

Universidad Hispanoamericana

Faculty of Education

School of English Language Teaching

**The Impact of Using Educational Platforms in Enhancing Oral Production Skills
Through the Action-Oriented Approach in 7th Grade English as a Foreign Language
Students at Liceo de Higuito, San José, During the Second Quarter of 2024**

Research Paper Modality to Qualify for the Licenciature Degree of English Teaching

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2024

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To my treasured parents,

Your love and support have been the guide of my journey. Despite the challenges you faced, including not having had the opportunity to complete your studies, you instilled in me the belief that education and perseverance could change lives. You have always been my pillars, encouraging me to keep moving forward, no matter the obstacles. Your sacrifices and dreams for my siblings and me have shaped who I am today, and for that, I am eternally grateful.

To my dear husband and my precious son, Antuán,

You have been my strength and my motivation, especially during the most challenging moments. My journey would not have been the same without your patience, love, and understanding. Antuán, you arrived in the middle of my studies, and your presence gave me a new reason to strive for success, watching you grow has been my greatest joy and inspiration. To my husband, your support while I studied allowed me to focus on my educational goals. You both have been my reason to keep going, even on the sleepless nights and through the many ups and downs.

To my siblings,

Though we may be far apart, you are always close in my heart and mind. No matter where life leads us, I believe in our collective strength, and I hope my accomplishments inspire you to follow your own dreams and reach your highest potential.

Acknowledgment

First, I would like to express my deepest gratitude to my parents, whose endless love, sacrifices, and support have been the guiding light in my life. They implanted in me the value of education and perseverance, even in the face of adversity and cultural backgrounds.

To my husband and my adored son, Antuán, thank you for being my rock. My journey would not have been the same without your patience and love. Antuán, your innocent smile and every little milestone remind me of the reason I work so hard, and you continue to inspire me to be the best version of myself. To my husband, your solid support was indispensable. You both made every challenge feel possible.

To my siblings, though we may be physically distant, you are never far from my thoughts. I dedicate this accomplishment to you, hoping that it serves as a reminder that with dedication and perseverance, anything is possible. I hope to inspire you, as you have inspired me, to keep chasing your dreams, no matter the distance between us.

I would also like to extend my heartfelt appreciation to my professors, mentors, and the academic staff who guided me through this process. A special thanks to the professors, tutor, and lecturer whose wisdom, knowledge, and expertise helped shape me into the professional I am today. Your patience, encouragement, and constructive feedback were invaluable in helping me develop the skills I needed to succeed.

Abstract

This study investigates the impact of integrating educational platforms, specifically Educaplay and StoryJumper, on enhancing oral production skills in 7th grade English as a Foreign Language (EFL) students at Liceo de Higuito in San José, Costa Rica, during the second quarter of 2024. Using an Action-Oriented Approach, the study aims to assess how these digital tools influence students' confidence, engagement, and proficiency in oral production skills in English. Data were collected through pre- and post-test questionnaires and classroom observations, analyzing changes in students' attitudes and oral skills. Conclusions indicate a distinguished increase in student confidence, particularly with Educaplay, which fostered active engagement through gamified activities. StoryJumper also positively impacted oral skills, however it presented challenges for some students due to its focus on storytelling and grammar integration. Overall, the study concludes that integrating Educaplay and StoryJumper promotes improved oral production skills and confidence among EFL students.

Resumen

Este estudio investiga el impacto de la integración de plataformas educativas, específicamente Educaplay y StoryJumper, en el desarrollo de habilidades de producción oral en estudiantes de inglés como lengua extranjera (EFL) de séptimo grado en el Liceo de Higuito, en San José, Costa Rica, durante el segundo cuatrimestre del año 2024. Utilizando un enfoque orientado a la acción, el estudio evalúa cómo estas herramientas digitales influyen en la confianza, el compromiso y la competencia de los estudiantes en el uso oral del inglés. Los datos fueron recopilados a través de cuestionarios y observaciones en el aula, analizando los cambios en las actitudes y habilidades orales de los estudiantes. Los resultados indican un aumento notable en la confianza de los estudiantes, especialmente con Educaplay, que fomentó la participación activa mediante actividades gamificadas. StoryJumper también tuvo un impacto positivo en las habilidades orales, aunque presentó desafíos para algunos estudiantes debido a su enfoque en la narración de historias y la integración gramatical. En conclusión, el estudio sugiere que la integración de Educaplay y StoryJumper promueve el desarrollo de habilidades de producción oral y confianza entre los estudiantes de Inglés como Lengua Extranjera.

CHAPTER I: INTRODUCTION

1.1 RESEARCH STATEMENT

Human development is a continuing process influenced by education, which is crucial for everyone's growth and adaptation to the globalized, digital world. The traditional approach to education has evolved with the beginning of digital technologies, requiring a more inclusive and professional teaching methodology and approaches. Hummel (2024) states that today, the students must not only acquire knowledge but also develop the "four C's": critical thinking, communication, creativity, and collaboration skills to succeed in contemporary times. While teachers guide the learning process, students play an active role in creating knowledge and developing 21st-century skills, which are essential for practical application in daily life.

With the fast integration of digital technologies in education, the use of educational platforms has become more significant for the students and their learning process. These platforms offer several benefits that enhance the learning experience for both teachers and students. According to E-Learning specialists (2024), using educational platforms is very beneficial for students' development in class, "It is also a much more interactive and collaborative option, which offers students innovative tools that enrich their educational experience." Educational platforms provide interactive and engaging tools that support different teaching and learning styles. They enable teachers to create and share content, track student progress, and simplify communication and collaboration among students.

Studies have shown that educational platforms can significantly improve student engagement and motivation. For instance, a survey by Aljaraideh and Al Bataineh (2019) found that the use of digital platforms in education leads to higher levels of student engagement and better academic performance. Therefore, thinking of having students use educational platforms to

develop the English skills is important; they can motivate students and allow the use of technology that is very commonly used nowadays.

Moreover, these platforms allow adapted learning experiences, suitable to the individuals' needs and times (Wang & Tahir, 2020). This adapted approach not only helps in addressing the diverse learning needs of students but also promotes self-directed learning and critical thinking skills. When thinking of strategies and platforms to use in class, teachers need to be sure they can respond to the specific needs of the students, that they can be personalized, and of course that they can give benefits to the students as becoming more critical thinkers.

Furthermore, educational platforms support the development of digital literacy skills, which are essential in the 21st-century. The use of educational technologies fosters digital literacy by providing students with opportunities to interact with digital tools. These skills are crucial for students to succeed in a digital world.

The Ministerio de Educación Pública de Costa Rica (MEP) began transforming the English curriculum by adopting the Action-Oriented Approach (AOA) in 2017 with the purpose of improving the teaching and learning of English as a Foreign Language in primary and secondary public schools. The MEP recognized the importance of providing students with a curriculum that aligns with the skills and knowledge needed to effectively communicate in real-life, 21st-century scenarios. This curriculum also includes the idea of implementing technology in the everyday classroom experience; therefore, having students using educational platforms not only aligns the main purpose of the curriculum but also provides students with different ways of putting into practice the contents of the curriculum.

Also, MEP outlined several reasons for this curriculum change: the need for an updated curriculum that embodies the knowledge, skills, and abilities that are essential for success as 21st-century learners; the modernization of pre-school, elementary, and secondary school curricula to include more relevant content; the observation that students receiving English lessons from elementary through high school were not achieving the expected levels of English proficiency after 11 or 12 years of study; and the necessity for citizens to acquire multiple competencies to communicate effectively in a global context and face the challenges of an interconnected world (MEP. 2016. p. 6). When thinking of this change, it is essential to mention that the change also affects the strategies and approaches teachers need to use. In this case, teachers need to implement new strategies such as active methodologies such as gamification. Gamification can be integrated with the use of technology and therefore the use of educational platforms combined will bring what is needed to make learning more meaningful.

This research project aims to address the evolving educational needs by implementing the platforms Educaplay and StoryJumper in English as a Foreign Language (EFL) classes. Educaplay offers a variety of interactive activities and games that are designed to improve language learning, providing students with engaging learning experiences that promote linguistic and non-linguistic skill development. Moreover, StoryJumper as mentioned by Fitriyani et al. (2023) is an effective tool “to be used as a learning medium for writing descriptive text” (p.1). These two platforms are the means for the students to put into practice macro skills and more specifically communication skills, and at the same time they can have an unforgettable, fun learning experience.

The significance of this study lies in its potential to enhance the learning experience of English as a Foreign Language students using two educational platforms named Educaplay and

StoryJumper. By allowing students to apply their knowledge to practical scenarios, this research aims to bridge the gap between what is theory and what is practice in English language education. Additionally, this study seeks to contribute to the understanding of the effectiveness of technology in the process of language learning, particularly in English as a Foreign Language education.

The study adopts an AOA, which emphasizes task-based learning and practical language use, to evaluate the impact of two selected educational platforms on improving oral production skills among 7th grade English as a Foreign Language (EFL) students at Liceo de Higuito. The intervention will integrate these platforms into the EFL curriculum through interactive tasks adapted and personalized by the researcher to enhance speaking and communication.

Data collection for this study will include pre-assessment tests to establish a base for oral production skills, regular formative assessments during the intervention period, and post-assessment tests to measure improvement. The data analysis will focus on qualitative and quantitative measures that will be employed to evaluate the progress and advancements made over time in the students' language proficiency.

By examining the effectiveness of Educaplay and StoryJumper in the English as a Foreign Language context, this research aims to contribute to the continuing address on effective language education and innovative teaching practices that enhance student learning outcomes in a digital, globalized world. Also, this will provide teachers with alternatives and for them to start looking at new educational platforms that can be beneficial for the development of the language and the macro skills.

The integration of the educational platforms Educaplay and StoryJumper into English as a Foreign Language (EFL) classes plays an important role in activating student interest, which is crucial for effective language acquisition. By incorporating interactive and engaging elements into the learning process, these platforms provide dynamic classroom environment where students feel motivated to participate. Reuell (2019) indicates that when students are actively engaged in their learning, they are more likely to retain information and develop a deeper understanding of language concepts. This increased interest not only enhances their linguistic capabilities but also give to the students a positive attitude towards language learning, encouraging them to embrace challenges and persist in their studies.

Moreover, the use of these digital platforms supports differentiated instruction, allowing educators to adapt learning experiences to meet the diverse needs of students. With the ability to modify activities and provide feedback, Educaplay and StoryJumper enable students to progress at their own pace, fostering a sense of autonomy and ownership over their education. This adaptability is particularly beneficial in EFL settings, where students may have varying levels of proficiency and learning preferences. By promoting active engagement and personalized learning, this research contributes to the broader field of English education by providing evidence for the effectiveness of technology-enhanced pedagogies.

1.1.1 Background of the problem

In Costa Rica, based on the new MEP English curriculum, high school students are expected to reach a B2 level according to the Common European Framework of Reference (CEFR) by the end of their studies. However, the reality seems to be far away from what is expected. Despite the curriculum's emphasis on communicative competence, many students still graduate with A1 or A2 levels, which represent only basic proficiency. This

inconsistency reflects the extensive challenges of implementing the curriculum effectively in classrooms across the country.

The gap between expectations and reality highlights complete challenges in English language education. For instance, while the new curriculum encourages active, student-centered learning, its implementation has been delayed by a lack of teacher training in innovative methodologies. This is particularly evident in the limited integration of technology into classrooms. Although high schools often have access to tools such as projectors and Smart TVs, these resources are frequently underemployed. Without adequate training, teachers struggle to design activities that effectively incorporate these tools to support the development of oral communication skills.

Focusing on communicative skills allows educators to create a more immersive and engaging learning environment, promoting active participation and interaction among learners. These skills provide multiple benefits by preparing students with the abilities necessary for today's world. As Mercado (2019) accentuates, "communicative skills play a crucial role in fostering learner confidence during real-world interactions. Acquiring these skills provides learners with the chance to interact with diverse cultures, individuals, and traditions, thereby enhancing their language learning experience" (p.14).

In 2019, a study conducted by Cordero in Pérez Zeledón under the MEP explored the use of digital technologies in special education. This focused on the use of technologies for the pedagogical measurement of "lectoescritura". The result is that teachers are willing to use the digital technologies available in the teaching process since they feel and see that there are advantages that these resources provide. In addition, the study also concludes that the MEP staff does not receive training in technological resources, since the knowledge of

the teachers under study was acquired through empirical study. Finally, the aspects in pedagogical mediation such as strategies were fulfilled. (Cordero, 2019). In this way it can be denoted that technological tools are within the reach of all individuals; however, adequate training is necessary so that teachers can provide classes in a way in which students can develop in a more relevant and appropriate way so that their learning is comprehensive and strengthens the acquisition of the necessary skills.

