respect and active listening throughout the activity.

Reflective Closure and Feedback (10 min): The teacher poses the following questions:

- How did you feel defending your opinion in English?
- Which phrase helped you most express your point of view?

Note: The reflection is done in Spanish.

Activity 4: "The Defender of Characters" (30 min)

Objective: To stimulate creativity and game argumentation when defending their superhero in fictional situations.

Development:

1. The teacher presents problematic situations (for example: saving a forest, stopping a storm, rescuing animals).
2. Each student explains in English why their superhero is the best person to resolve the situation. They should use connectives and adjectives they have learned. Visual aids or gestures can be used to complement the presentation.

Reflective Closure and Feedback (10 min): The teacher poses the following questions:

- How did you feel defending your character?
- What phrase or adjective helped you most during the defense?

Note: The reflection is done in Spanish.

Teacher's messages:

- “I am proud of you for speaking today!”
 - “Great creativity and effort!”
 - “You did an amazing job today!”
-

Table 7.

Workshop 4 Activities: "Let's Speak with Style"

Workshop 4: "Let's Speak with Style"

Duration: 2 and a half hours

Pedagogical Component: Game and cooperative approach, progressive oral expression, learning through play and emotion.

Content Component: Contextualized oral practice in real-life situations, use of simple connectives, variation in intonation, pronunciation, and communicative style.

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Workshop Objectives:

1. Develop oral fluency and expression through acted-out dialogues with different styles, promoting clarity, creativity, and intonation.
2. Stimulate spontaneous oral improvisation, using connectives and adapting the tone of voice according to the communicative situation.
3. Reinforce spontaneity, tone management, and emotional adaptability in oral communication.

Materials and Resources:

- Cards with communication styles.
- Cards with communication situations (for role-playing).
- Cards with connectors and useful phrases.
- Whiteboards, flip charts, and markers.
- Stopwatch or timer.
- Speakers and background music (optional).

Activity 1: "The Word Game" (20 min)

Objective: To activate vocabulary, encourage verbal fluency, and create a relaxed environment that encourages spontaneous oral expresión.

Development:

1. Students stand in a circle.
2. The teacher begins by saying an English word (e.g., apple).
3. The next student says a word that begins with the last letter (e.g., elephant), and so on.
4. Each student creates a sentence using their word.
5. The teacher writes a few sentences on the board to show the vocabulary richness of the group.

Closing Reflection and Feedback (10 min): The teacher poses the following questions:

- How easy or difficult was it to think of a word quickly?
- What did you learn by forming a sentence with your word?
- Did you feel more confident speaking English after the game?

Note: The reflection is in Spanish.

Activity 2: "Presentation Styles" (35 min)

Objective: To improve oral production, pronunciation, and intonation by adapting the same dialogue to different communication styles.

Development:

1. Students are grouped into teams of 3 or 4 members.
2. Each team receives a short script (provided by the teacher) with simple dialogues related to everyday situations (for example: in a store, in a cafe, at a family gathering).
3. Each team randomly chooses a presentation style from the following: dramatic, comic, serious, informative, or soap opera.
4. Each group rehearses their scene using cue cards with useful connectives and phrases to reinforce fluency.
5. Each group's performance is presented, focusing on clear pronunciation, appropriate intonation for the chosen style, and creativity.

Reflective Closure and Feedback (10 min): The teacher poses the following questions:

- Which style was more fun or difficult to interpret?
- How did your speaking style change depending on the style?

Note: The reflection is done in Spanish.

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Activity 3: "Improvised Role Play" (35 min)

Objective: To encourage improvisation and oral adaptation in real-life contexts, using key phrases and connectives spontaneously.

Development:

1. Students organize themselves into pairs.
2. The teacher distributes cards with practical, everyday communication situations, for example: A work meeting, a family trip, a visit to the doctor, an unexpected encounter with a celebrity.
3. Each pair improvises a dialogue for 5 minutes, incorporating simple connectives and varying the tone of voice according to the context of the situation.

Note: The teacher offers support with model phrases and useful vocabulary. Each pair can use prompt cards if necessary.

Reflective Closure and Feedback (10 min): The teacher poses the following questions:

- What was the easiest or most difficult part of improvising?
- Which phrases or expressions helped you the most?

Note: The reflection is done in Spanish.

Activity 4: "Lightning Style Challenge" (20 min)

Objective: To promote spontaneity, emotional creativity, and tone of voice control in oral expression, adapting to different communication styles through engaging and collaborative learning activities.

Development:

1. The teacher forms teams of 4 students.
2. Each team receives a simple mini-scene (for example: asking for help on the street, receiving news, shopping, looking for a lost item).
3. The rest of the group (or the teacher) randomly assigns an unexpected emotional style to each team, such as: Exaggeratedly Happy, Mysterious, Very Nervous, Dramatic or Exaggerated, Robotic or Unemotional.
4. Teams have 3 minutes to prepare their improvisation, using previously studied vocabulary and simple connectives (and, but, because...).
5. Each team presents their scene aloud, respecting the assigned style and paying attention to intonation, fluency, and pronunciation.
6. A different team from the scene briefly comments in Spanish on what they found most creative or fun about the group that presented, highlighting any phrases or gestures that stood out in a positive way.

Closing Reflection and Feedback (10 min): The teacher asks the following questions:

- How did you feel about improvising in a style that isn't natural for you?
- Did this activity help you feel more comfortable speaking in English?

Note: The reflection is done in Spanish.

Motivational closing to reinforce self-confidence:

The teacher delivers positive messages such as: "Great style! Keep speaking with confidence."
"Your voice matters. Don't stop practicing!"

Table 8.*Workshop 5 Activities: "Flavors and Words"*

| Workshop 5: "Flavors and Words" |
|---|
| Duration: 2 hours |
| Pedagogical Component: Cooperative approach, progressive development of oral skills, dramatization, role-playing, and functional dialogue. |
| Content Component: Gastronomic vocabulary, use of simple connectives (and, but, because, so), structures for ordering and expressing tastes. |
| Workshop Objectives: |
| <ol style="list-style-type: none"> 1. Develop fluency and vocabulary by acting out restaurant scenes, practicing functional structures in English. 2. Foster basic oral argumentation through a thematic debate about eating habits, using simple connectives and structured sentences. |
| Materials and Resources: |
| <ul style="list-style-type: none"> • Cards with the names of typical dishes, drinks, desserts, and juices (local and international). • Flipchart paper, whiteboard, and markers. • Toy kitchen utensils or decorative elements to simulate a restaurant (optional). • Background music related to food (optional). • Flashcards with model phrases and useful adjectives for describing food. • Stopwatch or timer. |
| Activity 1: "The Imaginary Menu" (20 min) |
| Objective: To break the ice, activate prior knowledge, and introduce useful food-related vocabulary through a fun and participatory process. |
| Development: |
| <ol style="list-style-type: none"> 1. The teacher welcomes the student and explains the objective of the workshop: to improve oral proficiency in English through the topic of gastronomy. 2. Each student thinks of their favorite dish, drink, or dessert. 3. One by one, they state their choice using a complete sentence in English (e.g., "My favorite food is pizza" / "I love strawberry milkshake"). 4. The teacher writes keywords on the board, categorizing them by type (food, drink, dessert). 5. The teacher briefly explains new terms or pronunciations, encouraging active listening and participation. |
| Reflective Closure and Feedback (10 min): The teacher poses the following questions: |
| <ul style="list-style-type: none"> • Did you know all the words mentioned? • What new words did you learn or remember today? |
| Note: The reflection is done in Spanish. |
| Activity 2: "The Perfect Dish" (35 min) |
| Objective: To encourage oral interaction in simulated contexts, using culinary vocabulary and functional phrases to order and describe food. |
| Development: |
| <ol style="list-style-type: none"> 1. Groups of 4 or 5 students are organized. 2. Each group creates a fictional mini-restaurant where a student acts as a waiter/waitress. 3. The teacher distributes cards with useful phrases such as: "I would like...", "Can I have...", "What do you recommend?" 4. A scene is simulated: customers must order dishes, drinks, and desserts. The waiter/waitress responds fluently and courteously. 5. Each group presents their role play in front of the group, acting clearly, using appropriate intonation and careful pronunciation. 6. The teacher offers brief, positive feedback after each presentation. |

Reflective Closing and Feedback (10 min): The teacher poses the following questions:

- How did you feel while playing the role?
- What phrases did you learn to order or describe food?

Note: The reflection is conducted in Spanish.

Activity 3: "The Gastronomic Debate" (35 min)

Objective: To stimulate oral production through simple arguments, practicing vocabulary and structures related to eating habits.

Development:

1. Students divide into two teams.
2. Choose a controversial food-related topic, for example: "Is homemade food better than fast food?" or "Should sugary drinks be banned in schools?"
3. Each team chooses their position (for or against) and prepares their arguments for 5 minutes. They are given a card with useful connectives: because, but, so, also.
4. A representative from each group presents their argument for 2 minutes.
5. The teams alternate giving a brief 2-minute rebuttal.
6. The teacher moderates respectfully, focusing on fluency, vocabulary, and intonation, rather than perfect grammar.

Reflective Closure and Feedback (10 min): The teacher poses the following questions:

- How was your experience debating in English?
- What did you learn about expressing your opinion clearly?

Note: The reflection is done in Spanish.

Effectiveness of implementing playful workshops for oral expression in English

To analyze the effectiveness of implementing playful workshops that foster oral expression and creativity among tenth grade students at Escuela Normal Superior Sagrado Corazón in Chita, Boyacá, three instruments were applied: 1. Workshop evaluation rubric, 2. Workshop feedback, and 3. Student evaluation. An analysis of the results obtained from each instrument was conducted.

Evaluation Rubric Analysis

Workshop 1, "Ask Me and I'll Answer," aimed to foster oral expression in English through communicative dynamics based on spontaneous interaction and improvisation. This workshop included three main activities: "Question Wheel," "Improvisation Sketch," and "Then

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and Now / Guess Who?", each designed to assess components of oral proficiency such as fluency, pronunciation, vocabulary use, grammatical structure, and communicative creativity. According to the rubric, the students achieved an overall average of 13.54 points out of 20, corresponding to a medium (M) performance level. This indicates that the proposed objectives were partially achieved, with evidence of progress in most of the assessed criteria.

In the "Question Wheel" activity, the averages obtained were Fluency and Naturalness (2.83), Pronunciation and Intonation (2.71), Use of Everyday Vocabulary and Simple Connectives (2.75), Grammatical Structure and Discourse Organization (2.92), and Participation and Communicative Creativity (2.33), achieving a total score of 13.54/20 (medium). These results showed that, although the students demonstrated confidence in communication and an acceptable command of basic structures, difficulties related to pronunciation and spontaneous creativity in interaction persisted.

In the second activity, "Improvisation Sketch," the overall average was also 13.54 points (medium). The most notable indicators were vocabulary use (2.83) and creative participation (2.75), while pronunciation (2.63) and grammatical structure (2.63) maintained intermediate performance. These results show that students are more confident expressing themselves in collaborative contexts, although they still need to foster their linguistic precision and coherence.

The third activity, "Then and Now / Guess Who?", obtained a total average of 13.33 points, also placing it at the intermediate level. In this case, the highest scores corresponded to participation and creativity (2.96), followed by fluency (2.63), while the lowest scores were observed in vocabulary use (2.54) and grammatical structure (2.54). This performance shows that, although the students were able to interact enthusiastically, their oral production still requires greater precision in the use of connectives and verb tenses. The results of Workshop 1

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demonstrate that the application of game strategies fosters active participation and motivation among students to practice speaking English, creating an environment conducive to meaningful interaction. However, the average performance level indicates that the process of fostering oral expression is still developing and requires continued communicative practice, especially in aspects of pronunciation, grammatical cohesion, and varied vocabulary use.

In another aspect, the workshop evaluation rubric systematically demonstrated students' progress in oral expression and creativity during each of the five workshops implemented. In the first workshop, "Ask Me and I'll Answer," it was observed that students were able to master basic linguistic structures for interacting in English, demonstrating an understanding of instructions and the ability to formulate and answer simple questions. The rubric reflected that prior mental planning and the organization of ideas were recurring strategies that promoted fluency. However, the assessments also showed that some students required more support to correctly articulate specific sounds, especially in complex questions such as "How do you spell your name?", where a significant gap was evident between vocabulary recognition and effective oral production.

Workshop 2, "Creative Words," aimed to promote spontaneous and collaborative oral construction through activities that integrated play, music, and group work as pedagogical tools to energize English learning. This workshop was structured into three activities: "Collective Storytelling with Connectors," "Fun Debate," and "Karaoke & Song Challenge." Each was assessed using a performance rubric that considered criteria such as pronunciation and intonation, fluency and naturalness, and speaking style.

The "Karaoke & Song Challenge" activity, meanwhile, obtained an average of 13.54 points (medium level), standing out in the criteria of pronunciation (2.75) and grammar and

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speech organization (2.75). Music was established as a motivating resource that allowed students to practice grammatical structures and improve intonation spontaneously and significantly. However, fluency (2.67) and creativity (2.67) remained intermediate, suggesting that some participants were still hesitant when expressing themselves in front of a group.