In 2020, Wang and Tahir examined the use of gamified platforms such as Kahoot! and Quizlet in EFL classrooms. Their findings highlighted how these tools engage students by providing interactive and supportive learning environments, making them particularly effective in promoting oral participation. By using gamification, students not only developed linguistic skills but also digital literacy, an essential competency in the 21st-century.

Building on these insights, a 2021 study by Nourallah et al. demonstrated the effectiveness of personalized digital platforms in improving speaking skills among EFL learners in Jordan. As stated by Nourallah et al. (2021), “Digital platforms or virtual platforms are spaces on the Internet that allow the execution of various applications or programs in the same place to satisfy different needs” (p.73). The researchers found that these tools significantly enhanced fluency and confidence, as students were able to practice at their own pace and receive immediate feedback. The surge in this tendency has been remarkably accelerated by the virtuality demanded by the COVID-19 pandemic, leading to extensive implementation of remote work and study. Therefore, there are now countless programs offered in this modality. This growing dependence on technology emphasizes its importance in contemporary education. Also, these findings illustrate the potential of digital

platforms to transform traditional language classrooms into interactive spaces that foster meaningful communication.

The integration of collaborative and interactive platforms provides students with the skills required to succeed in an increasingly digital and interconnected world. These tools foster real-world language use through engaging tasks, directly supporting the goals of Costa Rica's Action-Oriented curriculum. As Aucapiña (2021) explains, the nature of these platforms aligns perfectly with the curriculum's objectives, emphasizing practical and meaningful language learning experiences.

In Costa Rica, recent studies have begun to explore the impact of these international trends on local contexts. González et al. (2023) investigated the use of digital storytelling tools, such as StoryJumper, in EFL classrooms. Their study revealed that incorporating storytelling into language instruction not only boosted students' confidence but also fostered creativity. By narrating their own stories, students engaged in contextualized language use, improving their ability to express ideas fluently and accurately.

Oral communication is one of the most underdeveloped skills in Costa Rican high schools. A variety of factors contribute to this issue, including large class sizes, the extensive content that needs to be covered each year, and limited opportunities for students to practice speaking English. A more recent article published by crhoy.com, written by Matamoros (2024), affirms that some researchers have found that some possible causes why students are not getting the English level expected, and these causes have to be with the methodology teachers have been using in classes, and the need for teachers to get training in what is new, practical, and innovated in education. Therefore, it is evident that students are not getting what is expected and the strategies and practice should change to

see real advance in students' proficiency level and the use of educational platforms can be the key to transforming English education.

The results of the “Prueba de Monitoreo 2023” conducted by Universidad de Costa Rica highlight the significant challenges in language proficiency levels among students, with 33.4% achieving an A1 level (beginner), 39.7% reaching A2 (basic), and only 13.8% attaining B1 or higher (pre-intermediate or advanced). (Matamoros, 2024). These findings underscore the need to prioritize oral production skills in classrooms to better prepare students for academic and real-world communication.

Educaplay's gamified approach has proven highly effective in enhancing oral production skills, particularly in terms of vocabulary acquisition and fluency. The platform's interactive activities encourage active participation, making it a valuable tool for fostering engagement and motivation among students. Research by Vargas and Celi (2024) specifically highlighted its success in Costa Rican public schools, demonstrating that the platform's design aligns well with the goal of improving oral communication in educational contexts.

The evidence highlights the need for innovative teaching practices that integrate digital tools into the curriculum. As Matamoros (2024) noted in an analysis of Costa Rican education, one of the primary obstacles to achieving the desired levels of English proficiency is the lack of training for teachers in new methodologies. Addressing this issue requires a commitment to professional development and a willingness to explore tools like Educaplay and StoryJumper to meet the needs of modern learners.

1.1.2 Problematization

Costa Rican society continues to face significant challenges in acquiring English language skills, which underscores the necessity of reevaluating current teaching methods and exploring alternative strategies. Despite the implementation of the Action-Oriented Approach (AOA) in the MEP English curriculum, many students struggle to meet the expected communicative competencies, particularly in oral production. This issue is especially evident in 7th grade students at Liceo de Higuito, where low participation, shyness, and limited oral practice delay their ability to engage actively in English classes.

One notable aspect of these students is their familiarity with technology, as they frequently use digital tools in their daily lives. This presents a valuable opportunity to incorporate platforms such as Educaplay and StoryJumper into English lessons. These tools offer the potential to create engaging and interactive learning experiences that align with students' interests and technological preferences. However, their specific impact on oral production skills development remains underexplored in this educational context.

The need for this study arises from the evident gap between the objectives of the Action-Oriented Approach and the reality of students' oral production skills. Recent statistics from MEP (2023) reveal that the majority of students achieve only A1 or A2 levels in speaking, reflecting basic proficiency that limits their ability to communicate effectively in real-world situations. Additionally, as noted by Zúñiga (2021), Costa Rican students often exhibit low participation in oral activities due to fear of making mistakes, lack of practice, and minimal exposure to authentic communicative tasks. These challenges highlight the importance of investigating innovative teaching strategies that address these barriers.

The rise of digital tools in education has opened new paths for addressing such issues. Platforms like Educaplay and StoryJumper have been identified as effective resources that align well with the principles of the Action-Oriented Approach, which emphasizes practical language use in real-life contexts. Educaplay provides gamified activities that foster vocabulary acquisition, pronunciation, and fluency, while StoryJumper enables students to create and narrate digital stories, enhancing their confidence and self-expression. By integrating these platforms into English classes, it becomes possible to transform traditional teaching methods and provide students with meaningful opportunities for communication.

This problem deserves formal investigation because it addresses a critical need in English as a Foreign Language (EFL) education: bridging the gap between traditional teaching methods and the integration of innovative tools that align with students' preferences and modern educational trends. By focusing on group 7-1 at Liceo de Higuito, this study seeks to understand how Educaplay and StoryJumper can help students overcome shyness, increase participation, and improve their oral production skills. This group represents a crucial stage in language development, as early intervention in oral production can significantly influence students' long-term proficiency and confidence in using English.

The significance of this study extends to various educational participants. For students, platforms like Educaplay and StoryJumper can provide engaging activities that enhance fluency, pronunciation, vocabulary, and overall coherence, enabling them to overcome challenges such as shyness and fear of participation. For teachers, these platforms serve as valuable resources for creating innovative and dynamic lesson plans

personalized to individual student needs. Furthermore, educational institutions can benefit from the implementation of these tools through improved student outcomes and a more engaging learning environment.

The potential of digital platforms in enhancing language education is supported by extensive research. Nourallah et al. (2021) emphasize that digital tools enhance fluency and confidence by allowing students to practice at their own pace and receive immediate feedback. Similarly, Wang and Tahir (2020) demonstrated that gamified platforms like Educaplay improve student motivation and participation, making them ideal for fostering oral production skills. In the Costa Rican context, González et al. (2023) found that tools like StoryJumper boosted students' confidence and creativity, enabling them to express themselves fluently and accurately. These findings reinforce the importance of integrating technology into the EFL classroom to address the specific needs of students at Liceo de Higuito.

The persistent challenges in oral production among 7th grade students at Liceo de Higuito highlight the urgent need to explore innovative strategies. By using digital tools like Educaplay and StoryJumper, this research aims to provide valuable insights into how technology can transform English lessons and foster meaningful communication. Addressing this problem through formal research contributes to the academic understanding of technology integration and also has the potential to improve the educational experiences and outcomes of students, teachers, and institutions.

1.1.3 Problem Justification

Learning English in Costa Rica poses significant challenges for many students, particularly regarding the development of strong oral communication skills. Despite

various educational improvements intended at enhancing English language acquisition, a considerable number of students graduate from high school without the ability to confidently use English in real-life contexts (Matamoros, 2024). This issue is particularly evident at institutions like Liceo de Higuito, where traditional teaching methods often fall short in effectively promoting speaking skills. The introduction of digital tools in education has the potential to transform learning experiences, providing innovative resources that engage students and facilitate language acquisition. Platforms such as Educaplay and StoryJumper offer interactive and engaging ways to learn English, aligning well with the Action-Oriented Approach (González & Cruz, 2023). This approach emphasizes practical language use and prepares students for real-world communication. However, despite the increasing prevalence of digital tools, there remains a significant gap in research regarding their specific impact on the oral production skills of English as a Foreign Language (EFL) students.

This study seeks to address this gap by investigating how Educaplay and StoryJumper can assist 7th grade students at Liceo de Higuito in improving their oral production skills. By focusing on key aspects such as fluency, pronunciation, vocabulary, and overall coherence, the research aims to illustrate how these platforms can enhance English lessons and promote meaningful communication. Furthermore, by incorporating interactive digital tools into the curriculum, teachers can create lessons that encourage active participation, improve student engagement, and foster more effective language acquisition (Ramírez et al., 2022). English proficiency is increasingly vital for accessing global academic and professional opportunities, particularly for students from disadvantaged communities. Integrating tools like Educaplay and StoryJumper not only

helps bridge educational gaps but also promotes equitable opportunities for all students, aligning with the goals of the new English curriculum implemented by the MEP (Carmona, 2023).

Additionally, this research contributes to the expanding field of technology enhanced language learning by addressing the limited studies on the use of Educaplay and StoryJumper for oral skills development within the Costa Rican EFL context. While digital tools have been widely studied, their application in this specific setting has been insufficiently explored, highlighting the need for empirical evidence to support the integration of innovative teaching practices (López & Fernández, 2021). By evaluating the impact of these platforms, this study aims to provide insights that can inspire educators to adopt practical strategies for incorporating digital tools into their teaching methodologies, eventually enhancing language skills such as pronunciation, fluency, and coherence, while also fostering critical non-linguistic skills like collaboration and creativity.

In conclusion, this study intends to benefit various participants. Students will increase access to engaging and interactive methods to enhance their oral communication skills; teachers will receive effective tools for designing outcome oriented lesson plans; and educational institutions will support improved learning environments and student outcomes, fostering a culture of innovation and effectiveness in language education. By addressing the specific challenges of limited oral proficiency among EFL students, this research not only contributes to the advancement of knowledge in the field but also provides practical insights for educators seeking to create more effective and engaging learning experiences.

1.2 PROBLEM FORMULATION

1.2.1 Research Question

What is the impact of using educational platforms in enhancing oral production skills through the Action-Oriented Approach in 7th grade English as a Foreign Language students at Liceo de Higuito, San José, during the second quarter of 2024?

1.3 OBJECTIVES OF THE INVESTIGATION

1.3.1 General Objective

To assess the impact of using educational platforms in enhancing oral production skills through the Action-Oriented Approach in 7th grade English as a Foreign Language students at Liceo de Higuito, San José, during the second quarter of 2024.

1.3.2 Specific Objectives

- To identify the factors contributing to the low oral production skills of 7th grade English as a Foreign Language students at Liceo de Higuito through pre-assessment tests.
- To execute Action-Oriented Approach interactive activities supported by the educational platforms Educaplay and StoryJumper into the English as a Foreign Language classroom.
- To examine the development of oral production indicators in the 7th Grade EFL students through their participation in the proposed activities.
- To recognize the perceptions of 7th grade students regarding the use of educational platforms in enhancing oral production skills by collecting qualitative and quantitative data through questionnaires.

1.4 SCOPE AND LIMITATIONS

1.4.1 Scope

This research project will focus on a specific group of 7th grade students at Liceo de Higuito, located in the central canton of the San José province. The study is scheduled to take place during the second quarter of 2024.

The selected population for this study, 7th grade students at Liceo de Higuito, was chosen due to their relevance in the context of English language learning and the specific challenges they face. A preliminary examination revealed that while these students display attentiveness, certain classes exposed gaps in their introductory understanding of the English language. Understanding the oral production skills development of this group is essential for improving language education strategies and outcomes.

The population consists of 7th grade students, from socially at-risk areas. They come from diverse socioeconomic backgrounds and may face challenges such as family disintegration, crime, and drug addiction.

The study will take place during the second quarter of 2024 at Liceo de Higuito, located in San Miguel de Desamparados District of the San José province. The district of San Miguel de Desamparados is characterized by its high population density and diverse socio-economic landscape.

1.4.2 Limitations

- **Language Proficiency:** First, the level of English language proficiency among students could be a limitation. Students with lower proficiency levels struggled to fully engage with the online platform.
- **Dropout:** One student withdrew from the study sample due to medical complications, while another withdrew due to a lack of parental consent.

CHAPTER II: THEORETICAL FRAMEWORK

2.1 HISTORICAL CONTEXT

Liceo de Higuito high school was born in a communal and parish hall in the community of Higuito; it was not until 2016 that a new infrastructure located in Rodillal de Desamparados was inaugurated. The school has around 555 students, 43 teachers and 12 administrative. Its mission is “We are a public secondary education institution that seeks to promote quality education, focused on the practice of values and attitudes, oriented towards academic and bilingual training for the comprehensive development of the student population.” [Translation from Spanish] and its vision is “Be recognized as a leading organization in the practice of bilingual educational excellence, based on discipline and learning for life.” [Translation from Spanish].

2.2 THEORETICAL CONTEXT- CONCEPTUAL

2.2.1 Conceptual Framework

In Costa Rica, the public education curriculum is determined by MEP. English subject was officially introduced to the educational curriculum in 1901 (Marco de Cualificaciones para las carreras de educación. 2021. p.35). Since that, the English teaching in Costa Rica has had many changes in the curriculum, teacher profiles, approaches, among others. According to Rojas (2019):

During the last years, the curricular system in Costa Rica has undergone a process of change in all subjects. In the case of the English language brought changes in the methodology to be used, the old, applied approach was based on the grammatical structure as the main axis; with the introduction of the new curriculum, the

objective to achieve is oral production. Also, it should be noted that this approach is focused on the student as the main role. (p.3)

It keeps with the idea that in Costa Rica, the educational system faces challenges in teaching and learning languages, particularly in developing oral production skills. The relevance of this study in the Costa Rican educational context lies in its potential to address these challenges and enhance language education practices.

Also, due to the fact Costa Rica is a very touristic attraction place, the new English curriculum prepares students to be able to respond to job demands and the needs of the country. According to Pérez (2022):

Globalization has put pressure on Costa Rican citizens to learn English as a Foreign Language, and teachers have been confronted to adapt their methodologies to enable their students to acquire a set of skills to compete in the current job markets. Teaching communicative competencies through dialogic learning is a way to decolonize language. (p.85)

This is consistent with the need for educators to adjust their teaching approaches to help students acquire the skills necessary to participate in today's job markets, motivated by globalization. Teaching oral production skills competencies through Action-Oriented Approach is seen to release language, emphasizing the importance of interactive and meaningful communication in the language learning process.

2.2.2 Factors Influencing Low Oral Participation

The development of oral production skills among Costa Rican EFL students is influenced by several interrelated factors, including psychological barriers, educational methodologies, and socio-cultural dynamics.

Psychological factors such as anxiety, fear of making mistakes, and lack of confidence significantly hinder students' willingness to participate in oral activities. A study by Collante et al. (2020), identified that anxiety is a main factor affecting students' oral participation. The fear of negative evaluation and the possibility of being ridiculed by peers contribute to this anxiety, leading to hesitancy in engaging in speaking tasks. Additionally, the same study found that low self-confidence, often stemming from perceived inadequate pronunciation and limited vocabulary, exacerbates students' hesitation to speak in English.

Methodologically, the teaching strategies employed by educators play a crucial role in either facilitating or hindering oral participation. Molina (2021), highlighted that inadequate teaching strategies and a lack of teacher motivation are perceived by students as obstacles to speaking in class. Internal factors such as shyness and fear of making mistakes further affect students' willingness to participate orally. The study suggests that the implementation of innovative and engaging teaching methods is essential to encourage active student participation and to create a supportive learning environment.

Sociocultural influences also significantly affect students' oral participation. Molina (2021), noted that a negative attitude towards the English language and a lack of parental motivation contribute to students feeling intimidated when speaking English in class. These external factors can reduce students' motivation and confidence, leading to

reduced participation in oral activities. Addressing these sociocultural barriers requires a collaborative effort among educators, parents, and the community to foster a positive attitude towards English language learning.

Enhancing oral participation among EFL students requires a comprehensive approach that addresses psychological, methodological, and sociocultural factors. Educators should implement dynamic and interactive teaching strategies that reduce anxiety and build confidence. Creating a positive and inclusive classroom environment, along with encouraging support from parents and the community, can significantly improve students' willingness to engage in oral English activities.

2.2.3 MEP English New Curriculum Approach

Action-Oriented Approach, also known by its acronym AOA, in English as a Foreign Language holds an important role by offering diverse scenarios to exercise, as detailed by Piccardo (2020), the learners are active learners that perform authentic situations called “scenarios” that can happen inside and outside the classroom environment. This brings new ways of seeing the tasks students need to perform in class, where real-life situations need to be studied as practice for the students and their future development of the language.

This new approach is developed by tasks, and it supports the idea of leading an important methodology in English as a Foreign Language education, emphasizing interaction as both the means and the goal of language learning. Secondly, it encourages the practical application of language skills by immersing students in real-life tasks and by promoting meaningful and relevant language use. Lastly, the AOA enhances collaborative

learning experiences, allowing learners to work together and develop the four C's competencies through authentic social interactions.

2.2.4 Origin of Action-Oriented Approach

Classroom changes are essential to empower students to take control of their learning, enabling them to develop a diverse range of linguistic and non-linguistic skills that will prepare them for a rapidly evolving, technologically advanced world. The integration of the Action-Oriented Approach (AOA) is particularly significant in this context. According to the Common European Framework of Reference for Languages (CEFR) (2024), "The Action-Oriented Approach (AOA) is rooted in a constructivist paradigm and takes task-based learning to a level where the class and the outside world are integrated of genuine communicative practices" (p. 1). This highlights the necessity of implementing pedagogical strategies that foster real-world application of language skills, ultimately equipping students to navigate complex social interactions and diverse cultural environments. By focusing on these aspects, educators can create a learning atmosphere that promotes critical thinking, collaboration, and adaptability, skills that are essential in today's interconnected society where technology is accessible. Such an approach not only enhances students' language proficiency but also prepares them for future challenges in both their academic and personal lives.

When students are moved to educational spaces where they are taken into account, the approach allows them to be visualized in a similar outdoor space through organized real scenarios. In this way, it is established that the practice through collaborative tasks is organized allowing a real paradigm in which they are the main participants. For example, let's imagine that lessons are taught in the classroom with the

Action-Oriented Approach, allowing the student to be the center. The goal of the activity is to recognize family members.

Action-oriented scenarios are usually developed through steps which involve communicative activities of reception, production, interaction, and the mediation of concepts and/or communication, inspired by CEFR descriptors. The final phase of the scenario is the collaborative production of an artefact or performance. Learners decide how to accomplish the task/project; teachers provide language input, resources, and support to class, group or individuals as required. (Common European Framework of Reference for Languages, 2024, p.1)

This highlights the importance of creating a dynamic learning environment that fosters active participation.

Considering the CEFR descriptors and integrating the Action-Oriented Approach (AOA) into the classroom fundamentally transforms the traditional roles of students and teachers, fostering an environment where learning becomes an active, participatory process. This paradigm change is crucial in today's education, as it aligns with the dynamic and interconnected nature of the globalized world. By empowering students to take control of their learning through real-life tasks and collaborative projects, the AOA enhances linguistic abilities and also promotes essential life skills such as critical thinking, problem-solving, and adaptability. These skills are indispensable in the complexities of modern society, where technological advancements and cultural exchanges are commonplace. Furthermore, the AOA's emphasis on authentic

communication and interaction shows the real-world use of language, making learning more relevant and engaging for students.

Integrating the Action-Oriented Approach (AOA) into the classroom fundamentally transforms the traditional roles of students and teachers. In this context, the teacher's role shifts from a traditional knowledge giver to a facilitator or guide who creates an environment that encourages exploration and collaboration. This transformation supports the idea that teachers become mentors who support the learning process, enabling students to engage with the content meaningfully (Smith & Jones, 2021, p. 45). By adopting this role, teachers can help students develop the necessary skills for their educational experiences.

In contrast, students take on a more active role in their learning process. They become leaders of their education, participating in decision-making processes regarding the tasks they assume. Engaging in an Action-Oriented Approach, students are more likely to take ownership of their learning, as they are directly involved in the creation and execution of tasks (Brown, 2020, p. 112). This emphasizes the need for a shift in pedagogical practices that prioritize student activity, which is essential for fostering intrinsic motivation and deeper learning.

Regarding evaluation methods, the AOA promotes formative assessment techniques that emphasize continuous feedback rather than exclusively relying on summative assessments. This approach aligns with the interpretation that assessment should be an integral part of the learning process, providing opportunities for students to reflect on their progress and for teachers to adjust instruction accordingly (Harris &

Graham, 2019, p. 66). Evaluations may include peer assessments, self-reflections, and teacher observations, all aimed at understanding the learner's progress in developing both linguistic and non-linguistic skills. This aligns with the need for assessment methods that correlate with the AOA's emphasis on real-life tasks.

This paradigm shift is crucial in today's education, as it corresponds with the dynamic and interconnected nature of the globalized world. By empowering students to take control of their learning through real-life tasks and collaborative projects, the AOA enhances linguistic abilities and also cultivates essential life skills such as critical thinking, problem-solving, and adaptability. These skills are indispensable in modern society, where technological advancements and cultural exchanges are common. Furthermore, the AOA's emphasis on authentic communication and interaction reflects the real-world use of language, by making learning more relevant and engaging for students.

2.2.5 Technology in Language Education

Technological tools have opened new paths for language learners, providing them with access to a huge quantity of resources and opportunities for authentic language use. As a result, technology has become an integral part of language education, enhancing the learning experience and preparing the students for effective communication in today's digital world.

Nowadays students have access to many digital tools such as computers, smart TVs, smart phones, among others. These tools can be part of the materials that can be incorporated in the English learning process. According to Araya (2021), "The use of

technology can help teachers catch students' attention and make the classes more appealing for them, not to mention that their participation can be boosted which will also contribute to fostering critical thinking" (p.73). This underscores the transformative impact technology has had on English as a Foreign Language, redesigning traditional classroom practices. The integration of technological tools in the language classroom has revolutionized teaching methodologies and approaches, allowing educators to create more interactive and immersive learning environments.

2.2.6 Development of Oral Production Skills in Language Education

The development of oral production skills in language education has gathered significant attention in recent years, with educators exploring several strategies to enhance learners' speaking abilities. Recent studies have highlighted the importance of integrating critical thinking, utilizing remote learning platforms, and implementing reasoning gap tasks to improve oral proficiency.

Oral production skills are essential in language acquisition, enabling learners to effectively communicate in real-world scenarios. Carranza (2020) stated that "Oral production is the most required skill when talking about communication, so to be able to reach communicative competence in such skill, input is necessary to learn, to acquire the knowledge and to gain the insights that lead to Oral production a language" (p.37). This is in accordance with the Action-Oriented Approach that has been shown to be more effective than traditional methods in developing oral production skills, as it emphasizes interaction and communication in the target language. Evaluating the effectiveness of the Action-Oriented Approach and tools like Educaplay in developing oral production skills is crucial for improving language education practices and outcomes.

Yaprak and Kaya (2020) investigated the impact of reasoning gap tasks enhanced with critical thinking standards on English as a Foreign Language (EFL) learners' oral production. Their study revealed that incorporating critical thinking into task-based language teaching (TBLT) positively affected students' fluency, accuracy, and complexity in oral performance. The researchers developed a critical TBLT model, pre-task plan, and speaking rubric, which collectively fostered intellectual agility and active linguistic engagement among learners.

The shift to remote learning, accelerated by global events, has also influenced the development of oral production skills. Carranza and Tapia (2022) conducted a case study at Universidad Nacional in Costa Rica, examining the implementation of oral production activities through remote learning. They identified key factors such as meticulous planning, scaffolding, and constructive feedback as essential components in facilitating effective oral tasks in a virtual environment. Their findings underscore the necessity of adapting pedagogical approaches to maintain and enhance oral proficiency in remote settings.

Furthermore, the integration of oracy—defined as the ability to express oneself fluently and grammatically in speech—has been emphasized as an important component of language education. A 2024 article in *The Guardian* advocates for prioritizing spoken language development in early education and assessing oracy along with literacy and numeracy. Implementing an approach where speaking and listening are implanted in all aspects of school life can enhance learning, boost confidence, and foster a sense of community among students.

Advancing oral production skills in language education requires a multifaceted approach that incorporates critical thinking, adapts to remote learning environments, and

emphasizes the importance of oracy. By embracing these strategies, educators can create dynamic and effective learning experiences that promote oral proficiency among EFL learners.

2.2.7 Assessing Oral Communication

When students develop oral communicative skills in class through various activities and strategies, it is essential to assess their oral skills effectively. Based on Nurkhofifah et al. (2023), key elements in assessing oral communication include grammar, vocabulary, pronunciation, cohesion, and fluency. In addition to these linguistic elements, educational factors such as participation in oral activities, teacher feedback, progress in oral evaluations, and confidence in speaking play a significant role in the process.