The results of Workshop 2 demonstrate that the implemented game strategies had a positive impact on motivation, group interaction, and the development of oral proficiency in English. Students took ownership of the activities with interest and demonstrated notable progress in pronunciation, cooperative work, and the production of original ideas. However, the overall average performance indicates that the process of fostering oral expression still requires continuity, with greater emphasis on expanding vocabulary, discursive fluency, and communicative spontaneity. Pedagogically, the workshop consolidated a participatory, reflective, and creative environment, which constitutes a solid foundation for continuing to promote confidence and verbal expression in real-life communication contexts.

The workshop's evaluation rubric, "Creative Words," demonstrated notable progress in the construction of more complex and coherent ideas, assessing skills such as the use of connectives, expanded vocabulary, and discursive coherence. Students demonstrated confidence when participating in collective storytelling and debate activities, demonstrating that linguistic creativity was consolidated by integrating humor, improvisation, and group collaboration. However, the rubric also identified that certain connectives, such as "even though" or "because," represented a challenge for some participants, reflecting specific areas for fostering in future workshops. Workshop 3, "ExpresArte," was a learning space aimed at fostering students' communicative confidence and expressive originality through activities that combined play, improvisation, and oral argumentation in English, with a dynamic and participatory approach.

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The workshop consisted of four activities: "Telephone game," "Create Your Superhero," "The Debate of Opponents," and "The Defender of Characters," each designed to enhance specific communication skills, such as pronunciation, vocabulary use, discursive coherence, creativity, and a participatory attitude. Overall, the overall average score achieved in the workshop was 14 points out of 20, corresponding to a medium (M) performance level. These results demonstrate sustained progress in oral expression and active participation, although with opportunities for improvement in discursive fluency and in expanding the linguistic repertoire.

In the first activity, "Telephone game," students obtained an average of 14 points (medium level). The highest-rated criteria were creativity in oral expression (2.92) and coherence and basic oral argumentation (2.83), demonstrating that participants were able to construct understandable and original messages by recreating English phrases within a game context. However, the aspects of vocabulary and connective tissue usage (2.67) and pronunciation clarity (2.75) showed slight limitations, reflecting that, although students were able to maintain communication, they still need to consolidate lexical and phonetic structures with greater precision.

The second activity, "Create Your Superhero," obtained the highest score of the workshop (14.88 points, intermediate level), with the criteria of pronunciation clarity (3.13) and attitude and willingness to participate (3.08) standing out. In this activity, students demonstrated enthusiasm and creativity when designing original characters, describing their characteristics, and orally defending them to their classmates. This result demonstrates a notable mastery of the language and an improvement in speaking confidence, essential elements for fostering communicative competence in real-life contexts.

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In “The Debate of Opponents,” students achieved an average of 14.63 points (medium). The most notable criteria were pronunciation (3.08) and use of vocabulary and connectives (3.08), indicating a more natural command of the language during argumentation. However, coherence and basic oral argumentation (2.79) and communicative creativity (2.75) obtained slightly lower scores, meaning that, although the students performed fluently, some speeches lacked argumentative depth or expressive variety.

The final activity of this workshop, "The Defender of Characters," achieved an average of 14.29 points (medium level). In this exercise, the students demonstrated a balance between a participatory attitude (3.08) and clarity of pronunciation (2.96), consolidating a collaborative and confident performance. However, coherence (2.63) and creativity (2.67) were the categories with the lowest scores, meaning that some participants limited themselves to reproducing learned ideas without incorporating sufficient elements of originality or improvisation into their interventions.

The results of Workshop 3, "ExpresArte," demonstrate that the game strategies applied foster the comprehensive development of oral expression in English, fostering active participation, confidence, and collaborative knowledge construction. The results reflect sustained progress compared to previous workshops, demonstrating a progressive consolidation of pronunciation, coherence, and communicative attitude. However, the overall average level indicates that the process should be maintained with more consistent practices that stimulate fluency, spontaneity, and the creative use of language in diverse communicative situations. In pedagogical terms, this workshop reaffirms the importance of integrating game dynamics that help students learn with emotion, meaning, and communicative purpose.

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Regarding the evaluation rubric for the third workshop, "ExpresArte," students were assessed using indicators that measured autonomy, creativity, and argumentation. The results of the rubric showed that participants were actively involved in creating characters and in debates, demonstrating a clear communicative intent and the ability to justify their ideas using precise vocabulary. The persistent difficulties were related to pronunciation and the correct use of grammatical structures, but the analysis showed that collaborative work and peer feedback helped overcome these obstacles.

The fourth workshop, "Let's Speak with Style", aimed to foster students' oral expression through fun activities that integrated language proficiency, creativity, and adaptation to different communication styles. In this session, participants explored pronunciation, improvisation, and emotional expressiveness through dynamics such as Word Play, Presentation Styles, Improvised Role Play, and the Lightning Style Challenge.

The results showed an average overall performance (M), with an average score of 14.23 out of 20, suggesting significant progress in the ability to express themselves orally more naturally, although there are still some areas that need to be fostered. In terms of the evaluation criteria, pronunciation and intonation achieved an average of 2.71, showing an improvement in clarity and tone control according to the proposed style, although some students maintained an intermediate level of proficiency. Fluency in improvisation and oral expression scored 2.88, reflecting that most managed to maintain communicative rhythm, especially in group or competitive activities, demonstrating progress in spontaneity and confidence in public speaking.

Meanwhile, the use of connectives and useful phrases recorded an average of 2.77, demonstrating that students are beginning to incorporate linguistic tools that provide cohesion and coherence to their interventions. However, some tend to use repetitive expressions,

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suggesting the need to foster their repertoire of discursive resources. Regarding creativity and emotional adaptation to the assigned style, the average was 2.78, demonstrating that participants showed willingness and enthusiasm to interpret different communicative styles, although not all achieved a high level of expressiveness. Finally, the attitude and willingness to participate in a group obtained one of the highest averages (3.15), highlighting the commitment, collaboration and respect for the interventions of colleagues.

When analyzing the specific activities, it was observed that the Improvised Role Play had the highest score (15 points, medium-high level), reflecting improved performance when learning is linked to spontaneous and dynamic situations. In contrast, the Presentation Styles and Lightning Style Challenge activities obtained 14 points, maintaining a medium level. Although positive, this suggests that emotional variation and style projection can still be enhanced through ongoing guided improvisation exercises.

These results confirm that the implemented game strategies continue to promote the development of oral communication skills, especially those related to fluency, active participation, and expressive adaptation. However, it is necessary to foster speech variability and voice modulation, essential aspects for achieving high performance in oral expression.

The final workshop, "Flavors and Words," aimed to integrate the oral communication skills acquired in the previous workshops through activities that combined linguistic expression with creativity in simulated gastronomic contexts. In this session, we observed how students were able to articulate thematic vocabulary, pronunciation, and fluency in game communicative interaction scenarios, fostering spontaneity, confidence, and improvisational skills.

Overall, the game workshop achieved average (M) performance, with a group average of 14.26 out of 20, indicating a progressive consolidation of communicative skills, although some

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aspects remain to be fostered. Among the criteria evaluated, the use of gastronomic vocabulary achieved one of the highest averages (2.97), demonstrating that students were able to master specific terms related to food, beverages, and sensory descriptions, using them accurately and consistently. Confidence and communicative attitude also stood out, with an average of 3.15, reflecting greater confidence in speaking, an active willingness to participate, and a positive attitude during oral activities.

For their part, coherence and fluency in the dialogue or debate obtained an average of 2.70, demonstrating progress in connecting ideas through the use of basic connectives such as and, but, because, or so, although some students still experienced pauses or interruptions that hinder discourse continuity. Pronunciation and intonation reached 2.47, a result that, while satisfactory, suggests the need to continue fostering articulatory clarity and control of speaking rhythm. Regarding performance in the role-play or debate, they obtained an average of 2.97, demonstrating that the majority assumed their assigned roles with creativity and enthusiasm, demonstrating active participation, especially during group activities.

Regarding the analysis by activity, The Imaginary Menu obtained an average of 14.04 points, indicating that the students were able to confidently interpret simulated communicative situations, albeit with slight pronunciation difficulties. The Perfect Dish scored 14.33 points, making it one of the workshop's highest-rated activities for its balance of specific vocabulary and participatory attitude. Finally, the Gastronomic Debate achieved the highest score (14.42 points), standing out for the spontaneity and argumentation of the participants, who managed to maintain a fluid and coherent dialogue within a competitive and enjoyable context.

These results reflect that the workshop fulfilled its purpose of fostering oral expression through game and contextualized interaction, allowing students to use the language as a means of

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creation and active participation. Although pronunciation and fluency still require systematic reinforcement, motivation, teamwork, and communicative confidence showed sustained progress. Overall, the rubric results established that the playful workshops progressively fostered oral expression and creativity, demonstrating that students progressed from producing simple sentences to spontaneous argumentation, with improvements in fluency, confidence, and linguistic security.

Feedback analysis of recreational workshops

The feedback provided in the five playful workshops contributes to an understanding of how students perceived and experienced the learning experience, providing complementary information to the rubric on motivation, enjoyment, and learning strategies used.

In Workshop 1, "Ask Me and I'll Answer," students highlighted the importance of activities such as "Question Wheel" and "Improvisation Sketch" for gaining speaking confidence. They also identified that mentally planning their responses before speaking allowed them to organize their ideas and improve their fluency. Furthermore, the game fostered spontaneity, creativity, and teamwork, demonstrating that the integration of realistic contexts, such as ordering coffee or planning a trip, facilitated communication and reduced anxiety. The "Then and Now" and "Guess Who?" activities fostered interpersonal interaction, attention, memory, and communicative empathy, highlighting that oral expression is also built on relationships with others.

During Workshop 2, "Creative Words," feedback showed that students consolidated storytelling, debate, and musicalization skills. In the "Collective Storytelling with Connectors" activity, it was observed that, although some connectors posed difficulties, students managed to

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organize their ideas and express them coherently, recognizing the value of discursive cohesion.

In "Fun Debate," the need to defend opposing positions expanded their vocabulary and promoted quick thinking, active listening, and the construction of coherent responses. The "Karaoke & Song Challenge" activity reduced anxiety and allowed the musicalization to function as an emotional learning tool, improving pronunciation, listening comprehension, and cultural perception of the language.

In Workshop 3, "ExpresArte," students showed significant progress in creativity and autonomy when completing activities such as "Create Your Superhero" and "The Debate of Opponents." Feedback showed that inventing characters and defending ideas in front of the group fostered self-confidence, the expression of emotions, and the organization of arguments, while mistakes were perceived as learning opportunities. "The Defender of Characters" integrated creativity with argumentation, consolidating spontaneous expression and the ability to select appropriate vocabulary to describe and persuade.

During the fourth and fifth workshops, "Let's Speak with Style" and "Flavors and Words," students emphasized that improvisation under pressure and dramatization fostered fluency, intonation, and the intentional use of body language. Feedback highlighted that constant practice in engaging, real-life contexts, fostered confidence, creativity, and a positive disposition toward language learning. Participants agreed that meaningful learning occurred when they were able to apply vocabulary and structures in situations close to their everyday lives, proving that expressing themselves in English is an active, social, and fun process. In summary, the feedback identified both linguistic achievements and emotional and social experiences that drove students' progress. Each workshop served as a space for experimentation, collaboration, and reflection,

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demonstrating that the implementation of game strategies is effective in fostering oral expression and creativity in tenth-grade students.

Analysis of the Effectiveness Evaluation Results

Workshop 1, entitled "Ask Me and I'll Answer," focused on expanding participants' vocabulary and fostering their grammatical structure by answering frequently asked personal questions, promoting clearer and more organized communication. Through collaborative role-playing, students practiced spontaneity and fluency, interacting actively and creatively with their peers. Likewise, they worked on connecting the past and present through the use of "used to," improving coherence and clarity in constructing personal narratives. This integrative approach sought to help participants develop strong communication skills in English, combining active practice, reflection on the language, and confidence in expressing themselves in everyday contexts. When answering question 1, "How did you feel speaking English after participating in the workshop activities, especially regarding your pronunciation and intonation?", many students expressed positive emotions such as motivation and joy, highlighting that the relaxed workshop environment fostered confidence and enjoyment while practicing pronunciation and intonation. The game dynamic offered a safe space to experiment, listen to the teacher and their classmates, imitate intonations, and notice gradual improvements, fostering fluency and consolidating motivation. These perceptions show that a game and collaborative approach generates enthusiasm and curiosity, becoming a fundamental driver for communicative learning.

Other students experienced significant emotional transitions; some began nervous or insecure, but gradually participated with greater spontaneity, experiencing satisfaction as they overcame their initial embarrassment. Some highlighted their personal progress and reflected on

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their advancements, demonstrating metacognitive development, while a small group expressed less willingness to participate, highlighting the importance of constant teacher support. These experiences reflect that the workshop fostered confidence, oral practice, and a positive attitude toward using English, fostering meaningful and humane learning.