First, grammar or syntax is important when speaking because students need to be able to create sentences that follow grammar rules. Shakir and Mahmood (2021) highlighted that “English grammar is important in different situations, especially in communication, like when we have informal conversations or professional communication” (p. 3). If students have good grammar, communication can be better as the sentences used are understandable and adapted to different contexts. Furthermore, accuracy in grammar ensures that students can tailor their speech to different social and professional settings. For example, formal contexts such as job interviews or workplace interactions demand the use of standard grammar structures, while informal contexts allow greater flexibility. Implementing grammar focused tasks in platforms enables learners to practice constructing grammatically correct sentences through interactive exercises, enhancing their accuracy in real-time communication.

Second, vocabulary is crucial for this research since students are going to put into practice the vocabulary they already know and new vocabulary that will enrich the English communication experience. According to Sekhar (2021), “vocabulary is a vital and influential component in the procedure of language learning” (p. 1). When assessing the students in speaking, the variety of words they use in a speech really makes the difference in giving an idea or a very complete idea. A rich vocabulary allows students to express themselves clearly and effectively, especially when describing ideas, emotions, or experiences. In the context of this research, educational platforms offers gamified learning experiences, such as vocabulary-building games and storytelling activities, which encourage students to expand their lexical choice. This is particularly important for learners at Liceo de Higuito, where vocabulary enrichment can directly impact their enthusiasm for academic and future professional environments.

Third, pronunciation is another crucial element. When developing the language, pronouncing accurately is important to transmit the correct meaning or message. According to Sanchana (2023), when pronunciation is correct, there is better clarity in communication, and the speaker appears more confident and credible. Proper pronunciation not only enhances intelligibility but also ensures that students are understood across different contexts, whether in casual conversations or formal presentations. For instance, mastering sounds like /θ/ in “think” or /ð/ in “this” can prevent misunderstandings. Educative platforms allow students to practice pronunciation by providing audio models and interactive feedback, helping them identify and correct errors in real-time. Pronunciation practice also boosts students’ confidence, as they feel more capable of engaging in meaningful conversations with native or fluent speakers.

Next, cohesion is very important to connect ideas and to make the message sound smoother. According to the British Council (n.d.), cohesion refers to “the use of linguistic devices to join sentences together, including conjunctions, reference words, substitution and lexical devices such as repetition of words, collocations and lexical groups.” In effective speaking, knowing about cohesion ensures that the ideas and the message are coherent, making it easier for listeners to comprehend and engage with them. Similarly, coherence involves organizing ideas logically so the speech flows naturally. For instance, using connectors like “however,” “in addition,” and “therefore” ensures that the message is structured and effective. For example, StoryJumper supports these skills through activities like storytelling and dialogue building, where students practice creating cohesive and coherent narratives. This is especially relevant for the target students, who need these skills to succeed in real-world scenarios such as workplace communication or collaborative tasks.

Finally, fluency brings a connection between the speaker and the listener because if the message is fluently transmitted, it maintains a coherent flow in the conversation or message. Educators need to encourage students to be fluent, even if they are just starting the English learning process. Hariyanto (2016) emphasized that “even a beginner needs to become fluent with the few items of language they know to be able to step forward to the highest level” (p. 5). Fluency is more than just speed; it is the ability to speak with appropriate rhythm, intonation, and pauses, ensuring that the listener can follow the message easily. For example, a fluent speaker can manage interruptions or rephrase ideas seamlessly during a conversation. These educational platforms support fluency by incorporating time-bound speaking activities and simulations where students practice responding quickly and naturally. These exercises help students build confidence in their

ability to convey ideas spontaneously, a skill critical for both academic and professional success.

Table 1

Dimensions and Indicators of Oral Production Skills

Dimension	Indicators	Description
Grammar	Grammatical accuracy	Appropriate use of tenses, subject-verb agreement, and sentence structure.
Vocabulary	Lexical richness	Appropriate use of varied vocabulary.
Pronunciation	Clarity of speech	Intelligibility, stress, and intonation.
Cohesion	Logical flow	Use of connectors and transitions.
Fluency	Smoothness of speech	Time to respond, pauses, and speech rate.

Note. This table outlines the dimensions and indicators of oral production skills, providing a structured approach for assessing students' performance in grammar, vocabulary, pronunciation, cohesion, and fluency.

Active participation in oral activities is essential for developing speaking skills. Activities like role-playing, debates, and group discussions encourage students to express themselves in different contexts. This is particularly relevant for students at Liceo de Higuito, where interactive and collaborative tasks foster engagement and reduce anxiety about speaking English. Educative platforms complement these efforts by offering virtual scenarios where students can practice speaking in diverse settings.

Feedback from teachers is vital in guiding students toward improvement.

Constructive feedback should focus on specific aspects, such as pronunciation, vocabulary use, and grammatical accuracy. For example, a teacher might highlight a student's strength in vocabulary while kindly correcting their pronunciation of specific sounds. Educational platforms can give immediate feedback and provide additional support, allowing students to recognize and correct errors independently.

Tracking students' progress in oral assessments is crucial for identifying areas of growth and challenge. Formative assessments, such as recorded speaking tasks or presentations, provide insights into how well students are mastering the dimensions of oral communication. Using rubrics that include pronunciation, fluency, vocabulary, coherence, and cohesion ensures a comprehensive evaluation. Progress tracking also motivates students, as they can see their improvement over time.

Confidence plays a key role in oral communication. Many students hesitate to speak due to fear of making mistakes or being judged. Creating a supportive environment is essential for building their self-assurance. These platforms activities, are designed to be engaging and non-intimidating, allowing students to practice speaking without the fear of failure. Gradually, as they gain more practice and receive positive reinforcement, their confidence in speaking English can improve significantly.

2.2.8 Educational Platforms

Educaplay is an innovative online tool that enables teachers to create free educational games, providing a friendly alternative that eliminates the need for various software programs. As noted by TechnologyEDUC (2021), this platform allows educators to design a wide array of engaging activities, such as crosswords, word searches, and

dictations, enhancing the learning experience. By concentrating learning in dynamic and interactive ways, Educaplay creates a promising environment for knowledge expansion, fostering greater student engagement and motivation in the classroom. This adaptability makes it an invaluable resource for educators looking to incorporate technology into their teaching practices effectively.

StoryJumper is another educational platform selected to enhance students' oral communication skills. This platform allows users to “share the stories in your heart and mind,” enabling them to transform their ideas into a lasting and impactful form of expression (StoryJumper, 2024). This aligns perfectly with the concept that a virtual platform can significantly enhance oral production skills by providing students with an engaging and interactive medium. By encouraging creativity and storytelling, StoryJumper helps students articulate their thoughts and ideas effectively, fostering confidence in their communication abilities.

Through the integration of the educational platforms Educaplay and StoryJumper into language education, educators can design interactive and captivating learning experiences adapted to diverse learning styles and preferences, enhancing overall learning outcomes for students. By integrating online tools into language education and educators can create a more interactive and immersive learning environment that promotes active participation and collaboration among learners, leading to improved learning outcomes.

2.2.9 Educaplay and StoryJumper - The Impact on Language Teaching

The integration of collaborative tools into language education is vital for enriching students' knowledge and preparing them for a digital learning environment. As highlighted by Páez et al. (2022), these tools “play a crucial role in enriching students' knowledge and

preparing them for a new virtual environment” (p. 33). Among these, Educaplay and StoryJumper stand out as valuable resources that offer a variety of interactive activities designed to enhance language learning. By incorporating these platforms, educators can create dynamic and effective lesson plans tailored to meet individual student needs, fostering an engaging learning atmosphere.

2.2.9.1 Educaplay

Educaplay has proven to be particularly effective in improving oral production skills, providing students with engaging learning experiences that foster both linguistic and non-linguistic skill development. In this sense, research conducted by Vargas and Celi (2024) found that Educaplay was a very effective platform that helped students learn and remember vocabulary. The platform significantly enhances the use of new vocabulary and improves oral production.

Educaplay provides the students with a new way of practicing the contents in a different way than the traditional. As noted by Páez et al. (2022):

Educaplay is fun, interesting, and playful, offering an alternative to traditional learning methods. It creates an open and engaging pedagogical environment, allowing students to deepen and solidify their knowledge through analysis and synthesis, thereby contributing to meaningful learning and the development of valuable societal skills. (p.33)

The activities on the Educaplay platform are essential for the pedagogical process, as they provide interactive and participatory learning experiences aligned with the Action-Oriented Approach in foreign language teaching. For instance,

“Yes or No” encourages critical thinking by prompting students to justify their answers in English, enhancing both comprehension and oral production. Games like “Froggy Jumps” foster active participation and reinforce content retention. Similarly, activities such as “Riddles” stimulate creativity and oral comprehension by enabling students to infer answers using limited clues. Tools like the “Interactive Map” help students associate terms with images, promoting both understanding and verbal expression (Hernández, 2021).

Other activities, such as “Relating Groups” and “Memory,” enhance associative learning, which is crucial for vocabulary acquisition and oral fluency. “Word Roulette” allows students to practice vocabulary dynamically, while “Fill in the Blank” integrates grammatical structures into oral communication. These activities are particularly effective in building vocabulary and grammar acquisition, essential for English language learning (Crespo & Ramírez, 2022). Additionally, “Crossword” provides a game-like context to improve verbal and written production, further enhancing oral proficiency, a key component in teaching English as a Foreign Language (González et al., 2023).

In the context of Educaplay, the teacher’s role transforms from being a simple provider of knowledge to a facilitator and guide. This involves creating an environment that fosters exploration and collaboration. Teachers should provide resources and support while designing activities that challenge students to think critically and justify their answers, such as the “Yes or No” activity.

On the other hand, students take a more active role in their learning process. They become owners of their education, participating in decision-making regarding

the tasks they engage in. By involving themselves in activities like “Froggy Jumps” and “Riddles,” students are more likely to take ownership of their learning, which, in turn, enhances their intrinsic motivation.

Regarding evaluation methods, Educaplay promotes formative assessment techniques that emphasize continuous feedback. Assessments may include self-assessments, peer evaluations, and teacher observations, allowing for a comprehensive understanding of students’ progress in developing linguistic and non-linguistic skills.

2.2.9.2 StoryJumper

StoryJumper also plays a significant role in enhancing oral production skills by providing a platform where students can create and share their stories in a digital format. This tool supports the development of both written and spoken language skills by encouraging students to narrate their stories, improving their fluency, pronunciation, and confidence in using the language. This is highly evident in research conducted by Márquez and Luna (2022), which demonstrated that the use of StoryJumper, along with appropriate strategies, led to improvements in speaking skills and the acquisition of new vocabulary.

When thinking of creating stories, most people may believe students only develop written skills; however, the reality is that platforms like StoryJumper can also make students develop oral and written skills. According to Reguig and Serhane (2022), “creating stories not only fosters creativity but also offers students a meaningful context to practice their oral language skills” (p.18). Story Jumper’s interactive features, such as adding voice recordings to stories, allow students to

practice and refine their speaking abilities in an engaging and supportive environment. This method is particularly effective in building the necessary skills for effective communication in real-world scenarios, by making it a valuable addition to the language learning because teachers can ask for contextualized topics or what the AOA requires, which is real context and scenarios.

The teacher's role in StoryJumper is to guide students through the story creation process, helping them contextualize their narratives and fostering oral storytelling. Additionally, educators can provide guidance on how to utilize the platform's interactive features, such as adding voice recordings, which helps students practice and refine their speaking abilities in an engaging environment.

In StoryJumper, students have the opportunity to be creative and explore their imaginations while creating stories. This process not only promotes writing skills but also allows them to practice their oral production by narrating their stories. According to Reguig and Serhane (2022), "creating stories not only fosters creativity but also offers students a meaningful context to practice their oral language skills" (p.18).

Evaluation in StoryJumper can include a combination of self-assessment and peer evaluation, where students reflect on their creation process and the quality of their storytelling. Teachers can use rubrics to assess aspects such as fluency, creativity, and appropriate vocabulary usage in oral presentations, thus aligning assessment with the student-centered learning approach.

This aligns with the need for innovative approaches in English as a Foreign Language education to be student-centered, focusing on students acquiring knowledge through student-centered approaches. As stated by Márquez and Luna (2022):

These platforms will engross students' attention by the use of innovative and interactive visuals, which will be created by themselves and the teacher, positively inducing the development of the speaking skill because visuals and sounds will help them to remember the story as they convey them. (p.105)

These approaches offer students the opportunity to develop both linguistic and non-linguistic skills, which are essential for their development in the 21st-century.

CHAPTER III: METHODOLOGICAL FRAMEWORK

3.1 TYPE OF INVESTIGATION

3.1.1 Purpose

The purpose of this investigation is to evaluate the impact of using educational platforms in enhancing oral production skills through the 7th grade English as a Foreign Language students at Liceo de Higuito, San José, during the second quarter of 2024.

3.1.2 Temporal dimension

Through data collection, my study employs a transversal dimension to differentiate students' development in oral production skills using two specific educational platforms. Cherry (2022) affirmed that this type of study looks for information at a single point in time and with variables of interest (p.1). The transversal nature of my research is evident as it captures students' abilities at a specific moment, rather than over an extended period. This approach allows for an immediate assessment of the impact of the virtual platforms Educaplay and StoryJumper on oral production skills. By establishing a deadline for the creation and demonstration of these platforms, the study ensures consistency in the application of tools such as observation and questionnaires.

A transversal study is particularly useful when examining relationships or differences among variables at a given point in time. In contrast, a longitudinal study would require tracking participants over a longer period to observe changes and drifts in oral production skills. While longitudinal studies provide deeper insights into developmental patterns, the transversal design of this research aligns with its goals by delivering timely and relevant results within the study's limited timeframe.

3.1.3 Framework

The investigation is limited to a small group of English as a Foreign Language students in Desamparados, with whom it is intended to study the effectiveness of using virtual platforms to improve oral production skills guided by an Action-Oriented Approach. As Nani (2023) refers to the micro- research “study of individual or small group behavior, and it can be useful in helping us to understand human action because it allows researchers to study behavior in fine detail, and to identify specific factors that influence behavior” (p.1).

Therefore, satisfaction or the opposite is seen as soon as they interact with the technological platforms. Through the process, they can have a better understanding while at the same time developing multiple skills such as: critical thinking, long learning, evaluation, presentation and improved communication skills.

3.1.4 Nature

Mixed methods research integrates qualitative and quantitative approaches to provide a comprehensive understanding of the subject being studied. This methodology allows researchers to fit their approach based on the purpose of the study and the nature of the research question. A practical application of this method often focuses on measuring variables related to specific aspects, such as the development of speaking skills, combining data from both methodologies to enhance the depth of analysis.

As alleged by Taherdoost (2022):

Mixed method employs a combination of both qualitative and quantitative approaches based on the purpose of the study and the nature of the research question

aiming to provide a better understanding of the subject. However, the focus can be on both methods equally and on one of the methods considering the selected integration process. (p.55)

For instance, this corresponds with a mixed-method study, incorporating both quantitative and qualitative approaches. It focuses on the measurement of specific variables related to speaking skills development.

On one hand, over the qualitative part, as mentioned by Taherdoost (2022):

In qualitative data collection procedures, data should be gathered to respond to project purpose, and specific protocols and instruments should be conducted to record information. To address this purpose, you should first identify the sites, participants, documents, and required materials that can help to address under-study problems. (p.55)

This highlights the careful planning and organization required for qualitative research, which is essential in the study. Qualitative data collection involves identifying appropriate sites, selecting participants, and determining the necessary documents and materials needed for observations and interviews. These steps are essential for ensuring that the qualitative aspect of the study provides relevant insights into the research.

On the other hand, there is also the implementation of a quantitative approach. Taherdoost (2022) states, “Quantitative research is the method of employing numerical values derived from observations to explain and describe the phenomena that the observations can reflect on them” (p.54). This lines up with the quantitative aspect of my research, which aims to measure the impact of educational platforms on the oral

production skills of EFL students through numerical data analysis. The quantitative approach involves collecting data through questionnaires to quantify improvements in speaking skills before and after using the platform. This quantitative data complements the qualitative findings, providing a complete understanding of the effectiveness of educational platforms in enhancing speaking skills.

3.1.5 Character

The character of this study is both exploratory and descriptive. The exploratory aspect involves investigating new methods and technologies, such as Educaplay and StoryJumper, in enhancing oral production skills in English as a Foreign Language students. This includes exploring the potential benefits and challenges of using these platforms. As highlighted by Singh (2022), “Exploration is a way of researching by going out into the world and observing events, describing them, and developing basic models” (p.1).

On the other hand, the descriptive aspect involves describing the existing grade of oral production skills among English as a Foreign Language students at Liceo de Higuito and the implementation of Educaplay as an instrument. This includes describing the methodology, tools, and processes used to measure the impact of Educaplay on students’ oral production skills. Singh (2022) also emphasizes the importance of descriptive research, stating, “Often, descriptive research yields a large amount of data. The exploratory character of the study revealed a few distinguishing features of the phenomena” (p.1). Both approaches allow for a better understanding of the impact of Educaplay and StoryJumper on English as a Foreign Language students’ oral production

skills, combining the complexity of descriptive research with the innovative exploration of new educational technologies.

3.2 SAMPLE SELECTION

3.2.1 The Population

The population for this study consists of 18 English as a Foreign Language students at Liceo de Higuito.

3.2.2 The Sample

For the selection of the sample in this study, specific criteria were established to ensure the relevance and viability of the research process. These criteria are organized into two main categories: inclusion and exclusion.

Table 2*Population and Sample Distribution by Gender and Age*

Category	11–12 Years	13–14 Years	Total
Population			
Female	4	8	12
Male	0	6	6
Total Population	4	14	18
Sample			
Female	2	8	10
Male	0	6	6
Total Sample	2	14	16

Note. The population included 18 students, divided by gender and age. The sample included 16 students, with 2 female students aged 11–12 and 8 females aged 13–14. All male students were in the 13–14 age range. Two female students from the 11–12 age group did not participate.

3.2.3 Non- Probabilistic Sample

The sample for this study was chosen primarily because it represented one of the largest bilingual sections, as other groups had only 10 students. Additionally, students in bilingual sections are more likely to have access to mobile data, internet, and devices such as smartphones, which were essential for the study's technological requirements. The total class size consisted of 18 students; however, only 16 participated in the study because one student faced medical complications that disallowed her from attending

lessons during the academic year and the other did not have permission. The gender distribution of the sample was 6 boys and 12 girls.

This aligns with the sampling method used in this research, where participants were selected based on their availability, willingness to participate, and decision of the host teacher, rather than through random selection.

Williams (2024) discussed nonprobability sampling, describing it as:

Method where samples are chosen without ensuring that every individual or item in the population has an equal or known chance of being selected. Unlike probability sampling, which relies on random selection, non-probability sampling methods are based on the researcher's judgment, convenience, or specific criteria.

(p.1)

This selection process ensured that the sample met the study's requirements for participation, focusing on accessibility to digital resources and the feasibility of implementing the virtual platforms Educaplay and StoryJumper.

Table 3*Inclusion and Exclusion Criteria for Participant Selection*

Criterion	Inclusion	Exclusion
Bilingual level	Students from bilingual sections.	Students from academic sections.
Access to technology	Students with access to technological devices.	Students without access to technology.
Active participation	Students willing to engage in oral activities.	Students who do not consent to participate.
Regular attendance	Students with consistent attendance.	Students with frequent or prolonged absences.

Note. This table outlines the inclusion and exclusion criteria applied for participant selection.

3.3 TECHNIQUES AND INSTRUMENTS TO COLLECT DATA

In any research study, the selection of appropriate techniques and instruments to collect data is a crucial step to ensure the validity and reliability of the findings. This section outlines the methods employed to gather information related to the development of oral production skills in 7th grade students. These methods are designed to align with the study's objectives, hypotheses, and variables, facilitating a comprehensive assessment of the research results.

The following table (Table 4) presents the variables and indicators employed, along with their conceptual, instrumental, and operational definitions. This structure supports the systematic examination of the study's objectives, highlighting the integration of innovative teaching methodologies and technology to enhance students' oral production abilities.

Table 4*Variables and Indicators of Oral Production Skills*

Objective	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
To assess the impact of using educational platforms in enhancing oral production skills through the Action-Oriented Approach.	Impact of Educational Platforms and Action-Oriented Approach	The extent to which educational platforms and the Action-Oriented Approach contribute to the development of oral production skills in EFL students.	Evaluate students' oral production skills before and after implementing activities using Educaplay and StoryJumper within the Action-Oriented Approach.	Analyze pre- and post-assessment results, observations, and feedback to determine the impact of educational platforms and AOA on oral production skills.
To identify the factors contributing to the low oral production skills of 7 th grade EFL students.	Factors Affecting Oral Production	Factors that delay students' ability to communicate effectively in spoken English.	Use classwork and pre-assessment instruments to evaluate students' current oral production skills and identify specific challenges they face.	Administer classwork and pre-assessment instruments that include speaking tasks and self-assessment questionnaires to measure students' confidence and barriers to effective oral communication.

To execute Action-Oriented Approach interactive activities supported by the educational platforms.	Interactive Activities (Educational Platforms), Action-Oriented Approach	Engaging tasks that promote language use in context, encouraging learners to communicate effectively and purposefully.	Implement lessons that incorporate the Action-Oriented Approach, utilizing the platforms Educaplay and StoryJumper to create engaging language-learning activities.	Conduct interactive lessons where students participate in group activities using Educaplay and StoryJumper, focusing on speaking tasks designed to enhance oral production skills.
To examine the development of oral production indicators in the 7 th Grade EFL students through their participation in the proposed activities.	Oral Production Skills	The measurable improvement in fluency, pronunciation, and vocabulary in spoken English tasks.	Observed through formative assessments, teacher feedback, and recorded activities.	Conduct ongoing evaluations of students' oral skills during and after implementing platform-based activities.
To recognize the perceptions of 7 th grade students regarding the use	Student's Perceptions	Students' attitudes and opinions regarding the use of technology in	Measured by collecting responses to qualitative and quantitative	Analyze the post-questionnaire responses to measure students' satisfaction, engagement, and

of educational platforms.	their learning process.	questionnaires on the usability and effectiveness of platforms in improving skills.	perceived usefulness of the educational platforms in their learning.
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Note. This table integrates objectives, variables, and their respective definitions to provide a structured approach to evaluating the research study's goals. It aligns with the objectives of assessing the impact of educational platforms on oral production skills.

The techniques and instruments employed in this research combine both quantitative and qualitative approaches, providing a comprehensive understanding of the topic under investigation. A central focus of the study is the evaluation of oral production skills, facilitated through various tools designed to capture both objective performance system of measurement and subjective participant experiences. Questionnaires were used to analyze students' perceptions, ensuring that their experiences were integral to the data collection process.

As Iterators (2023) says:

The observation method of data collection involves seeing people in a certain setting or place at a specific time and day. Researchers study the behavior of the individuals or surroundings in which they are analyzing. This can be controlled, spontaneous, or participant-based research. (p.1)

In this study, observation checklists were used to systematically document students' development in oral production skills, their language practice habits, and their engagement with

educational platforms. This method provided valuable insights into students' behavior and progress during class activities.

In addition to observations, questionnaires were a key instrument for gathering data on students' opinions and experiences.

As Mcleod (2023) defines, a questionnaire is:

A research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. Questionnaires provide a relatively cheap, quick, and efficient way of obtaining large amounts of information from a large sample of people. (p.1)

Administered to 7th grade English as a Foreign Language students, these questionnaires captured data about their opinions, behaviors, and knowledge related to the use of Educaplay and StoryJumper. This approach allowed students to share their perspectives on the effectiveness of these tools in improving their English communicative skills.

Complementing these methods, the rubric for oral production assessment was an essential tool for measuring students' speaking abilities. This instrument evaluated key aspects such as fluency, vocabulary, pronunciation, coherence, and cohesion, providing both qualitative and quantitative data. The rubric was applied consistently, ensuring a detailed analysis of students' progress over time. Its structured criteria and clearly defined descriptors ensured objective evaluations, while the numerical rating scale enhanced the reliability of results.

Furthermore, the rubric played a crucial role in identifying students' strengths and areas for improvement. By offering detailed feedback, it helped students understand the specific aspects of their oral production skills that required attention. Teachers could also use this

feedback to refine their instructional strategies, aligning them with the goal of improving oral communication skills.

The integration of observation checklists, questionnaires, and rubrics created a strong data collection process. Together, these tools offered a multidimensional perspective on the impact of educational platforms like Educaplay and StoryJumper on students' oral production skills. This methodological approach not only supported the study's objectives but also contributed to a deeper understanding of how innovative teaching practices and tools can enhance language learning experiences.