Regarding question 2, "How much do you think the workshop activities influenced your English-speaking fluency?", most agreed that they promoted quick thinking, fearless expression, and natural speech without literal translation. The constant practice of questions and answers, along with game interaction, transformed initial rigidity into spontaneity, while collaborative work and teacher guidance fostered confidence and enjoyment of the language. Some students perceived partial progress but valued the opportunity to practice and recognize areas for improvement, considering mistakes as part of the learning process. Even those who had initial difficulties due to anxiety or distraction took advantage of the oral presentation to consolidate gradual progress, demonstrating that continuous practice and a respectful environment foster participation and motivation in English. Regarding question 3, "How did you feel speaking English in front of your classmates during the workshop activities?", most students expressed enthusiasm, comfort, and satisfaction in sharing ideas and demonstrating what they had learned, highlighting collaboration and mutual support as key factors for spontaneity and self-affirmation. Some students began nervously but managed to overcome their fear of making mistakes through the teacher's guidance and group dynamics, transforming oral presentations into a practice of genuine and collective interaction. A smaller group experienced persistent discomfort or shyness, noting that working in small teams or having more preparation time made participation easier. Even so, the support and respectful environment promoted progressive progress, consolidating oral communication as an act of confidence and empathetic communication.

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When addressing question 4: "Do you think you improved your English pronunciation and intonation during the workshop?" Which activity helped you the most in this regard, and why? Students emphasized that progress depended on the activity and their level of participation. Most highlighted speaking exercises and role-plays, such as the Question Wheel and role-plays, which encouraged attention to articulation and intonation, achieving more natural speech. Others recognized partial progress through repetition and controlled presentation, noting that listening before speaking or receiving feedback fostered communicative accuracy and rhythm. Activities involving repeated speaking, modeling, and contextual role-playing, combined with empathic feedback, consolidated pronunciation and intonation during the workshop, fostering practical and meaningful learning.

Regarding question 5: "What new words do you remember learning during the workshop?" Mention at least five and explain how you learned them. Students demonstrated notable enrichment, incorporating words linked to interaction, self-confidence, and collaboration. Activities such as the Question Wheel facilitated the internalization of basic terms, while role-plays and group discussions promoted the acquisition of more complex words, reinforced by emotion and reflection. Activities with visual and audiovisual support, such as videos and images, consolidated comprehension and memorization, and the repeated practice of keywords fostered communicative confidence. Overall, the workshop significantly expanded the vocabulary repertoire, integrating creativity, emotion, and interaction to achieve authentic and transformative learning.

When addressing question 6, "In what situations in your life do you think you could use the new words you learned during the workshop?", it was identified that the new words were functional in academic, social, and everyday contexts, from presentations and teamwork to

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interactions during travel or personal situations. Furthermore, the use of terms related to interpersonal communication, such as empathy, resilience, and express, highlighted the emotional and social dimension of learning. Some planned additional practice strategies, such as rehearsing with friends, to consolidate their use. These responses reflect that the vocabulary acquired was transferable and applicable, reinforcing those game strategies promote contextualized language acquisition and foster autonomy and effective practice of English.

Regarding question 7, "Did you have difficulties or make mistakes while participating in the workshop activities?", students presented challenges related to pronunciation, grammatical construction, and sentence organization. Mistakes were viewed as learning opportunities, supported by teacher feedback and peer observation. Some expressed insecurity when pronouncing new words, while others faced blockages or frustration when using tenses, prepositions, and irregular verbs. However, most adopted a reflective attitude, transforming challenges into experiences of improvement, fostering communicative resilience, creativity, and the desire to excel. The workshop fostered autonomy and meaningful learning through oral practice and reflection on mistakes.

Regarding question 8, "Did you receive any type of feedback when you made mistakes? What was that feedback like and what impact did it have on you?", the group recognized that the teacher's feedback was a determining factor in their oral improvement. The majority valued the teacher's clarity, patience, and constructive tone, noting that the corrections on intonation, fluency, and pronunciation reinforced their confidence and communicative performance. They also highlighted the teacher's empathy and kindness, turning mistakes into learning opportunities and consolidating a classroom climate based on trust, respect, and personal development. The participation of their classmates complemented this process, fostering group interaction and

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communicative competence in English. The empathetic and contextualized feedback fostered holistic learning, where the emotional, social, and linguistic dimensions were effectively articulated.

Regarding question 9, "What do you think about the use of role-playing and games in the workshop? Do you think they influenced your way of learning English in any way?", responses indicated that they generated active, participatory, and motivating learning, transforming the way they learned English. Most students emphasized that these strategies facilitated vocabulary acquisition, fluency, and self-confidence, while helping them overcome initial shyness through the support of their peers and the teacher. Furthermore, these dynamics linked learning to everyday contexts, making language use more meaningful and functional. Although some expressed discomfort with public speaking or preferred traditional classes, the experience showed that the game elements integrated emotional, social, and linguistic dimensions, fostering motivation, creativity, and oral expression. In response to question 10, "How was it for you to use personal photos to talk about yourself in the workshop?", students expressed their identity authentically, connecting learning English with their own emotions, memories, and experiences. Most stated that the strategy fostered their speaking confidence, fostered empathy, and created a warm and close classroom atmosphere. This emotional connection encouraged a willingness to communicate, increased fluency, and consolidated spontaneity. Some students expressed shyness or discomfort with personal expression, highlighting the importance of teacher support and respect for individual boundaries. The integration of visual and personal elements consolidated meaningful, creative, and engaging learning, where oral expression was experienced as a human and transformative experience.

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Additionally, in response to question 11, "Do you think the use of your own photos influenced your desire to speak English during the workshop?", students agreed that connecting their lives and emotions to the language increased their motivation to speak and use English in a practical and authentic way. The images evoked memories that facilitated communication and fostered confidence, fluency, and the structuring of ideas. Even when a small group showed less impact due to shyness or insecurity, the majority experienced a space for self-expression that transformed English into a meaningful tool. The strategy demonstrated that integrating personal and visual elements enhances oral communication, connecting learning with emotion, identity, and experience, consolidating a creative and genuine process.

Regarding question 12, "What did you learn or discover by sharing and working in groups during the workshop?" Explain how this interaction was. The responses evidenced solid learning from working in groups, highlighting that collaboration facilitated observing and learning from others, respecting others' ideas, and collectively building English. The group interaction fostered the practice of vocabulary, pronunciation, and overcoming the fear of making mistakes, while the respectful and supportive environment, along with the teacher's guidance, generated trust and empathy. Although some participated more passively, they benefited from observing and reflecting on their peers' interventions, reinforcing the value of cooperative learning. Furthermore, positive leadership emerged that guided and united the team. Collaborative work fostered creativity, solidarity, and a sense of belonging, consolidating English learning as a shared and meaningful experience.

Regarding question 13: "Was there any workshop activity that you found particularly meaningful or interesting? Why?," testimonials revealed that students felt highly motivated by the game and unpredictable dynamics. The Question Wheel was recognized as a fun and

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challenging activity that stimulated mental agility, spontaneity, and oral fluency, while exercises such as "I used to...", "Guess who I am," improvised dialogues, and role-playing fostered creativity, confidence, and group interaction. Some students experienced nervousness about speaking publicly but managed to adapt with teacher guidance and peer support. These game strategies integrated linguistic, social, and emotional components, promoting authentic, participatory, and motivating learning.

Regarding question 14, "What aspect of the workshop would you change or add if you had the opportunity to do it again?", students valued the use of personal photos as a tool that connected language with identity and emotion. Sharing their own memories and experiences fostered confidence, fostered empathy, and created an emotional climate that encouraged fluency and spontaneity. This emotional connection increased motivation to express themselves in English and consolidated oral communication as a creative and relatable process. Although some expressed shyness during the presentation, the teacher's support helped transform this insecurity into opportunities for expression, demonstrating that integrating personal and visual elements enhances authentic and meaningful communication. Regarding question 15, "How willing would you be to participate in similar future workshops?", students were reflective about areas for improvement, suggesting more preparation time, expanding dynamics with role-playing, interviews, debates, and dramatizations, as well as the inclusion of cultural and audiovisual resources to enhance oral comprehension and expression. These proposals demonstrated an interest in continuing to learn English through game and creative strategies that integrate critical thinking and active participation. Finally, the majority expressed willingness to participate in future workshops, highlighting enthusiasm, motivation, and appreciation for the practical, judgment-free learning spaces. Some suggest methodological adjustments to balance oral

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presentation with listening, writing, and pair work activities. These responses confirm that game methodologies foster motivation, confidence, and continuity in oral practice, provided they incorporate differentiated supports that ensure inclusion and full participation. Workshop 2, "Creative Words," focused on exploring oral communication in English through group activities that integrated creativity and language practice. The construction of group stories exercised fluency, pronunciation, and narrative cohesion, while game debates promoted argumentation, active listening, and peer interaction. Likewise, song performances fostered intonation, pronunciation, and listening comprehension, while stimulating spontaneity and creativity. This integrative approach sought to develop communication skills in a dynamic and meaningful way, connecting language learning with practical, motivating, and collaborative experiences.

In response to question 1, "How did the workshop activities help you feel more confident speaking English?", students reported an increase in confidence and ease when speaking, attributed to a respectful environment, the teacher's guidance, and the game dynamics of the activities. The debates and presentations helped students overcome initial anxiety, recognize their own communication skills, and foster peer cooperation, while guided repetitions and teacher support reinforced confidence and the perception of English as a real communication tool.

Regarding question 2, "Did it help you feel calmer or less nervous when speaking English in the workshop?" Most students reported a clear sense of greater calm when speaking English. Indeed, many noted that the space felt less constrained than in a traditional classroom, which facilitated relaxation. They also attributed this calm to the game nature of the activities (songs, games, and group dynamics), which transformed practice into a pastime rather than a test. Likewise, working in pairs or small groups, where sharing mistakes was normalized, and the

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perception of non-assessment sessions mitigated pronunciation stress. Finally, discipline, group respect, and teacher guidance reinforced a safe practice environment.

Regarding question 3: "What effect do you think the workshop had on your pronunciation while singing in English?", most students agreed that this activity had a clearly positive effect on their pronunciation and intonation, as it transformed the practice into an auditory and rhythmic experience that facilitated the assimilation of specific sounds, fluency, and familiarity with new vocabulary. Group practice and choral repetition consolidated pronunciation automation, while incidental vocabulary learning reinforced understanding of words in context. Some students noted difficulty keeping up with the rhythm, raising awareness of areas that needed fostering and recommending complementing this strategy with targeted practice and specific feedback.

Regarding question 4: Which workshop activity do you think most helped you improve your spoken English? Why? The responses highlighted three activities that stood out for their impact on spoken English: debates, group stories, and musical activities. The debates promoted spontaneous production, idea structuring, and the use of connectives, while group storytelling fostered creativity, active listening, and cooperation. Singing improved pronunciation, intonation, and rhythm, creating a motivating and confident environment. The combination of these strategies integrated argumentation, creativity, and confidence, consolidating oral learning in a comprehensive manner.

Regarding question 5: How do you think the workshop debate activity influenced your way of expressing yourself in English? The results show that this strategy significantly transformed the students' oral expression at both structural and attitudinal levels. The students better organized their ideas and applied functional discourse markers, constructing more coherent and extensive arguments. Attitudinally, the debate fostered students' confidence in expressing

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opinions, arguing, and interacting in English by linking communication to everyday situations and motivating topics. It is important to complement this practice with pronunciation and vocabulary expansion activities to consolidate confidence and communicative coherence.

Regarding question 6: "What was the most difficult part for you during this workshop? How did you deal with it?", students' responses revealed that the main challenges were related to the fear of making mistakes, limited vocabulary, and difficulty expressing themselves fluently in front of their peers. To address these difficulties, strategies such as short sentences, simple expressions, and mutual support were employed, progressively fostering their confidence and demonstrating self-regulation and cooperative learning skills. Furthermore, teacher guidance and group interaction transformed initial anxiety into communicative confidence, while activities such as singing and debating boosted self-esteem and consolidated linguistic resilience, turning challenges into opportunities for personal growth and active participation.

The responses to question 7: "How do you think the Song Challenge contributed to your creative expression during the workshop?" reflect that this activity, based on the song "Save Your Tears," was a meaningful experience that stimulated creativity, pronunciation, and listening comprehension in English. Students valued music as a game resource that integrated rhythm, repetition, and group work, building confidence and spontaneity. This dynamic also expanded vocabulary, facilitated the understanding of idiomatic expressions, and fostered language acquisition by adapting verses or creating their own phrases, consolidating linguistic autonomy and connecting emotion and communication.

The responses to question 8: "What do you think about the possibility of participating in more workshops like this in the future?" reveal a largely positive attitude on the part of the students, who valued the experience as significant both for learning English and for fostering

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interaction and motivation in the classroom. The musical and group dynamics fostered oral expression and reduced anxiety, generating a more natural, motivating, and socially enriching learning experience. Some suggested adjusting oral presentation to increase comfort, demonstrating interest in improving the experience without affecting the effectiveness of the game strategies.

The responses to question 9: "What did you learn or feel when creating a collective story with your classmates?" reveal that this experience was deeply formative and affective, as it promoted active listening, cooperation, and the shared construction of discourse, integrating vocabulary, connectives, and oral production in a group context. Students emphasized that collaborative work fostered creativity, confidence, and a sense of belonging, in addition to reducing anxiety when speaking in public through turn-taking or choral interventions. The experience demonstrated that shared storytelling enhances oral communication, imagination, and group cohesion, consolidating meaningful and participatory learning.