Table 5*Criteria for Qualitative Instruments in Measuring Oral Production Skills*

Instrument	Purpose	Criteria Evaluated	Applicability
Observation Checklist	To record students' participation, motivation, and interactions during tasks.	Motivation to participate, use of English, and group collaboration.	Documents real-time behaviors during previously observed sessions.
Pre-questionnaire	To assess initial student attitudes and expectations.	Student perceptions and attitudes towards speaking in English: "Do you like speaking in English? Why?"	Captures students' initial student attitudes and expectations.
Post-questionnaire	To assess changes in student attitudes and learning outcomes.	Challenges and suggestions for improvement: - "Did you encounter any challenges?" - "What suggestions do you have to enhance the use of these tools?"	Captures students' perspectives already collected through questionnaires.
Rubric for Oral Production Assessment	To evaluate oral production skill development.	Fluency, vocabulary, pronunciation, coherence, and cohesion.	Provides analysis of pre-existing recordings or assessments of students' oral skills.

Note. This table provides an overview of the qualitative instruments utilized in the study and the specific criteria they evaluated. Both the pre-questionnaire and post-questionnaire focus on qualitative aspects, particularly students' attitudes, challenges, and suggestions.

* These instruments are validated by university professors and align with the study's objectives.

3.3.1 Observation Checklist

The observation checklist is a structured tool designed to assess specific aspects of students' oral production skills, including fluency, accuracy, appropriacy, and participation during activities involving Educaplay and StoryJumper. This checklist will be used by the teacher and trained observers during class activities and interactions. The purpose of the observation checklist is to provide a systematic and objective method to record and assess students' performance in real-time. This tool will help identify areas of strength and areas needing improvement, allowing for a detailed analysis of how Educaplay and StoryJumper impact oral production skills. (See Annex. 1)

3.3.2 Questionnaire

The questionnaire is a comprehensive instrument comprising both closed-ended and open-ended questions designed to gather students' perceptions of the effectiveness of Educaplay and StoryJumper in enhancing oral production skills. The questionnaires will be administered to the 7th grade English as a Foreign Language students at Liceo de Higuito. The purpose of the questionnaires is to collect qualitative and quantitative data on the subjective experiences and opinions of the participants regarding the use of educational platforms. This data will provide insights into the perceived benefits,

challenges, and overall impact of these virtual platforms on students' language learning and engagement.

The study includes two questionnaires: a pre-intervention questionnaire (pre-test) and a post-intervention questionnaire (post-test). The pre-intervention questionnaire will be conducted at the beginning of the study to gather reference point data on the students' initial perceptions, experience with the language, and expectations regarding the use of educational platforms. This questionnaire aims to understand the participants' prior experience with these platforms and their initial attitudes toward using them for language learning. The post-intervention questionnaire will be administered at the end of the study to evaluate the changes in perceptions and to measure the perceived effectiveness of the platforms after their implementation. This questionnaire will help assess the overall impact on students' oral production skills and gather feedback on the practical application of these tools in the classroom. (See Annex. 2)

3.3.3 Rubric for Oral Production Assessment

The rubric for oral production assessment provides a structured framework for evaluating students' performance in key areas related to oral communication. The rubric includes five criteria: fluency, vocabulary, pronunciation, coherence, and cohesion. Each criterion is rated on a scale of 1 to 5, where 5 represents "Excellent" and 1 represents "Poor." (See Annex. 3)

3.4 Operation of the Variables

3.4.1 Conceptual, Operative, and Instructional Definition

Observation is one of the most used instruments to collect data. Although it is true that there is a necessity to create a rubric or keep in mind the data to be observed, it is also true; that it is easy to differ the answers on many times. Therefore, in the present research it is presented that through the virtual tools, the necessary information can be collected to detect if there is a change, even if it is minimal. Also, if students improve or acquire vocabulary for the improvement in the oral production process, as well as fluency and interest. On the other hand, the questionnaires are carried out with the purpose of determining if in fact what was observed was correct.

CAPTER IV: ANALYSIS AND INTERPRETATION OF DATA

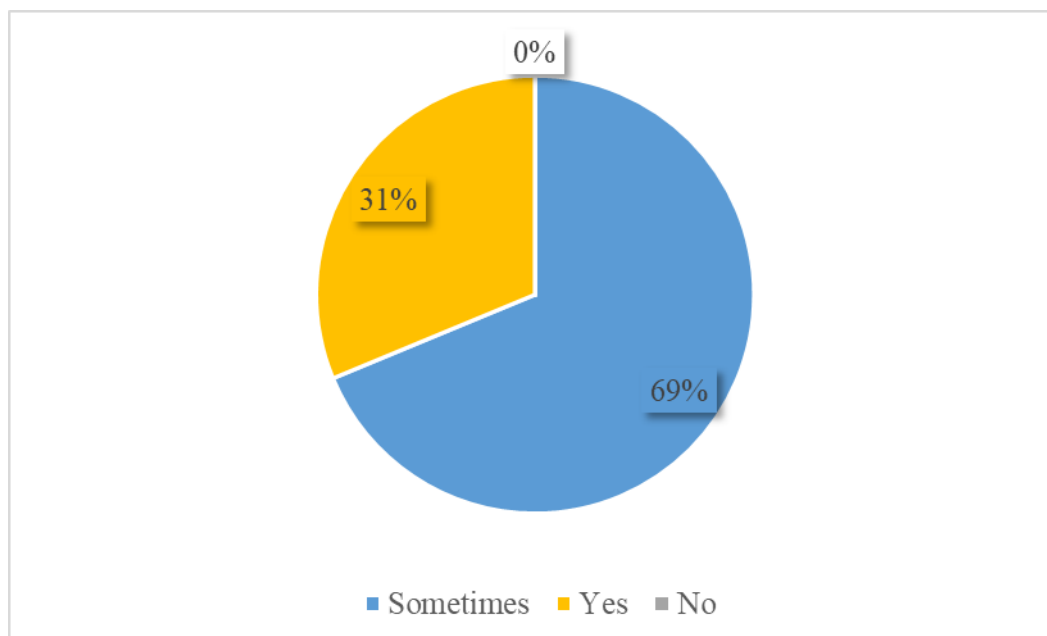
This chapter presents the analysis and interpretation of data collected through Pre- and Post-tests, as well as classroom observations and rubric for oral production assessment. The purpose of this chapter is to analyze how the use of Educaplay and StoryJumper affected the students' oral production skills, focusing on confidence, engagement, and proficiency improvements in English as a Foreign Language.

4.1 Responses to Pre-Test Questionnaire

The Pre-Test Questionnaire results provide valuable insight into the students' initial attitudes toward oral participation in class, the use of technology for learning, and their confidence levels in speaking English.

Figure 1

Q3. Do you like participating orally in class?

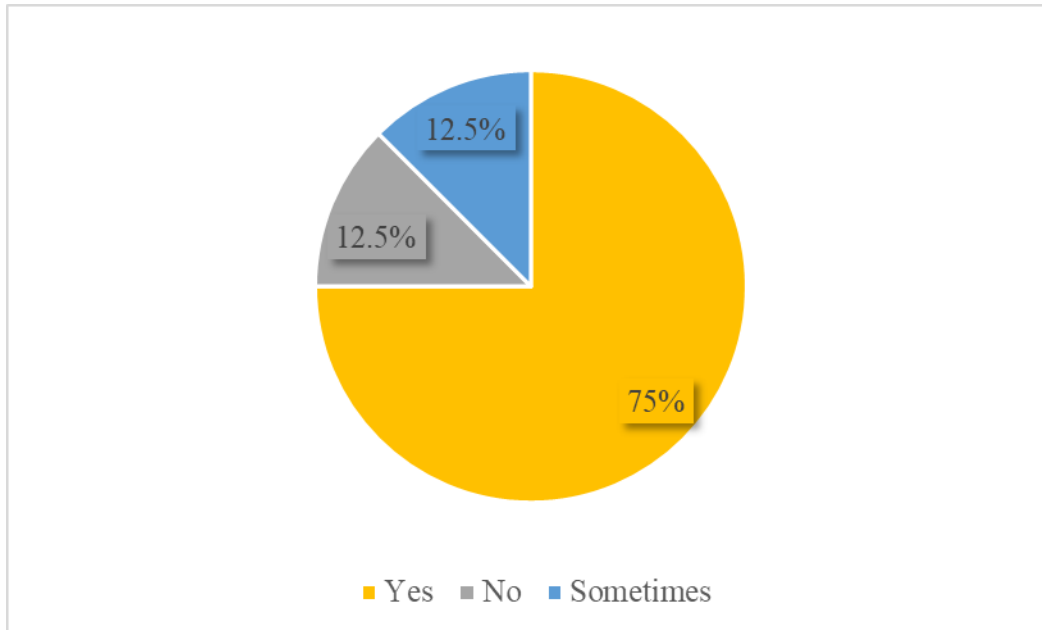


Source: Own creation based on the Pre-Test Questionnaire

Out of the 16 students surveyed, only 5 students reported enjoying participating orally in class, while the majority -11 students- preferred to participate only sometimes. This could be related to issues such as performance anxiety or a lack of confidence in speaking English, a common problem in English as a Foreign Language learners, as noted by Mercado (2019). This result highlights the need for strategies, such as the use of engaging platforms to create a supportive environment that encourages more frequent participation.

Figure 2

Q4. Do you like using technology to learn?



Source: Own creation based on the Pre-Test Questionnaire

When asked about their feelings towards using technology as a learning tool, 12 students responded positively, while 2 students disliked the use of technology, and 2 students indicated mixed feelings, showing an inclination towards occasional use. This aligns with Aljaraideh & Al Bataineh's (2019) assertion that digital platforms can significantly increase learner engagement, though some students may still experience discomfort with technological tools. The positive majority suggests a general openness to technology enhanced learning environments, which provides a strong point for integrating tools like Educaplay and StoryJumper into classroom activities. Consequently, Educaplay and StoryJumper are likely to be well-received.

Table 6

Q5. Responses to the Pre-Questionnaire: "Do you like speaking in English? Why?"

Response Number	Response	Analysis
1	No, because the truth is hard for me.	Negative attitude due to difficulty. The student finds speaking English challenging, which affects his willingness to engage.
2	Sometimes, because I like sometimes.	Neutral response. The student is inconsistent in his preference for speaking English.
3	Yes, because it's an interesting language to learn about.	Positive motivation. The student enjoys learning English and finds it engaging.
4	Because I find it very fun to learn, talk, and practice.	Positive motivation. The student enjoys learning and practicing English.
5	Because it's beautiful and fun. Because it's fun even if it hard.	Motivated despite difficulty. The student enjoys English but acknowledges its challenges.
6	Yes, it can help me a lot in my future, and English catches my attention a lot.	Instrumental motivation. The student sees English as valuable for their future.
7	Because I see it as funny and entertaining.	Positive motivation. The student enjoys English because it is entertaining.
8	Yes, because it's so simple and funny.	Confidence in ability. The student finds English easy and enjoyable.
9	I like it because it gives many opportunities for life.	Instrumental motivation. The student values English for future opportunities.

10	For me, it's important for my career, and I like it.	Career-related motivation. The student recognizes English's importance for professional growth.
11	Yes, because it's good.	General positive attitude. The student perceives English positively but does not elaborate.
12	Sometimes, because I'm afraid to say it wrong.	Anxiety-related hesitation. The student has some fear of making mistakes, affecting confidence.
13	Yes.	Unspecified positive attitude. The student enjoys speaking English but does not give a reason.
14	Yes, because it's easy, funny and we learn more English in the classes.	Confidence and engagement. The student finds English easy and enjoys learning in class.
15	More or less. I have some difficulties.	Struggles with difficulty. The student has challenges with speaking English.
16	More or less. I have some difficulties.	Struggles with difficulty. The student has challenges with speaking English.

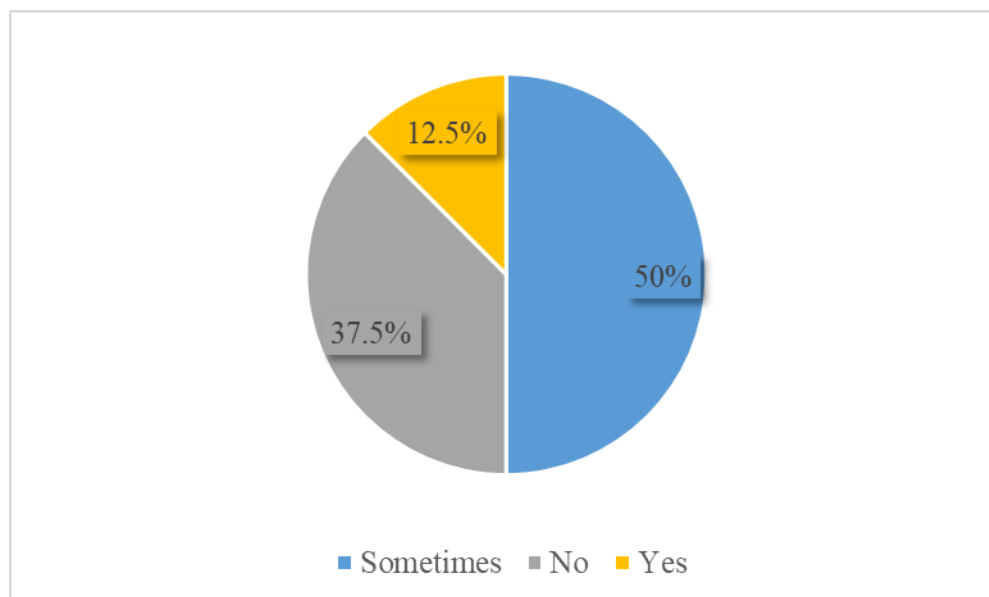
Note. The table presents the responses given by students to the question “Do you like speaking in English? Why?” and analysis from the pre-questionnaire.

Students provided mixed responses, ranging from enthusiasm for learning English due to its future benefits to apprehension caused by difficulty or fear of making mistakes. These insights underscore the importance of tools that build both competence and confidence, addressing the emotional barriers to language use. Some students stated that they enjoyed speaking English because it opens future opportunities, while others expressed hesitation due to a lack of vocabulary or confidence. Platforms like Educaplay provide structured practice in vocabulary and oral fluency, addressing these barriers and enhancing motivation. Additionally, the

integration of StoryJumper allows students to engage in creative tasks that promote self-expression, ultimately reducing fear of errors in a supportive environment.

Figure 3

Q6. Do you feel embarrassed when speaking English in class?

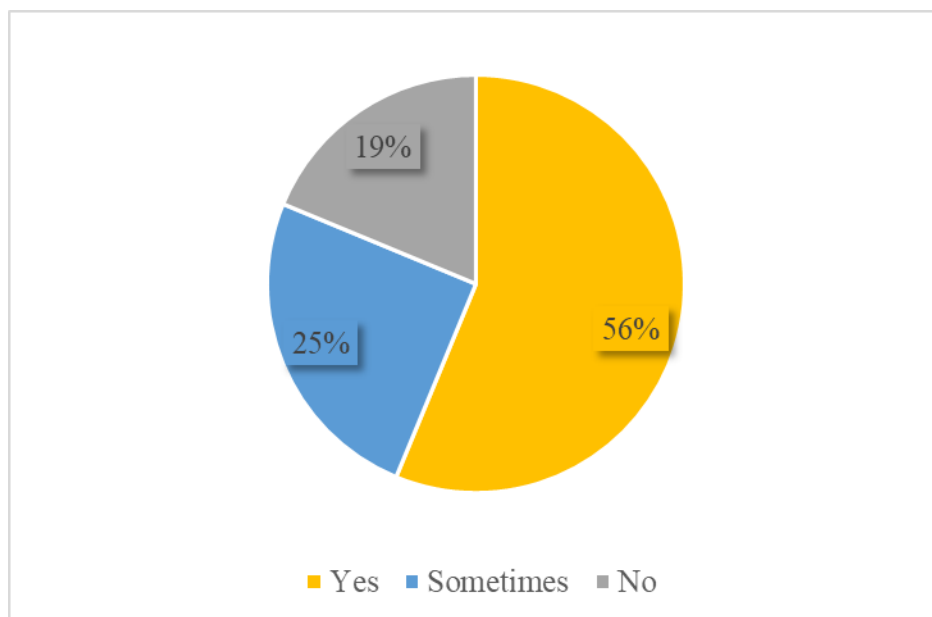


Source: Own creation based on the Pre-Test Questionnaire

A significant portion of students reported feeling occasional embarrassment when speaking English, pointing to the need for supportive and low-pressure learning environments. The gamified and interactive nature of the platforms used in this study aims to reduce such embarrassment and foster a more confident approach to oral communication. This finding is crucial as it highlights one of the principal challenges that these tools aim to address: creating a safe space for language practice. Specifically, the results suggest that incorporating interactive elements such as games or storytelling activities can help students overcome social barriers and increase their willingness to participate.

Figure 4

Q7. Do you feel more comfortable using an app to learn English?

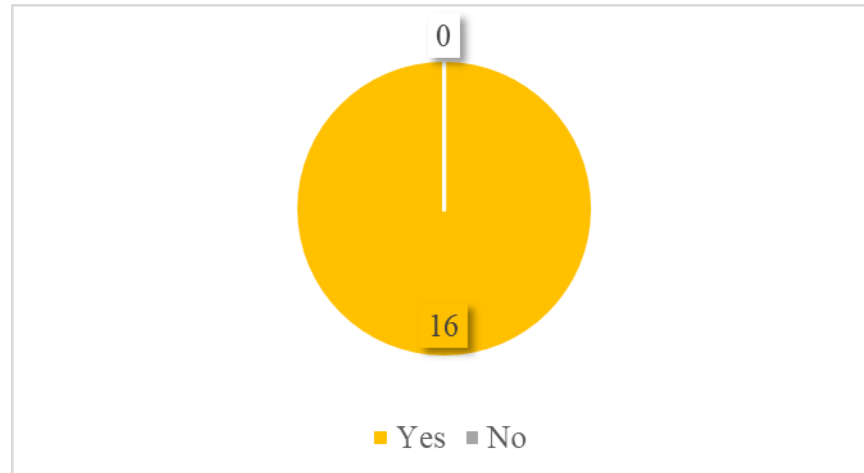


Source: Own creation based on the Pre-Test Questionnaire

Most students indicated a preference for using apps as part of their learning process. This result validates the selection of Educaplay and StoryJumper as tools to support oral production skills, as their interactive features align with students' comfort and preferences. These platforms foster a sense of autonomy and adaptability, allowing students to progress at their own pace. This adaptability is essential in reducing anxiety, which often impedes oral skill development in traditional classroom settings.

Figure 5

Q8. Do you have access to technological devices (computer, tablet, smartphone) for studying at home?

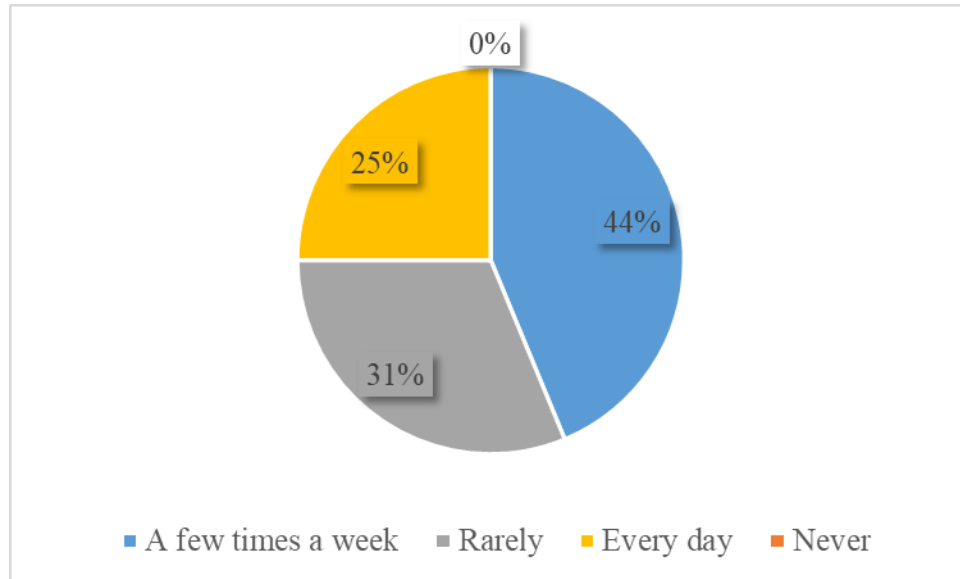


Source: Own creation based on the Pre-Test Questionnaire

All of students confirmed having access to technological devices, which facilitates the implementation of digital platforms in their learning routines. However, for those with limited access, supplementary strategies may be needed to ensure equitable participation. For instance, schools could provide access to devices or internet facilities to ensure no student is left behind. This consideration underscores the importance of resource availability in achieving the full potential of technology-enhanced learning.

Figure 6

Q9. How often do you practice English outside the classroom?

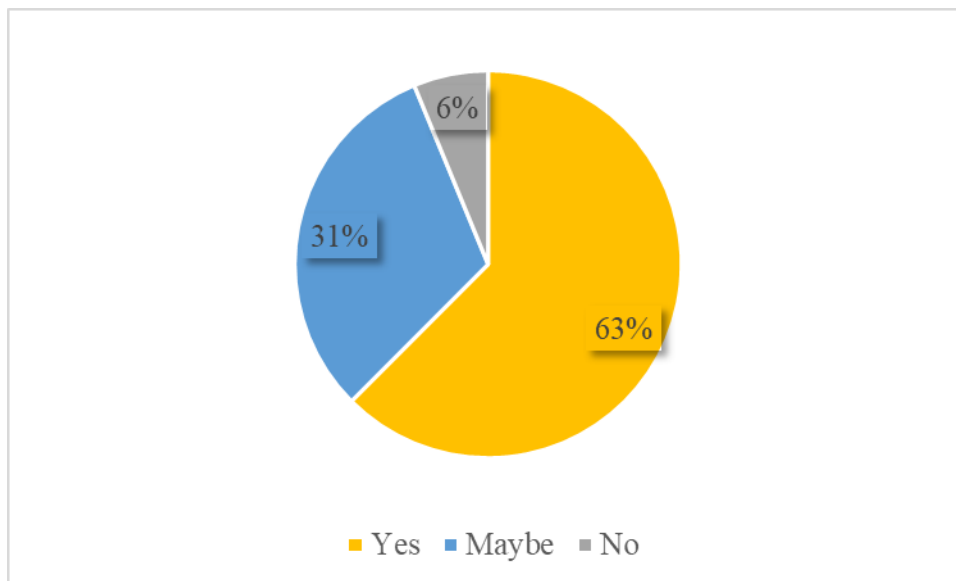


Source: Own creation based on the Pre-Test Questionnaire

Many students reported limited practice of English outside the classroom. This finding reinforces the need for engaging platforms like Educaplay and StoryJumper to extend practice opportunities and integrate English usage into students' daily lives. Platforms like Educaplay offer structured yet flexible activities that encourage frequent usage, while StoryJumper provides creative channels that can easily be incorporated into homework assignments, making English practice a continuous process rather than a sporadic effort.

Figure 7

Q10. Do you think technology can help you improve your oral English skills?

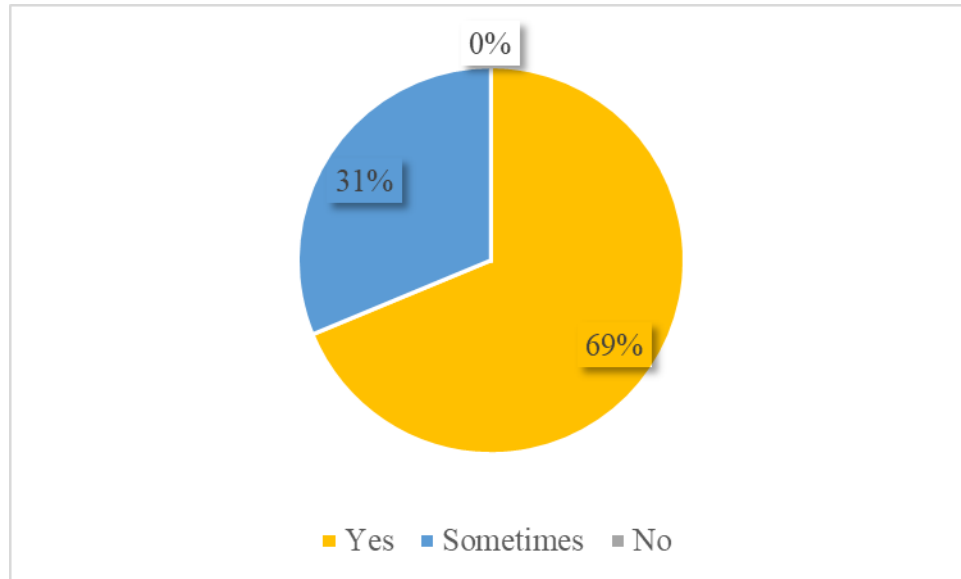


Source: Own creation based on the Pre-Test Questionnaire

A significant percentage of students believe that technology helps in improving oral skills. This supports the hypothesis that incorporating digital tools can enhance students' linguistic abilities effectively. These findings suggest that students recognize the potential of technology not just as a medium for practice, but as a transformative tool that redesigns traditional learning methods to meet modern demands for interactivity and engagement.