Regarding question 10: "What did you discover or learn about yourself by participating in these activities?", students indicated that the experience represented a personal turning point, revealing new abilities, increased self-confidence, and a more positive attitude toward learning English. They also identified improvements in pronunciation, mental fluency, and thinking in English, as well as in creativity, personal expression, and leadership when guiding or supporting their peers. Consequently, the game strategies transformed the perception of the language into a space for expression, enjoyment, and personal growth, significantly consolidating participants' motivation and confidence.

Workshop 3, "ExpresArte," stimulated oral communication in English through creative and game activities, where students worked on pronunciation, accuracy, and fluency. Through

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active listening games, debates, and the creation of fictional characters, they practiced connectives and descriptions, developing comprehensive communication skills and authentic oral expression. The combination of fun, reflection, and practice fostered spontaneity and confidence in imaginary contexts, as students explored new ways of arguing and presenting ideas creatively.

Regarding question 1, "What impression did the "Telephone Game" leave during the workshop?", students expressed a general perception of fun, reflection, and meaningful learning, highlighting that the experience allowed them to understand the importance of pronunciation and listening attention in impacting the clarity of the message. Students enjoyed the humorous nature of the exercise and understood that laughter can reinforce active participation and maintain interest throughout the activity. Furthermore, some took a more analytical approach, identifying pronunciation as a crucial factor for comprehension and valuing the activity as a reflective exercise on effective oral communication.

Regarding question 2, "How did the "Telephone Game" make you think about how you communicate in English?", students agreed that this activity served as a mirror that clearly reflected their communication habits, highlighting the importance of speaking clearly and listening attentively. This experience encouraged constructive self-criticism and constant practice, demonstrating that oral production and active listening are fostered simultaneously. The combination of fun and reflection raised awareness of their strengths and areas for improvement, fostering confidence and motivation to communicate more confidently.

Regarding question 3, "What types of new vocabulary (such as adjectives or connectives) do you remember working on in the workshop?", the students agreed that learning these linguistic structures significantly enriched their ability to organize and express ideas coherently, enhancing the fluency and naturalness of their English. Participants highlighted the usefulness of

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these elements in describing characters and situations, as well as in real-life contexts that link language to social or environmental issues, fostering oral expression and creativity.

Regarding question 4, "What was your experience using new adjectives or connectives to describe people or situations during the workshop?", the students agreed that the use of these linguistic elements represented a significant opportunity to foster their oral expression and enrich their sentence structure in English. Similarly, constant practice with adjectives and connectives enabled students to produce more complete and coherent sentences, improving the clarity, precision, and fluency of their speech. Furthermore, the creative and experiential activities fostered pronunciation, confidence, and linguistic autonomy, stimulating spontaneous expression and creative thinking in real-life communicative contexts.

In response to question 5, "What do you think about the possibility of continuing to learn English with these types of activities in other classes?", the students expressed a largely positive assessment of the continuation of the fun and game methodologies, as they transform the classroom into a motivating and collaborative space where oral production flows naturally and interaction is fostered. They also emphasized that games and group dynamics promote real-life communication situations, fostering the connection between the English they've learned and its practical use, while the enjoyment and laughter reinforce knowledge retention and speaking confidence.

The responses to question 6, "What did you discover today about your English speaking?", revealed significant insights into the students' own communication skills. They identified technical barriers related to pronunciation and vocabulary, as well as limitations in fluency. They found that consistent practice and the strategic use of words and connectives facilitate coherent and effective communication. The game experience reduced shyness, fostered

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confidence, and demonstrated tangible progress in oral production, consolidating meaningful and motivating learning.

Regarding question 7, "How did the activity of creating and defending a character help or hinder you in expressing yourself in English?", the responses reflected that this dynamic acted as an effective means of reducing shyness and stimulating oral expression, as the students were freed from the fear of making mistakes by assuming the voice of a superhero, promoting naturalness and spontaneity. Defending ideas on environmental issues promoted the use of vocabulary, adjectives, and connectives in real-life contexts, fostering the fluency and organization of discourse. In this sense, the experience demonstrated active learning where creativity increased motivation and interest in communicating meaningfully. Despite the initial tension surrounding organizing ideas or pronouncing correctly, constant practice and group support consolidated participation with greater confidence and security.

Regarding question 8, which workshop activity did you find most fun or most useful, and why? Students agreed that all the activities had a clear purpose, although each provided different benefits. The creation of superheroes stood out for motivating, reducing anxiety, and stimulating spontaneous expression, while the debates fostered mental organization, argumentative coherence, and communicative fluency. Meanwhile, the "Telephone game" exercise combined fun and socializing, facilitating the collective correction of errors and promoting active listening. The interaction between creativity, challenging discourse, and play generated a synergy that fostered oral expression from various perspectives, integrating laughter, spontaneity, and practical preparation.

In response to question 9, "How did you feel speaking English during this workshop?", the students expressed a wide range of emotions, ranging from initial insecurity to a growing

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sense of confidence, given the respectful and cooperative atmosphere of the group. Game dynamics, such as character creation, debates, and the "Telephone Game," facilitated a natural space for interaction where they applied previously learned vocabulary, connectives, and adjectives, improving pronunciation and fluency. This safe environment helped the students express themselves more fluently, transforming their initial anxiety into enthusiasm and motivation to speak English.

Regarding question 10, "What experiences, contributions, or difficulties did you have while participating in the group and creative activities of the workshop?" The responses reflected that these dynamics were both enriching and challenging, in that they encouraged active listening, understanding of diverse perspectives, and confident participation, integrating vocabulary and structures in meaningful contexts. The superhero defense stimulated critical thinking, argumentation, and creativity, while teacher support and group collaboration transformed initial shyness into opportunities for improvement, consolidating cohesion and self-confidence. The experiences demonstrated that group work promoted meaningful learning, creativity, empathy, and communicative competence. Regarding question 11, which part of the workshop did you find most difficult, and how did you deal with it? Students indicated that the greatest difficulty arose when expressing themselves in English in front of their classmates, whether defending their characters, arguing in debates, or improvising sentences about tastes and preferences, generating nervousness and tension over pronunciation and fluency. To overcome these challenges, students applied self-regulation strategies, such as focusing on familiar structures, simplifying responses, and relying on examples from classmates or prepared notes, fostering effective communication and active participation. The collaborative and safe environment consolidated resilience, confidence, and motivation when speaking in English,

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turning initial challenges into meaningful learning and fostering their confidence in expressing themselves.

Workshop 4, "Let's Speak with Style," encouraged students to explore different forms of oral expression through acted dialogues that developed clarity, creativity, and intonation. Through improvisation, participants adjusted their tone of voice, used connectives, and constructed coherent and spontaneous messages, fostering fluency, the ability to manage emotions, and adapting to different communicative contexts. In this way, each student acquired comprehensive skills that fostered authentic and confident communication, boosting confidence and style when interacting in real-life situations.

Regarding question 1, "How was it for you to change your style or tone of voice when expressing yourself in English during the activities?" Do you think it helped you express yourself better or not? Some mentioned initial discomfort or shyness at feeling "weird" or "ridiculous," although this feeling gave way to greater confidence and spontaneity as they understood that the exercise was part of dynamic learning. When reflecting on voice modification, some students initially felt shy, but later showed greater confidence as they understood that the activity contributed to the development of oral expression in a fun and engaging way. Adopting different styles or accents fostered fluency, pronunciation, and a balanced speaking rhythm, while assuming specific roles in dynamics such as the Lightning Style Challenge fostered confidence and concentration on the content. The game component transformed the class into a motivating space that consolidated creativity and the appropriation of English as a means of free and natural expression.

Regarding question 2, "What did you discover about your way of speaking English by having to change your way of expressing yourself in activities?", students began to discover how

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varying their voice, rhythm, and intonation influences the communication of their ideas.

Changing their way of expressing themselves highlighted differences between English and Spanish, promoted lower inhibitions, and a more spontaneous approach, while adjusting pitch, speed, and volume fostered self-confidence and the organization of ideas. This experience demonstrated that vocal adaptation enhances creativity, linguistic awareness, and effective expression in English.

Regarding question 3, "How did you feel while improvising during the workshop activities in English?", the students expressed a wide range of emotions that directly influenced their way of expressing themselves. When improvising in activities such as role-playing or mock interviews, the students faced challenges that required quick thinking and appropriate word selection, promoting mindfulness and the development of creative strategies. Improvisation fostered spontaneity, autonomy, and communication skills, transforming initial discomfort into meaningful learning opportunities and fostering speaking confidence.

Regarding question 4, "How did the workshops affect your ability to speak English in different situations?", the students demonstrated significant progress in their communication skills, increasing their confidence, spontaneity, and willingness to participate in different contexts. The students understood that speaking English involves taking action, adapting language, and using expressive resources to communicate effectively, consolidating fluency, creativity, and motivation. These experiences fostered their understanding that learning integrates cognitive, affective, and creative aspects, demonstrating a comprehensive development of communicative competence.

Addressing question 5, "Did you feel you had real opportunities to use the vocabulary learned during the workshop?", the students agreed that the activities and games provided

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concrete spaces for meaningful application of new words. The group valued the application of the vocabulary learned in exercises and games that required constructing complete sentences, contextualizing terms, and using complex structures in simulated situations. Repetition, improvisation, and acting allowed for active and meaningful use of words, fostering autonomy, creativity, and confidence in oral communication, consolidating functional learning that could be applied in real-life interactions with peers and in the classroom.

In answering question 6, "What was a new word, connective, or phrase that caught your attention during the workshop and why did you find it useful or interesting?", the students pointed out various connectives and expressions that enriched their communication in English. When answering questions about new words, connectives, or phrases that caught their attention, the students highlighted terms such as "because" and "however," which facilitated the connection of ideas and the explanation of reasons, improving the coherence and formality of their interventions. They also valued functional expressions such as "It's up to you," "I don't think so," and "I don't mind," which offered concrete resources for expressing opinions and participating more confidently, fostering autonomy and confidence in different contexts. Furthermore, descriptive words and positive adjectives such as "awesome," "fascinating," and "amazing" fostered creativity and spontaneity when constructing their own sentences, while semantic clarifications of terms such as "actually" helped understand nuances and enrich oral communication.

In answering question 7, "How did the acting experience influence your confidence in speaking English in public?" Describe whether it was comfortable or difficult for you. The students acknowledged that they initially faced discomfort, embarrassment, and fear when exposing themselves in front of their peers, although focusing on the character reduced tension

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and promoted more active participation. Acting practice fostered strategies to manage nerves and embarrassment, while repetition and collaboration with peers progressively fostered confidence. This dynamic transformed initial discomfort into learning opportunities, consolidating fluency, active participation, and communicative self-esteem, while valuing the game and participatory approach of the workshops.

Regarding question 8, "Which workshop activity did you find most difficult or challenging?" Students indicated that those involving improvisation and real-time collaboration required inventing stories, interacting with peers, and maintaining fluency simultaneously, thereby fostering attention, adaptability, and narrative coherence. Speaking in front of large groups or participating in dynamics such as the Lightning Style Challenge and English interviews required quick thinking and creativity, while games like The Word Game offered a safe space to experiment with the language. These challenging experiences enhanced active practice and communication skills in spontaneous situations, fostering confidence and linguistic resilience.

When considering question 9, "What do you think about having classes that include games and creative activities to practice spoken English?", students agreed that this methodology makes for more enjoyable learning and reduces the pressure of a traditional classroom, encouraging active participation and spontaneous communication. They also noted that these strategies promote vocabulary retention, develop fluency, and reinforce motivation to learn. Additionally, they emphasized that games and creative dynamics foster essential cognitive and social skills, such as mental agility, improvisation, and communication confidence, consolidating a productive and collaborative learning environment. These perceptions demonstrate that the

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game methodology enhances the practice of spoken English, increases motivation, and generates comprehensive and meaningful learning.

Workshop 5, "Flavors and Words," focused on exploring everyday situations related to food, with the goal of fostering fluency and expanding English vocabulary through role-playing typical restaurant scenes. During the activities, students practiced functional language structures in real-life contexts, fostering more natural and meaningful interaction. Discussions about eating habits also promoted the organization of ideas and oral argumentation, facilitating the use of connectives and structured phrases to express opinions. In this way, the workshop consolidated comprehensive communication skills, combining game practice and critical reflection on everyday topics.

When asked question 1, "Do you think these types of activities contribute to improving your English?", students consistently expressed that these dynamics favored active participation and meaningful learning. They also emphasized that feeling involved helped them perceive their voice as being heard, while games and debates facilitated comprehension and motivated them to use previously learned phrases. Furthermore, activities such as restaurant simulations promoted the authentic use of vocabulary, improving pronunciation, organization of ideas, and confidence in interaction. Testimonials demonstrated that the workshop created a dynamic, participatory, and motivating environment, consolidating concrete progress in oral expression.

Regarding question 2, "How did learning new words related to food and beverages help you or not help you?", students agreed that the new vocabulary significantly expanded their ability to express themselves accurately and creatively in English. They also highlighted vocabulary such as "yummy," "veggies," "butter," "customer," and "soup," which facilitated the construction of complete sentences, participation in discussions, and effective interaction in

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restaurant simulations. Likewise, learning to describe ingredients, dishes, and beverages fostered confidence, fluency, and motivation to communicate in English, demonstrating that the addition of vocabulary was key to improving oral expression.

Regarding question 3, "What new English word, phrase, or structure do you remember from the workshop?" Explain why you remember it and how you used it or could use it. Tenth-grade students expressed that the words and structures they learned were significant in improving both their fluency and confidence in speaking English. When recalling words, phrases, or structures they learned, students pointed out connectives such as "next," "then," "after all," and "so," as well as practical expressions such as "What do you recommend?", "I want to order...", or "I would like...", which reinforced real-life communication during role-plays. Additionally, phrases related to food and expressing tastes, such as "I love...", "I can't stand...", or "It is very tasty," fostered autonomy and creativity, showing that learning was directly linked to everyday situations and promoted confidence in self-expression.

In response to question 4, "How was it for you to express your tastes or opinions in English during the activities?" How clearly did you feel you were able to communicate? Tenth-grade students shared positive experiences, highlighting those activities such as the "Imaginary Menu" and food debates facilitated clear and authentic communication. These activities helped improve pronunciation, organization of ideas, and appropriate word selection, promoting confidence and motivation. Expressions such as "I love," "I hate," and "I prefer" helped convey opinions accurately, while the closeness to real-life situations encouraged creativity and active participation, consolidating clarity and confidence when interacting in English. Regarding question 5, "What did you feel or discover while participating in role-plays or debates during the

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workshop?", tenth-grade students agreed that these activities represented motivating, different, and, in some cases, challenging experiences.

They also stated that the role-plays offered a dynamic similar to a play, allowing for improvisation and the use of vocabulary in a fun way, while the debates required quick thinking and the organization of ideas, fostering creativity and clarity in communication. These activities also fostered autonomy and confidence, demonstrating that practicing English in fun, real-life contexts fostered comprehension, oral expression, and the enjoyment of learning while applying their knowledge in authentic situations.

In response to question 6, "Which part of the workshop did you find most interesting or meaningful?" Explain why it caught your attention or what you learned from the experience. Students mentioned that the workshop was most interesting or meaningful. They highlighted the activities that facilitated the use of English in practical and recreational contexts, close to everyday life. One student highlighted the restaurant role-play for demonstrating that language use transcends the classroom, while emphasizing that the simulation of waiter and customer fostered pronunciation and fostered more authentic expression. Similarly, other participants found the discussions about gastronomy especially meaningful, as they required organizing ideas, defending opinions, and arguing clearly, thus fostering essential communication skills.

On the other hand, two students valued the description of preferences and ingredients as motivating and satisfying, while others appreciated taking on specific roles to practice learned structures and phrases, building speaking confidence. They also highlighted the "Perfect Dish" dynamic for promoting pronunciation and listening comprehension. Most agreed that combining role-playing and debates generated a more natural and practical learning experience, enhancing

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creativity, argumentation, and confidence in expressing themselves, while also encouraging active participation and interaction among peers.

In response to question 7, "How confident or insecure did you feel speaking English in situations like those worked on in the simulated restaurant?", students reported notable progress in their confidence when participating in the dynamic. Some students expressed that feeling part of a group where everyone acted similarly helped them relax and fluently use the practiced phrases, while others emphasized that the repetition and support of peers helped them overcome initial pronunciation difficulties. Additionally, some indicated that applying the expressions learned in class facilitated more fluid communication, and that using specific phrases like "I would like a hamburger" gave them the confidence to actively participate.

Similarly, other participants emphasized that the group's attention and understanding fostered their confidence, and that the vocabulary learned made it easier to express preferences clearly and with motivation. It was also emphasized that the game environment made the process more enjoyable, and that the positive feedback helped students understand the importance of communicating effectively. Most participants agreed that constant interaction and mutual support transformed initial uncertainty into an enriching experience, fostering oral expression, fluency, and autonomy in practical, real-life contexts.

Discussion

The experience of implementing the playful workshops reveals that tenth-grade students increased their willingness to speak English and showed significant improvements in aspects of pronunciation and collaborative work, as evidenced by the study's rubrics and observation records. This trend aligns with the tenets of the communicative approach, which emphasizes the priority of functional language use and authentic interaction as drivers of learning (Hymes, 1972; Sayera, 2019). In this sense, activities that prioritized real-life interaction for example, role-playing games, dramatizations, and debate dynamics favored the acquisition of useful communicative forms in contexts close to the students' experience, which contributed to consolidating pragmatic and discursive competence in school situations (Ministry of National Education, 2015).

These findings are documented in the average workshop scores, which show increases in pronunciation and participation even when challenges with fluency and lexical diversity persist. The game nature of the workshops acted as a catalyst for motivation and confidence, aspects that the theoretical framework associates with favorable affective conditions for oral production (Han & Abdrahim, 2023; Vélez & Paredes, 2021). The rubric for Workshop 2 showed high averages in teamwork and pronunciation in "Collective Story" and "Karaoke," demonstrating that the combination of cooperation and rhythmic repetition favors intonation and comprehensible articulation in group contexts. Based on the observations, it is concluded that the game approach reduces inhibition and promotes linguistic experimentation; however, the recorded measurements indicate that communicative confidence does not automatically translate into automated fluency or an expanded vocabulary repertoire, so these engaging dynamics needs to be complemented with specific training strategies.

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The rubric evaluation data show a consistent pattern: improvements in relative pronunciation and communicative attitude, along with average scores in fluency and structure. This configuration finds an explanation in theories of practice and automation, which argue that fluency requires distributed and repeated practice to transform declarative knowledge into communicative procedures (DeKeyser, 2007; Segalowitz, 2010). In light of the results, the intervention produced significant gains in components that respond quickly to game exposure, such as intonation and confidence, while components that depend on automation and lexical expansion show slower gains, suggesting the need to introduce micro-practices and intentional repetitions in future iterations.

When evaluating the consistency between diagnosis and design, it is evident that the selection of activities was based on empirical findings collected during the initial phase, reinforcing the pedagogical relevance of the workshops. The inclusion of phonetic exercises targeting problematic sounds and word games to expand vocabulary directly responds to the weaknesses identified in the diagnostic checklist, where low scores were recorded in fluency and lexical diversity. This correspondence between diagnosis and design is consistent with the proposed methodological guidelines and reveals that the evaluation-design-implementation cycle favors a contextualized and relevant intervention.

Participant observation provided valuable qualitative evidence on group dynamics and affective processes that complemented the rubric's metrics. Marshall and Rossman (2014) offer a framework for interpreting these observations as sources of in-depth understanding; in this study, field diaries documented episodes of peer assessment, spontaneous adjustments in communicative roles, and the emergence of metacognitive strategies by students. These findings confirm that, beyond scores, there are emerging processes of self-organization and social

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learning that enhance oral practice. However, the subjective nature of these records requires consideration of their triangulation with more objective measures in subsequent research.

Comparison with the research and authors cited in the theoretical framework shows convergence in the motivational benefits and time limitations of game interventions. Authors such as Bertoglia (2008); Žukauskaitė (2023); Contreras & Chapetón (2016) point out that play facilitates creativity and autonomy in learning, but that sustained improvement in fluency and accuracy requires continuity and additional exposure outside the classroom. Accordingly, the results of this study confirm that, although game learning provides the conditions for meaningful practice, the consolidation of more complex skills requires complementary strategies, for example, systematic phonetic exercises, controlled production practices, and extended-use environments that must be integrated into a medium-term plan.

Among the difficulties observed, the persistence of long pauses and intermittent planning in oral production stands out, resulting in low fluency scores in activities with greater spontaneous demands. This evidence is consistent with the theoretical explanation that associates fluency with the automation of linguistic processes through continuous practice and exposure to comprehensible input (DeKeyser, 2007; Ellis, 2003). Clear implications arise from this: future interventions should include increased frequency, opportunities for repeated practice, and activities that increase rapid access to the functional lexicon. Furthermore, the observed transfer of L1 features in certain phonemes suggests including explicit phonetic work, as advised by the rubric and diagnostic analysis.

From an institutional perspective, the findings emphasize the importance of aligning the workshops with the curriculum and reference standards, particularly with the Ministry of National Education's guidelines on communicative competence (Ministry of National Education,

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2015). The design aligned with the CEFR (level B1) and the adaptation to local needs foster the relevance and applicability of the proposal within the institution. Furthermore, the research shows that methodological innovation does not necessarily require extensive technological resources; Instructional planning, the creative use of materials, and the systematic use of feedback are decisive elements for its success (Su, 2023; Shchur et al., 2022).

The study's limitations include a limited sample size, relatively short duration, and a predominance of qualitative instruments, which limit the generalizability and full causal attribution between the intervention and the observed changes. Consequently, it is recommended that future studies use pre-post designs with objective measures of fluency (e.g., analysis of utterance and pause duration), larger sample sizes, and extended intervention periods to measure medium-term consolidation.

Therefore, the intervention provides consistent evidence that game workshops, designed based on diagnosis and anchored in a communicative approach, are a viable strategy for increasing motivation, participation, and certain aspects of oral production in English in tenth-grade students. However, consolidating fluency and expanding vocabulary requires continuity, systematic practice, and the incorporation of micro-training interventions that complement the game strategy.

Conclusions

The implementation of playful workshopssignificantly contributes to improving certain components of oral production in English among tenth-grade students at the Sagrado Corazón Teacher Training School in Chita, Boyacá. Specifically, the data and rubrics show an increase in willingness to communicate, pronunciation, and collaborative participation during group activities; consequently, the intervention favored the creation of a safer, more affective and communicative environment for learners. This evidence comes from the average scores recorded in the workshops and from classroom observations, which documented greater participation and better results in criteria such as pronunciation and teamwork.

Regarding the research question: How can the implementation of playful workshops improve oral production skills? The findings provide an answer that, through game and contextualized activities (role-playing, dramatizations, karaoke, group stories, and debates), facilitates authentic communicative practice, which enhances confidence and communicative intent. In this sense, the workshops function as practice spaces where functional use of the language is prioritized over mere rote repetition, aligning with the communicative approach and pragmatic competence goals.

Throughout the project, the proposed objectives were met progressively and in line with the nature of the study. The overall objective, aimed at fostering oral production skills in English through the implementation of fun workshops, was realized in the progress observed in the categories of pronunciation, participation, and communicative confidence. The evaluation rubrics, along with the observation records, demonstrated a sustained improvement in the students' willingness to speak English and in their ability to actively participate in contextualized communicative situations. This result responds to the initial intention of creating learning

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environments that favored the functional use of the language, consistent with the communicative approach proposed by Hymes (1972) and the guidelines of the Ministry of National Education (2015).

The first specific objective, aimed at diagnosing oral expression in English, was achieved through the application of instruments that allowed the students' main weaknesses to be identified before the intervention. These instruments revealed weaknesses in fluency, pronunciation, and vocabulary, as well as an average level of motivation for using the language. This diagnosis became the starting point for structuring a contextualized pedagogical proposal tailored to the participants' performance level. In this sense, the diagnostic process served an informative function and guided methodological decision-making, ensuring the relevance of the subsequent design, consistent with the MEN (2015) recommendation to base English teaching on real communication needs and ongoing performance assessments.

The second specific objective, focused on the design of educational workshops for the development of oral expression, was fully met by structuring activities that combined creativity, play, interaction, and linguistic reflection. The workshops "Collective Storytelling," "Debate," "Karaoke," and other role-playing exercises demonstrated careful planning and a direct connection to the communicative skills they sought to strengthen. Each session integrated components of pronunciation, cooperation, and free production, in addition to promoting spontaneity and confidence. This achievement is supported by the correspondence between the diagnostic findings and the activity planning, as the areas in which students showed the greatest need for improvement were prioritized. In this way, a coherent teaching-learning process was consolidated, highlighted by the relevance of game strategies aimed at fostering motivation and oral interaction.

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Regarding the third objective, which sought to analyze the effectiveness of the playful workshops through the evaluation of the intervention, the results confirmed that the proposal achieved notable improvements in motivation, pronunciation, and attitude toward learning English. Quantitative and qualitative evidence reflects more active participation and a reduction in fear of making mistakes during oral communication. Likewise, gradual progress was observed in the students' ability to organize ideas and express them more naturally, although limitations in fluency and vocabulary expansion persisted. These observations were supported by the rubrics used, where scores were concentrated at medium and high levels in aspects of pronunciation and collaborative work, but with more moderate performance in fluency. Thus, the achievement of this objective is rated as partial in terms of advanced linguistic proficiency but complete in terms of fostering communicative attitude and appropriation of the language as a means of interaction.

The comprehensive achievement of the objectives demonstrates that the research process progressed in line with its educational purpose and the theories that support it. Empirical evidence validates the relevance of incorporating playful workshops as a pedagogical strategy, while the results reveal tangible improvements in oral expression and positive changes in classroom dynamics. This achievement reflects the importance of planning, continuous observation, and the teacher's ability to adapt to students' real needs. Thus, the study confirms that educational innovation can emerge from simple yet systematic practices, when based on solid theoretical principles and a clear understanding of the institutional and social context.

The research offers three main contributions to the practical and academic field in school settings with limited resources. On the one hand, it offers contextualized empirical evidence that recreational workshops, when designed based on a prior diagnosis, increase motivation and reduce speaking inhibition, thus fostering students' communicative intent. In another aspect, it

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demonstrates that these activities are viable pedagogical tools adaptable to the institutional curriculum (aligned with the MEN and CEFR guidelines) and therefore can be integrated without the need for sophisticated technologies, provided there is instructional planning and systematic feedback. Furthermore, this study documents clear lines of adjustment for teaching practice, related to incorporating micro-practices for automation, explicit phonetic work, and activities that expand exposure to functional vocabulary, which guide future interventions and the design of local policies.

Regarding the validity and scope of the contributions, it is important to acknowledge limitations that influence the interpretation of the results. The duration and frequency of the intervention, the sample size, and the partially qualitative nature of certain records restrict the generalization of the conclusions and the ability to make strong causal attributions; therefore, the findings should be understood as contextual evidence with practical potential, rather than conclusive proof of universal effectiveness. Within this framework, the methodological recommendation is to move toward pre-post designs with objective fluency measures (e.g., analysis of utterance and pause duration) and expanded samples to assess medium-term consolidation.

In this sense, the implications for educational practice are direct and actionable. This requires maintaining continuity in the implementation of workshops, complementing recreational activities with formative micro-interventions (phonetic work, distributed vocabulary practice, and controlled production tasks), and aligning these actions with the curriculum and national standards. Consequently, intervention improves immediate communicative aspects and proposes a replicable and adaptable model to foster communicative competence in similar school contexts, provided that systematic monitoring and evaluation are guaranteed.

Recommendations

Consistent with the findings, the recommendations derived from this research are geared toward fostering the English teaching and learning process through teaching practice, student participation, institutional management, and research outreach. Overall, the study demonstrates that playful workshops are an effective strategy for improving oral production, provided they are complemented by sustained training practices, ongoing feedback, and contextualized planning.

From a teaching perspective, it is essential to maintain and expand pedagogical experiences that integrate recreational activities with communicative practice, given that the workshops demonstrated progress in pronunciation, collaborative work, and confidence in speaking English. In this regard, teachers can incorporate specific phonetic work sessions focused on the sounds that were most difficult to use in assessments, thus fostering intelligibility and articulatory precision. Similarly, it is advisable to design brief vocabulary expansion activities aimed at reusing functional vocabulary in different communicative contexts, as the results show that fluency and a variety of expressions require repeated, guided practice. Furthermore, integrating moments of linguistic reflection after recreational activities will facilitate the transition from spontaneous learning to conscious learning, ensuring that fun is complemented by technical language development.

Furthermore, the role of the student takes on special relevance in consolidating oral proficiency. It is advisable for learners to continue actively participating in activities that promote cooperation and peer learning, as teamwork became one of the factors that most favored participation and confidence. Students can foster their autonomy by taking advantage of accessible resources such as songs, dramatized readings, or simulation games, which replicate the dynamics of the workshops and encourage ongoing practice. Likewise, self-assessment and

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peer-assessment are useful tools for each participant to recognize their progress and assume a leading role in their own learning process.

For the educational institution, it is essential that the project results be integrated into the English curriculum and that the workshops be consolidated as a systematic practice, consistent with national standards and the B1 level proposed by the Common European Framework of Reference for Languages. Incorporating this methodology into the curriculum helps ensure the continuity of successful experiences and strengthens communicative competence at all levels. Similarly, the institution can promote training and teacher support opportunities that foster the design of contextualized recreational activities and the application of formative assessment tools, such as rubrics or observation logs. These actions do not require large technological investments, but rather pedagogical commitment and creativity in the use of available resources. Furthermore, systematizing the evidence collected in each cycle will allow for adjusting strategies and consolidating a process of continuous improvement.

At the methodological level, the study's results offer valuable guidance for those wishing to pursue further research. It would be appropriate to extend the intervention time and increase the sample size to obtain more representative evidence of medium-term fluency consolidation. Likewise, administering pre- and post-tests with objective measures of fluency, such as analysis of utterance length or pause frequency, would contribute to fostering the validity of the findings. It is also suggested that the differential effect of each type of recreational activity be explored, comparing, for example, the impact of debate, music, or dramatization on pronunciation and vocabulary. In this way, future studies will be able to more precisely identify which strategies produce the most consistent progress in oral production.

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In this sense, these recommendations are based on the evidence gathered throughout the intervention and on the theoretical foundation that was extremely helpful in conducting this research. Experience shows that learning English can be enriched through creativity, interaction, and enjoyment, provided there is rigorous planning and systematic assessment. In this way, teachers, students and institutions can turn language teaching into a participatory, motivating and coherent process with the communicative purposes that current education demands.

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Appendices***Appendix A.***

Informed consent form and authorization of the father, mother or guardian

ESCUELA NORMAL SUPERIOR SAGRADO CORAZÓN DE CHITA – BOYACÁ
FORMATO DE CONSENTIMIENTO INFORMADO

Se le informa que su hijo(a), estudiante de grado 10 de la Escuela Normal Superior Sagrado Corazón de Chita, ha sido invitado(a) a participar en un proyecto de investigación educativa titulado: **“Fortalecimiento de las habilidades de expresión oral en inglés mediante la implementación de talleres lúdicos con estudiantes de grado décimo.”**

El proyecto se llevará a cabo con fines estrictamente académicos y como parte de un proceso de formación investigativa.

La participación de su hijo(a) consistirá en diligenciar cuestionarios como listas de verificación y evaluaciones sencillas relacionadas con sus habilidades de expresión oral en inglés, así como participar en talleres lúdicos diseñados con fines educativos. En ningún caso dicha participación afectará sus calificaciones ni tendrá implicaciones negativas para su desempeño académico.

Se garantiza la **confidencialidad** de la información recopilada, la cual será utilizada exclusivamente con fines académicos y para presentaciones en el marco del proyecto de investigación. No se divulgará información personal y la identidad de su hijo(a) estará protegida durante todo el proceso.

La participación es completamente **voluntaria**, y el estudiante podrá retirarse en cualquier momento sin ninguna consecuencia negativa.

Por lo tanto, solicitamos respetuosamente su autorización para permitir la participación de su hijo(a) en esta investigación.

Agradecemos de antemano su cooperación y confianza.

Atentamente,

Nombre del investigador: Carlos Mauricio Sanabria Moncada

Correo electrónico: bilinguecorp@gmail.com

Número de contacto: 3124769827

**AUTORIZACIÓN DEL PADRE, MADRE O ACUDIEN
ESCUELA NORMAL SUPERIOR SAGRADO CORAZÓN DE CHITA – BOYACÁ**

Yo, _____, identificado(a) con C.C.
N°. _____, como padre, madre o acudiente del estudiante
_____, de grado 10°, declaro que he
leído y entendido la información del consentimiento informado.

Autorizo voluntariamente su participación en la investigación descrita
anteriormente, con pleno conocimiento de que su información será tratada de manera
confidencial, que no afectará su rendimiento académico y que se trata de un proyecto
con fines educativos.

Firma del padre/madre/acudiente: _____

C.C. N°: _____

Teléfono: _____

Firma del investigador: _____

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Appendix B.*Field diary (participant observation)*

Objective of the instrument: To collect qualitative information on students' English-speaking skills, their difficulties, and their reactions to activities, in order to design pedagogical strategies that foster their communication skills.

| | | |
|---|---|-----------------------------|
| Date: | Field Journal No. | |
| 1. STUDENT INFORMATION | | |
| Name: | ID: | |
| 2. EDUCATIONAL INSTITUTION INFORMATION | | |
| Name or business name: | Escuela Normal Superior "Sagrado Corazón" Chita, Boyacá | |
| Legal representative: | Sor Martha Cecilia Duran | |
| Email: | Duranmarcel09@gmail.com | Teléfono: 3124090108 |
| 3. TEACHER RESEARCHER INFORMATION | | |
| Name: | Carlos Mauricio Sanabria Moncada | |
| Email: | | |
| Dimension / Axis | Observation Guide | Record (notes) |
| 1. Oral production level | How does the students' speech flow? | |
| | What pauses or blockages are observed? | |
| | How do they use vocabulary to express basic ideas? | |
| 2. Pronunciation | Do they pronounce problematic phonemes correctly (th, v/b, etc.)? | |
| | Is what they say easy to understand? | |
| 3. Vocabulary and coherence | Do they use a variety of vocabulary or repeat words? | |
| | Do they connect their ideas with markers ("and," "but," "because")? | |
| 4. Confidence and attitude | Do they show confidence or nervousness when speaking? | |
| | Are they encouraged to participate spontaneously or do they only respond when prompted? | |
| 5. Use of materials and dynamics | How do they respond to the warm-up? | |
| | Do they interact with the resources (images, cards, videos)? | |
| | Do the activities motivate them to speak more? | |
| 6. Teaching strategies | What techniques (role-play, open-ended questions, role-playing) promote oral interaction? | |
| | What adjustments could the teacher make to improve the dynamics? | |
| 7. General observations | Notable attitudes, group dynamics, key learning moments, or resistance? | |

Note. For each session, please note the date, time, and specific context (class topic, session number).

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| Question | Literal Response | Response Time (sec) | Fluency | Pronunciation | Vocabulary | Coherence | Confidence | Creativity |
|---|------------------|---------------------|---------|---------------|------------|-----------|------------|------------|
| 13. How do you spell your name? | | | | | | | | |
| 14. How large is your house? | | | | | | | | |
| 15. Do you like horror films? | | | | | | | | |
| 16. How long have you been living in Chita? | | | | | | | | |
| 17. Do you live far or near here? | | | | | | | | |
| 18. What are you wearing today? | | | | | | | | |
| 19. Does your dad have a van? | | | | | | | | |
| 20. Do you like football and why? | | | | | | | | |
| 21. Where were you born? | | | | | | | | |
| 22. What does your mom do? | | | | | | | | |
| 23. Where does your dad work? | | | | | | | | |
| 24. What's day is today? | | | | | | | | |
| 25. Do you live near here or far from here? | | | | | | | | |

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Appendix D.*Student Evaluation of Oral Activities in English*

Objective: To gather information to determine whether the English-speaking activities implemented in the classroom are meaningful and dynamic for participants.

Instructions: This instrument lasts 20 minutes. All students respond in writing (Google Forms). A five-point Likert scale is used: 1: Strongly disagree; 2: Disagree; 3: Neither agree nor disagree; 4: Agree; and 5: Strongly agree.

Below are a series of statements about the speaking activities carried out in English classes. Read each one and select the number that best expresses your opinion. There is a space at the end for additional comments.

| Section A. Significance of the activities | | | | | |
|---|---|---|---|---|---|
| ITEM | 1 | 2 | 3 | 4 | 5 |
| 1. The activities help me relate English to real-life situations. | | | | | |
| 2. I consider the topics covered in the oral dynamics to be interesting and useful. | | | | | |
| 3. Oral tasks allow me to express my ideas authentically and creatively. | | | | | |
| 4. I feel like I'm learning new vocabulary and expressions that I can use outside of the classroom. | | | | | |

| Section B. Dynamism of activities | | | | | |
|---|---|---|---|---|---|
| ITEM | 1 | 2 | 3 | 4 | 5 |
| 5. The oral activities are varied and avoid classroom routine. | | | | | |
| 6. I feel motivated to participate because the dynamics are fun and engaging. | | | | | |
| 7. Interacting with my classmates helps me feel more confident when speaking. | | | | | |
| 8. The use of materials (images, videos, role-playing) makes classes more entertaining. | | | | | |

| Section C. Open Comments | | | | | |
|--|--|--|--|--|--|
| 9. Which oral activity did you find most meaningful, and why? | | | | | |
| 10. What dynamics would you like to incorporate to make the classes even more dynamic? | | | | | |

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Appendix E.*Evaluation of the Effectiveness of Playful workshopsto Promote Oral Production***Normal Superior Sagrado Corazón, Chita – Boyacá- Grado: 10°****Date:** _____**Researcher:** _____**Student:** _____**Instructions:**

Below, you will find a series of statements about the recreational workshop. Mark the option that best represents your level of agreement with each statement. The evaluation is conducted using a five-point Likert-type scale, with 1 indicating complete disagreement with the statement, 2 indicating disagreement, 3 indicating a middle ground (neither agree nor disagree), 4 indicating agreement with the statement, and 5 indicating complete agreement.

| Section A: Oral expression | | | | | |
|---|---|---|---|---|---|
| ITEM | 1 | 2 | 3 | 4 | 5 |
| 1. The workshop improved my English-speaking fluency. | | | | | |
| 2. My pronunciation of difficult sounds (th, v, b) was clearer after the workshop. | | | | | |
| 3. I expanded my vocabulary and used it correctly in oral activities. | | | | | |
| 4. I felt confident expressing myself without fear of making mistakes. | | | | | |
| 5. I was able to organize my ideas coherently and cohesively in speaking sessions. | | | | | |
| Section B: Creativity and motivation | | | | | |
| ITEM | 1 | 2 | 3 | 4 | 5 |
| 6. I dared to invent new and creative sentences in English | | | | | |
| 7. I felt intrinsically motivated to participate without being asked. | | | | | |
| Section C: Dynamics of Activities | | | | | |
| ITEM | 1 | 2 | 3 | 4 | 5 |
| 8. The role-playing activities encouraged active interaction with my classmates. | | | | | |
| 9. The debates and discussions were interesting and helped me structure my arguments. | | | | | |
| 10. I found the game dynamics (e.g., "Guess Who?") to be fun and motivating. | | | | | |
| 11. The variety of formats (sketches, games, interviews) kept my attention throughout the workshop. | | | | | |
| 12. I felt I had constant opportunities to speak and be heard in every activity. | | | | | |

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Section D: Organization and Methodology

| ITEM | 5 | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|----------|
| 13. The workshop followed a clear and coherent sequence of activities. | | | | | |
| 14. The instructions prior to each activity were clear and easy to understand. | | | | | |
| 15. The materials used (cards, pictures, music) were useful and relevant to the task. | | | | | |
| 16. The time allocated to each activity was adequate for unhurried completion. | | | | | |
| 17. The overall organization (space, resources, group dynamics) facilitated my participation. | | | | | |

Appendix F

Feedback Results for Each of the Activities and Workshops

WORKSHOP 1: “ASK ME AND I WILL ANSWER YOU”

Activity 1: The Question Wheel

The easiest question to answer was number 1: Where do you live?

We believe it was easy to answer because it was the first one on the wh-question wheel and the teacher always repeated it when we practiced, and also because it is a necessary and basic question for introducing ourselves in English.

The most difficult question to answer was number 15: How do you spell your name?

The question about how to spell our names was difficult for us to answer, even though the alphabet is a topic taught starting in elementary school. We recognize that we struggle to spell several letters of the English alphabet, and this is mainly due to the phonological differences between the two languages. For example, the pronunciation of letters like "J" (which sounds like "yei"), "H" (which sounds like "eich"), and "Y" (which sounds like "uai") is very different from what we know in Spanish. This phonological peculiarity made it a great challenge to spell our names correctly, as we often confused the sounds when pronouncing them, despite having previously practiced with Professor Carlos.

Did thinking about a structure before speaking help you?

Yes, thinking about a structure before speaking definitely helped us a lot. By first organizing our ideas in our minds, we were able to express ourselves more clearly and confidently. We focused on following an order: first presenting the main idea, then explaining or giving an example, and finally giving an opinion or conclusion. This prevented us from remaining silent searching for words and also helped us avoid common grammar mistakes. Instead of completely improvising, having a mental guide of what we wanted to say gave us confidence and fluency. I think it's a strategy we'll continue to use in the future when we have to speak in English.

Activity 2: Improvisation Sketch

How did you feel working in a group?

Well, Professor, the Improvisation Sketch activity was really cool! At first, when you mentioned the word "improvisation," many of us were a little nervous because we thought we wouldn't be able to express our ideas or that we would be left speechless. But once we started, we realized how much fun it was.

What we liked most was the freedom we had to create. We didn't have to follow a strict script, and that allowed many original ideas to flow among our classmates. We laughed a lot at the situations we invented and at each other's ideas. It really helped us loosen up and not be afraid of making mistakes.

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Also, even though we were improvising and having fun, we realized we were thinking faster and reacting in the moment, which is something we sometimes struggle with in other classes. It was like practicing real life, but in a more relaxed way and with laughter. We felt like we improved our public speaking and teamwork skills in a very dynamic way. We'd definitely like to do more activities like this! It was a different and very entertaining way to learn and have fun in class.

Did you find it easier to speak if you had a context or situation?

Yes, teacher! Having a predefined context or situation made everything much easier.

When you have to talk out of nowhere, without knowing what to talk about, your mind goes blank and it makes you very nervous. But in the "Improvisation Sketch," although we were creating some situations, we had an idea of how to respond, for example, situations in a café, planning a trip, organizing a birthday party. That gave us a frame of reference.

Thanks to this context, it was easier to know what kinds of things my character would say, what problems might arise, or what objects we would use. We weren't thinking about "what do I say now," but rather "what would my character say in this situation?" It was like having a starting point for the conversation to flow on its own. It helped us organize our ideas and feel more confident speaking. It was key to making the improvisation fun and not stressful.

Activity 3: "Then and Now" + "Guess Who?"***What did you like more: describing yourself or guessing your partners?***

We liked the dynamic of guessing who our partners were the most. We found this activity to be more game and challenging, as it required us to pay attention to each other's descriptions and use our deduction skills to find the correct match. We felt it was a great way to get to know each other better as a group, discovering interesting details about each other that we might not have known otherwise. The excitement of healthy competition and teamwork to discover identities made this part of the workshop much more memorable and fun.

How did you feel talking about yourselves in English?

At first, we felt a little anxious and nervous about having to talk about ourselves in English in front of our classmates. We were afraid of making grammatical mistakes or not being able to express our ideas clearly. However, as the activity progressed, we gained more confidence. We realized that the most important thing was to communicate, and that our classmates understood us perfectly. This experience helped us overcome our shyness and feel more confident in our English level. It was a valuable opportunity to practice fluency and realize that we can use the language effectively in personal situations.

WORKSHOP 2: CREATIVE WORDS***Activity 1: Collective Storytelling with Connectives******Which word or connective did you find most difficult to use?***

The connective we found most difficult was "even though." Sometimes we wanted to justify why a character did something, but we struggled to form a complete sentence in English. For example, we wanted to say, "Even though the big bad wolf blew and blew, he couldn't knock down the little

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pig's brick house," but at the time, we got tangled up with the word order and found it very difficult to construct the sentence. In the end, most of us ended up using "and" and "because" because it seemed like the easiest way to connect ideas, even though it didn't always express what we really wanted to say.

How did you feel continuing the story in English?

At first, we felt nervous and a little embarrassed speaking in front of our classmates. We worried that our pronunciation wouldn't be correct or that we would make mistakes. The pressure increased when a classmate said their sentence, as we didn't want to break the story with sentences that didn't make sense.

However, as the activity progressed, we felt more comfortable. Seeing that we were all talking about the same story of the 3 Little Pigs and that other classmates were also struggling helped us look for more words and improve the sentences. It was fun to hear everyone's ideas and see how the story grew little by little.

In the end, we felt proud of having participated and of having managed to pronounce the sentences in English, no matter how simple they were.

Activity 2: Fun Debate***How did you feel defending the opposing opinion?***

At first, defending the opposing opinion was a little confusing and strange for us. Most of us began writing and putting together responses for the debate about why dogs are better than cats, whether chocolate ice cream is tastier than vanilla ice cream, or whether it's cooler to go to the movies or watch movies at home. When we spoke, we felt like we didn't have the right words to explain our answers. Some groups had prepared sentences and participated in the debate. Overall, we had a hard time coming up with new ideas. However, once we started asking questions, we calmed down and found it an interesting challenge. We had to be more creative with our vocabulary, and in the end, it was the most fun part of the activity.

What new words did you learn during the debate?

When we debate, using words that everyone understands helps us express our ideas more clearly. For example, when talking about ice cream, we might describe vanilla ice cream as light and simple, while chocolate ice cream is stronger and sweet.

In the debate about pets, we use words like independent for cats, and friendly or loyal for dogs. Finally, when comparing movies to watching at home, we could say that movies are an experience on a big screen enjoyed with other people, while watching at home is more comfortable and easier. Using these words makes it easier to give clear and specific reasons for each opinion.

Activity 3: Karaoke & Song Challenge***Which activity helped you feel more confident speaking English?***

The group karaoke activity helped us feel most comfortable because we sang as a group. At first, when the teacher turned off the subtitles, it was a little difficult to understand everything, but when we added the lyrics to fill in the blanks, it was easier to keep up. Singing together made us feel like we weren't alone and that it was okay if we made mistakes. Plus, the atmosphere was more relaxed

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and fun than a debate, which made us feel less pressured about our pronunciation. We were able to focus on the melody and rhythm, and that made our pronunciation sound more natural.

What new words or expressions did you learn today?

We learned several new words and phrases thanks to the song "Save Your Tears." For example, we really liked the phrase "I saw you dancing in a crowded room" because we learned a different kind of English. What the teacher explained to us is that these are called English slangs, or the English used every day that books don't explain. The sentence "A single teardrop falling from your eye" was also full of emotion and sadness.

Additionally, in the chorus "I don't know why I run away," we understood that the couple had separated despite loving each other, and that the singer expresses that pain. Overall, we realized that the songs use different vocabulary than the books, which makes the songs a very good resource for better understanding English.

What did you discover about your way of speaking English?

We discovered that our pronunciation is better when we're not thinking too much about grammar rules. When singing, we focus more on the sound, rhythm, and intonation than on each word individually, and this makes our English sound more fluent. We also realized that we need to pay more attention to word endings to make our pronunciation clearer. The challenge of reinterpreting the chorus with different rhythms also helped us understand how intonation can change the meaning of what we say, such as sounding more dramatic or relaxed.

WORKSHOP 3: "EXPRESS YOURSELF"

Activity 1: Broken Telephone

How easy or difficult was it to convey the phrase correctly?

Overall, we found it quite difficult to communicate the phrase correctly. The biggest challenge was understanding the message the first classmate said because the pronunciation was not clear, which made it very difficult to distinguish words, especially those with similar syllables. Throughout the chain of classmates, the message gradually transformed, which was entertaining but also showed us how fragile communication is without proper pronunciation. In addition to difficulty hearing, many of us were distracted or simply forgot parts of the sentence, forcing us to invent or guess, which completely disrupted the original message.

What did you learn about the importance of pronunciation?

We learned that pronunciation is the foundation of successful communication. A small variation in a sound can completely change the meaning of a word or the entire sentence, like a massive "broken telephone." We realized that if we had pronounced the words more clearly and exaggeratedly, the message would have had a better chance of getting through intact. This activity made us understand that, in English and in any language, practicing pronunciation isn't just about sounding more "native," but is crucial to ensuring that what we mean is truly what others understand. We learned that clarity in pronunciation is a fundamental tool for avoiding misunderstandings and communicating effectively.

Activity 2: Create Your Superhero***Which part of the description was easier or more difficult?***

The easiest part was undoubtedly creating the basic identity of our superheroes. We had a lot of fun inventing names and superpowers, as our imaginations flowed freely. However, the real challenge came when we delved deeper into the descriptions. We struggled to describe their personalities and appearances in detail using the adjectives and connectives we were given. At first, it was difficult to construct complete, coherent sentences. We had to work hard to think of ways to connect ideas and integrate new vocabulary. Although we faced this challenge, teamwork helped us overcome it, and practicing in small groups gradually made us feel more confident speaking and using these words.

What new word did you like best to describe your character?

Among all the new words we used, one of our favorites and one that proved to be very useful was "mysterious." Several of our superheroes had secret stories or hidden abilities, and this word helped us give them an air of intrigue that made their characters more interesting. Besides adjectives, the word "because" was one of the most valuable we learned. It allowed us to go beyond a simple list of characteristics and helped us explain the reasons behind our characters' missions and powers. This made our descriptions much more complete and our stories more meaningful. We realized that words that connect ideas are just as important as the words that describe them.

Activity 3: The Debate of Opponents

How did you feel defending your opinion in English?

At first, we were actually quite nervous. The idea of having to speak and defend our opinion in another language, in front of others, was a little intimidating. However, the way the debate was organized helped us a lot. The fact that we were able to work as a group to prepare our arguments gave us a huge boost of confidence. It wasn't an individual responsibility, but a team effort.

As we progressed and heard the first few interventions, our shyness began to disappear. We realized that, although we didn't speak perfectly, we were able to express our ideas and that others understood us. It was a very motivating feeling. Using the vocabulary and phrases we had practiced made us feel like we could really communicate, and that gave us the courage to actively participate in the debate. We discovered that practice made us feel more confident and less afraid of making mistakes.

Which phrase helped you most express your point of view?

The phrases that served as a lifeline were undoubtedly those that allowed us to initiate our ideas, such as "In my opinion..." and "I think that...". They acted as a springboard. Once we said them, we felt we had a clear path to continue our argument. They gave us a structure and a starting point that made the process of speaking much easier and less intimidating.

Additionally, the phrase "I prefer..." was incredibly helpful, especially on topics where we had to choose between two options, such as "pizza vs. burger" or "summer vs. winter." It allowed us to be direct, clear, and concise with our position. It helped us articulate our preference without beating around the bush, making our participation more effective and easier to follow. We realized that

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having these key phrases in our repertoire was essential to being able to participate in the debate fluently.

Which phrase helped you most express your point of view?

The phrases that served as a lifeline were, without a doubt, those that allowed us to initiate our ideas, such as "In my opinion..." and "I think that...". They acted as a springboard. Once we said them, we felt we had a clear path to continue our argument. They gave us a structure and a starting point that made the speaking process much easier and less intimidating.

Additionally, the phrase "I prefer..." was incredibly useful, especially on topics where we had to choose between two options, such as "pizza vs. burger" or "summer vs. winter." It allowed us to be direct, clear, and concise with our position. It helped us articulate our preference without beating around the bush, making our participation more effective and easier to follow. We realized that having these key phrases in our repertoire was essential to being able to participate in the debate smoothly.

Activity 4: The Defender of Characters

How did you feel defending your character?

We felt very excited and creative defending our characters. It was fun having to think quickly and use everything we had learned to convince others. At first, it was a bit challenging, but practice gave us the confidence to speak without so much fear. We felt we could use English in a more free and personal way, since we were talking about a character, we had created ourselves.

What phrase or adjective helped you the most during the defense?

The phrase that helped us the most was "My superhero is the best because..." This phrase gave us a clear structure to begin with and allowed us to logically explain our character's abilities. As for adjectives, we found it very helpful to use words like "powerful" and "brave" as they helped us highlight our superheroes' most important qualities for each challenging situation.

WORKSHOP 4: "LET'S SPEAK WITH STYLE"

Activity 1: The Word Game

How easy or difficult was it for you to think of a word quickly?

Thinking of a word quickly during the game was a bit of a challenge at first, as it required us to react quickly and, at the same time, recall the vocabulary we had already learned in English. In the first few rounds, we felt some pressure, as we had to use our memory to find words that began with the indicated letter and that made sense within the exercise. However, as the activity progressed, we began to feel more comfortable, as we realized that little by little our minds were adapting to the challenge and that with practice, it's possible to think faster in English. This activity made us reflect on the importance of exercising memory and mental agility, because language not only requires knowing words, but also having the ability to use them at the right time.

What did the exercise of creating a sentence with the word you chose teach you?

By forming a sentence with our words, we understood that it's not enough to learn vocabulary in isolation; it's essential to give it meaning within a complete structure. Building sentences helped

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us reinforce the correct use of verbs, tenses, articles, and adjectives, which allowed us to express ideas more clearly and coherently. This exercise also taught us that even with simple words, we can create meaningful sentences, which motivated us to continue practicing and expanding our repertoire of expressions. Listening to everyone's sentences was enriching because each person used the words differently, and it gave us the opportunity to learn new examples and contexts of use. Thanks to this practice, we understood that English shouldn't be limited to a list of individual words, but rather requires creativity and the ability to relate them to everyday life, which significantly fostered my communication skills.

Did you feel more confident speaking English after the game?

After the game, we felt much more confident speaking English, as the dynamic was entertaining, participatory, and developed in an atmosphere of trust. Playing in a group helped us overcome our shyness and fear of making mistakes, because I saw that we were all learning at the same time and that mistakes were normal, allowing us to learn more. By participating in this activity, we realized that constant practice and teamwork can generate motivation and increase confidence to try speaking English. We all worked motivated because all the activities were fun and different, and we felt more relaxed when speaking our sentences, which made it easier for us to express our ideas.

Activity 2: Presentation Styles***Which style was more fun or difficult to perform?***

For us, the most fun style to perform was the comical style, because it gave us the opportunity to play with gestures, exaggerate expressions, and laugh while acting out the scene. This style allowed us to feel freer and more creative, and it also made the presentation more entertaining for both the group and the classmates watching. However, we also recognized that this style was challenging, as it was sometimes difficult to stay focused and keep the flow of the dialogue going due to laughter or improvisation. In contrast, more serious styles, such as informative or dramatic, required greater control and discipline, which was also difficult at times because it required maintaining a consistent and convincing intonation.

How did your speaking style change depend on the style?

Our speaking style changed significantly depending on the style we were assigned to portray. For example, when we worked in a serious or informative style, we used clearer, slower, and more formal pronunciation, ensuring that the ideas were understood precisely. However, when we performed a comedic style, we used a more exaggerated, rapid intonation, filled with game expressions that brought the dialogue to life. In dramatic or soap opera styles, we raised our voices, emphasized emotions more, and lengthened certain words to convey intensity and feeling. This variation helped us realize that the way we speak can completely transform the meaning of a single dialogue, which is key to improving our pronunciation, intonation, and confidence when expressing ourselves in English.

Activity 3: Improvised Role Play

1. What was the easiest or most difficult part of improvising?

For us, the most difficult part of improvising was maintaining fluidity throughout the conversation, as at times we remained silent, wondering how to continue or which word to use. It was also difficult to adapt our tone of voice to the situation, as it required quickly changing our way of expressing ourselves based on the context presented on the card. However, the easiest part was letting our creativity run wild and using everyday situations we know in our real lives, which gave us the confidence to come up with quick and natural responses. Overall, although improvisation challenged us to think and speak in English without prior preparation, it allowed us to realize that we are capable of expressing ourselves spontaneously when we rely on what we already know.

2. What phrases or expressions helped us the most?

The phrases and expressions that helped us the most were those that function as simple connectors, for example: and, but, because, so, and then, however, as they allowed us to better connect ideas. We also relied on basic everyday expressions that gave us immediate resources to continue the conversation. Additionally, the cards with sample phrases the professor provided were very helpful because they served as a guide when we didn't know what to say. Thanks to these expressions, we felt that the improvisation flowed better and that communication was clearer and more natural, even when we were inventing the dialogue on the spot.

Activity 4. Lightning Style Challenge

How did it feel to improvise in a style that isn't natural for you?

At first, we felt a little shy, as this activity was a real challenge. These activities require a great deal of effort to prepare answers during the workshop. We also felt insecure about not knowing what to say or how to pronounce them correctly. It was also difficult to coordinate our gestures and movements when responding. However, thanks to Professor Carlos's guidance, the atmosphere relaxed, and the initial fear changed, creating an atmosphere of motivation, participation, and fun. By working in groups, we realized that we were all in the same situation, which encouraged us to participate and be more creative. When the "lightning challenge" came around, this fun activity helped us pay more attention and become more aware of details we normally overlook, such as tone of voice, intonation, gestures, and posture, using them to bring our characters and different situations to life. At the end of the activity, we felt we had gained more confidence in participating and were also able to communicate our messages more clearly and effectively. This showed us that fluency in English goes far beyond grammar rules and that the key is to dare to experiment and speak, regardless of what we've learned.

Did this activity help you feel more comfortable speaking English?

The first workshop, "The Word Game," helped us prepare for our participation. We had to think of several words to follow the sequence. However, at the end of the activity, we realized that we must learn a lot of vocabulary to be able to speak English. Then, the "Presentation Styles" and "Improvised Role Play" activities helped us organize our ideas in a practical and fun way by having to adapt our voice and style to different situations: dramatic, comical, angry, serious, or even a play. This activity was very fun because, depending on the style we got on the ballot, we had to

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change our voice. We realized we had to learn a lot of vocabulary to apply in our sentences. We learned to use intonation and gestures to convey ideas, which made us feel more confident, even when we didn't know a word. The final activity, "Lightning Style Challenge," improved our confidence, as we had to react quickly and spontaneously. Instead of worrying about mistakes, we focused on creativity and expression, which was key to overcoming our speaking nerves.

WORKSHOP 5: FLAVORS AND WORDS

Activity 1: The Imaginary Menu

Did you know all the words mentioned?

Although we had heard some vocabulary words related to gastronomy, especially those corresponding to common and frequently used foods, during the workshop we discovered that our vocabulary repertoire was not as broad or as functional as we thought. The different activities allowed us to identify gaps in more specific terms, such as the names of certain drinks, desserts, and preparations that don't usually appear in academic contexts but are essential in everyday communication. What was interesting about the experience was that it led us to reflect on the nature of vocabulary learning. New words or expressions always emerge, testing fluency and the ability to improvise in real-life situations. Having to participate in an oral activity, where we had to spontaneously express our tastes, showed us that knowing words isn't enough; we need to be able to activate them in immediate contexts and use them confidently. Learning vocabulary requires constant practice. Although we recognized many of the words mentioned, the experience made us aware that there are still many more words to learn.

What new words did you learn or remember today?

During the workshop, we learned and reinforced words like grilled beef, vegetable soup, strawberry milkshake, and peach cake. Rather than learning completely new terms, we reactivated vocabulary that had been passively stored in our memory and that we were able to activate in the different activities. This change was significant because it wasn't just about accumulating more vocabulary, but also about applying it in complete sentences and with a real communicative purpose, such as ordering a dish in a restaurant, from a menu, a favorite dish, or expressing a personal preference. Furthermore, oral practice allowed us to integrate these words into structures, which increased our speaking confidence and helped us automate useful expressions for authentic contexts. The most important thing was realizing that learning vocabulary doesn't mean memorizing lists but rather using the words when we had to act them out as waiters or customers, repeating them, and adapting them to different conversations. In the end, the activities left us feeling like we had fostered our oral skills, as we now have a more useful repertoire to communicate clearly in everyday situations related to gastronomy.

Activity 2: The Perfect Dish

How did you feel while performing?

When we started the activity we were a little nervous because we had to go to the front to perform the act, when we went we had reviewed the phrases I would like or Can I have, we realized that it was not that difficult and that we could participate in the proposed activities, in the activity perfect

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dish we liked it a lot because we had to assume that we were waiters and we had to serve the customers when they ordered the menu to order different dishes or ordered drinks, as if we were really in a restaurant, we had to prepare according to our character, it was fun to listen to others order food and drinks because we learned new words and remembered others that we had seen before, such as juice, trout or chicken stock representing the roles of customers and waiters helped us practice not only vocabulary, but also how to speak politely, saying I would like, I prefer, I want to taste, It's a little cold, in the end we felt more confident and happy because we managed to express ourselves better than we thought and we proved that we can communicate in English if we practice with situations that resemble real life, this experience gave us more motivation to continue learning and lose our fear of speaking English.

What phrases did you learn to order or describe food?

After participating in the restaurant activity, we learned and practiced several essential phrases that allow us to interact fluently in a culinary context. We primarily incorporated phrases for polite ordering, such as "I'd like to try..." or "I'd like to eat...", which are more formal than a simple "I'd like to have...". We also used key questions like "What do you recommend?" to ask for suggestions, and "What's in this dish?" to learn about the ingredients, which is essential for making good choices. Additionally, we practiced phrases to describe food, using adjectives like "delicious," "rich," "tasty," or even "salty" and "spicy," which help us express opinions and preferences. The activity taught us to use functional vocabulary that goes beyond single words, allowing us to construct complete sentences to communicate effectively in a restaurant.

Activity 3: The Gastronomic Debate***How was your experience debating in English?***

Our experience debating in English was challenging but enriching at the same time. Although we initially felt a bit insecure about the need to quickly improvise ideas, the dynamics of the debate forced us to better organize our thoughts and use the vocabulary we had learned functionally. We discovered that, beyond correct grammar, the most important thing was the fluency and coherence with which we managed to convey our arguments. Participating in an exchange of ideas also allowed us to hear different perspectives and react to them in the moment, which fostered a much more authentic interaction that was closer to real-life communicative situations. Overall, the experience was positive because we not only reinforced our culinary vocabulary but also developed confidence when expressing ourselves in front of an audience.

What did you learn about expressing your opinion clearly?

We learned that expressing an opinion clearly in English doesn't depend solely on knowing words or structures, but on knowing how to organize them into a coherent and persuasive discourse. The use of connectives such as because, but, so, and also helped us streamline our ideas and connect them more logically. We also understood the importance of intonation and confidence when speaking, as both elements convey conviction and make our message more understandable to others. The workshop taught us that we must have the confidence to speak without fear of making mistakes. With the help of connectives and vocabulary, we can express our ideas and thus give more complex answers in an articulate manner when we speak. We are aware that we need to constantly practice in order to foster our accent and fluency in our spoken language.

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Appendix G.*General results of the evaluation rubric for workshops and activities*

| Talleres - Actividades | Evaluación | |
|--|-------------------|----------|
| Taller 1: "Pregúntame y te responderé" | 13 | M |
| Actividad 1: "La Ruleta de Preguntas" | 14 | M |
| Actividad 2: "Improvisation Sketch" | 14 | M |
| Actividad 3: "Then and Now" + "Guess Who?" | 13 | M |
| Taller 2: "Palabras Creativas" | 13 | M |
| Actividad 1: "Cuento Colectivo con Conectores" | 13 | M |
| Actividad 2: "Debate Divertido" | 14 | M |
| Actividad 3: "Karaoke & Song Challenge" | 14 | M |
| Taller 3: "ExpresArte" | 14 | M |
| Actividad 1: "Teléfono Roto" | 14 | M |
| Actividad 2: "Create your superhero" | 15 | M |
| Actividad 3: "The Debate of Opponents" | 15 | M |
| Actividad 4: "The Defender of Characters" | 14 | M |
| Taller 4: "Hablemos con Estilo" | 14 | M |
| Actividad 1: "El Juego de las Palabras" | 14 | M |
| Actividad 2: "Estilos de Presentación" | 15 | M |
| Actividad 3: "Juego de Roles Improvisado" | 14 | M |
| Actividad 4: "Desafío de Estilo Relámpago" | 14 | M |
| Taller 5: "Sabores y Palabras" | 14 | M |
| Actividad 1: "El Menú Imaginario" | 14 | M |
| Actividad 2: "El Platillo Perfecto" | 14 | M |
| Actividad 3: "El Debate Gastronómico" | 14 | M |
| Resultados promedio | 14 | M |