Figure 8

Q11. Do you like working in group activities using technology?

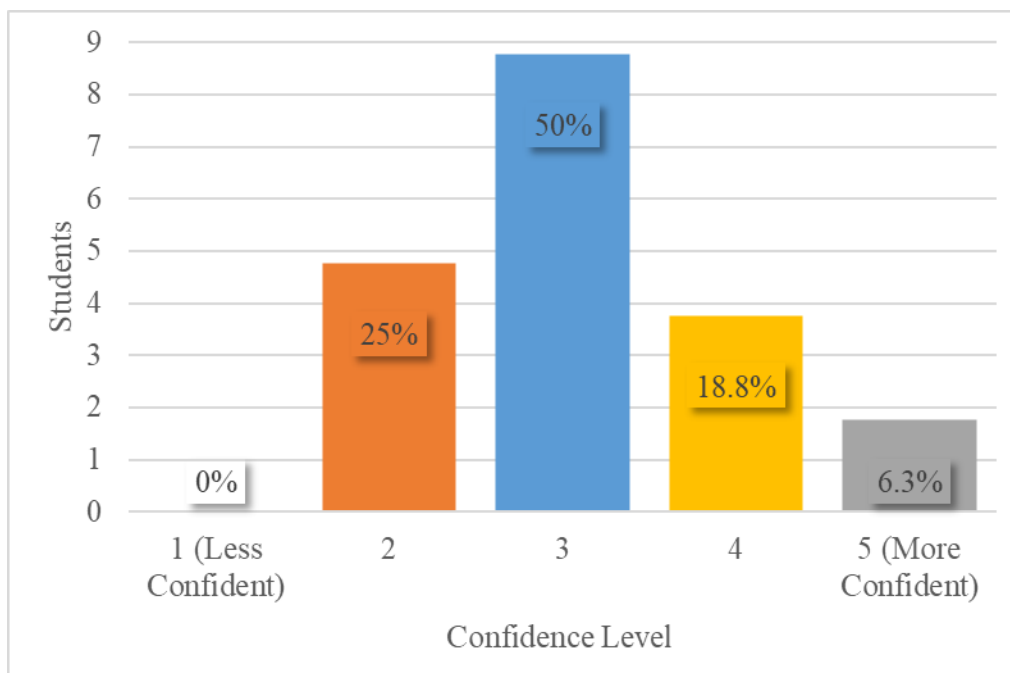


Source: Own creation based on the Pre-Test Questionnaire

Students showed a preference for collaborative technological activities, suggesting that platforms encouraging group interactions could enhance their engagement and provide meaningful opportunities for oral practice. Collaborative tasks within Educaplay and StoryJumper promote peer learning, allowing students to practice negotiation and communication skills essential for real-world interactions. This preference highlights the role of teamwork in developing both language and social skills.

Figure 9

Q12. How would you rate your confidence level when speaking in English on a scale from 1 to 5, where 1 means less confident and 5 means more confident?



Source: Own creation based on the Pre-Test Questionnaire

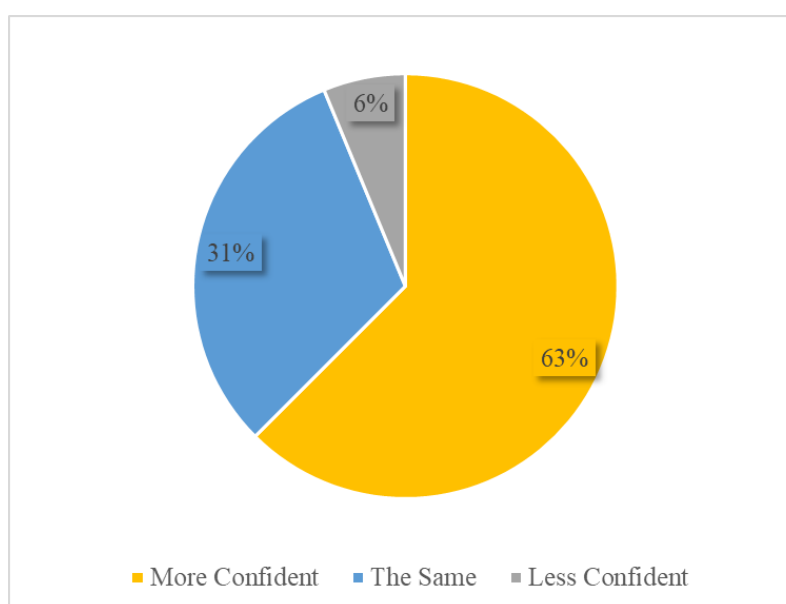
The confidence levels reported in the pre-test were generally moderate. This starting point establishes the necessity for interventions intended at boosting students' self-confidence in speaking English, a fundamental objective of this study. By addressing these initial confidence levels, the study seeks to explore how interactive platforms can transform uncertain speakers into active participants in communicative tasks.

4.2 Responses to Post-Test Questionnaire

The Post-Test Questionnaire, conducted after the students had experienced using Educaplay and StoryJumper platforms, reflects significant changes in both confidence and comfort levels regarding speaking English.

Figure 10

Q3. How do you feel about speaking in English after using Educaplay?

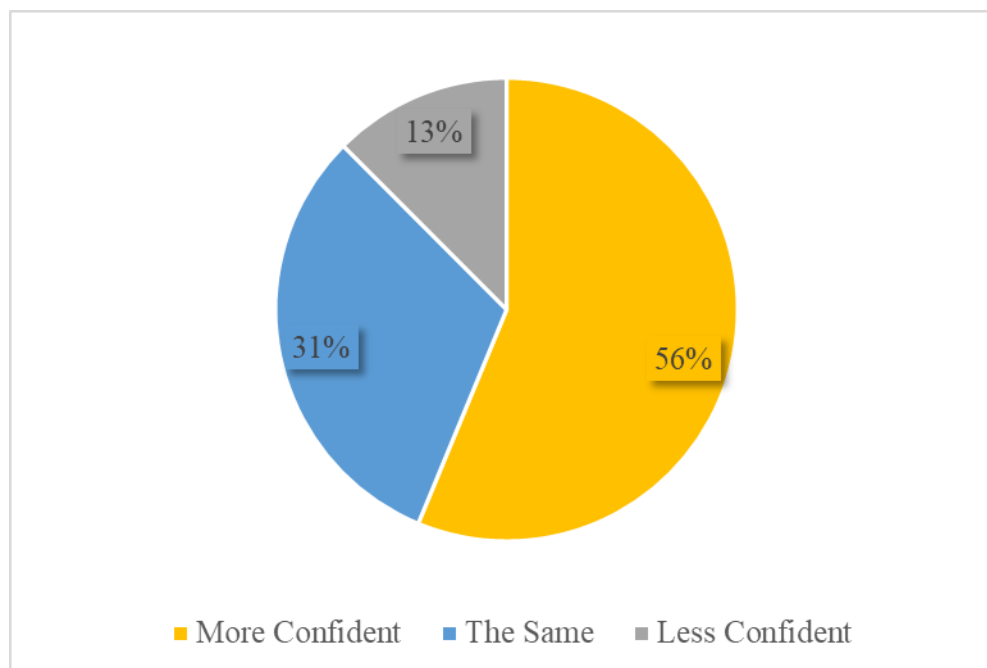


Source: Own creation based on the Post-Test Questionnaire

When asked how they felt about speaking in English after using Educaplay, 10 students indicated that they felt more confident, while 5 students felt the same, and only 1 student felt less confident. This result aligns with the findings of Hummel (2024), who notes that gamified learning environments like Educaplay promote active participation and confidence building in oral production by reducing the pressure on learners to perform in traditional speaking activities, also, this result demonstrates the platform's effectiveness in creating a positive, engaging, and low-pressure learning environment that supports oral skill development.

Figure 11

Q4. How do you feel about speaking in English after using StoryJumper?

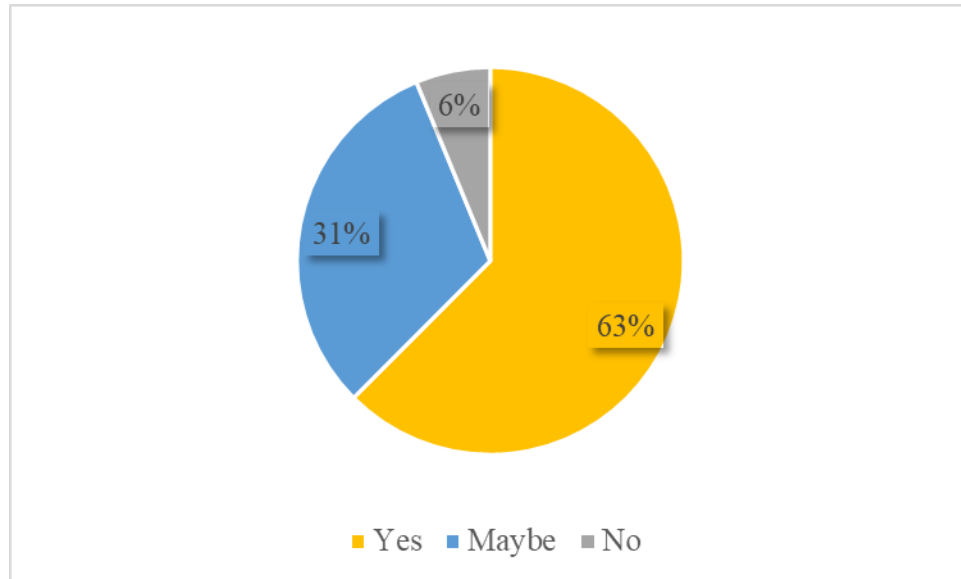


Source: Own creation based on the Post-Test Questionnaire

Similarly, after using StoryJumper, 9 students felt more confident, while 5 students reported feeling the same, and 2 students felt less confident. This difference between the two platforms may differ from the fact that StoryJumper involves more complex cognitive tasks such as story creation, which can be challenging for students with lower proficiency levels. Swain (2000) argues that “tasks which involve story creation encourage students to process language more deeply but may also require additional support from teachers to be effective” (p.103). This suggests that while both platforms are effective, StoryJumper’s more complex tasks may require additional scaffolding for some students. Providing structured guides or simpler initial tasks could help students fully engage with the platform’s potential, ensuring inclusivity and greater impact.

Figure 12

Q5. Do you think using Educaplay has helped you improve your oral English skills?



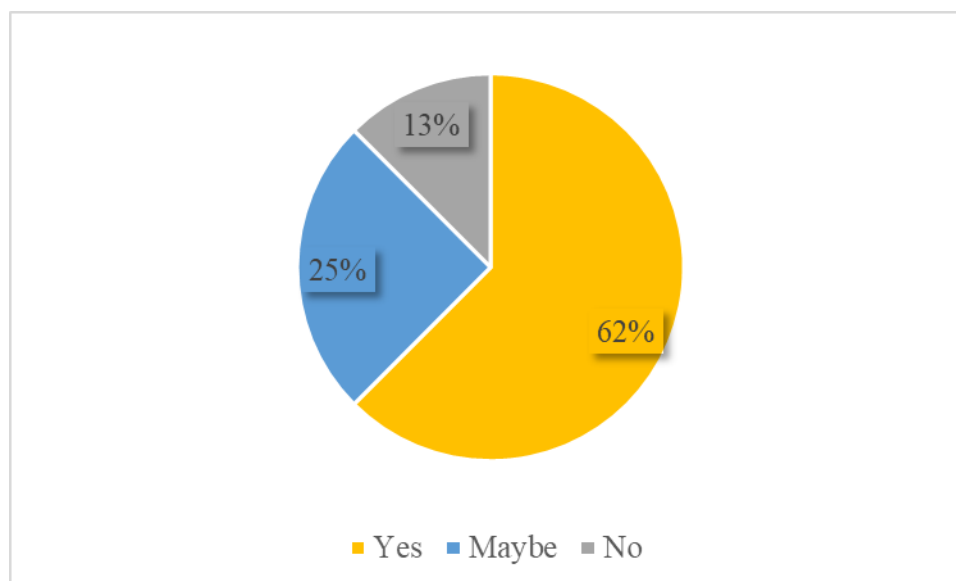
Source: Own creation based on the Post-Test Questionnaire

Most students agreed that Educaplay significantly contributed to improving their oral English skills. This aligns with the study's objective to evaluate the impact of interactive tools on language acquisition. By blending entertainment with education, Educaplay creates a unique space where students practice essential skills without the fear of judgment, making it particularly effective in an EFL context.

Figure 13

Q6. Do you think using StoryJumper has helped you improve your oral English

skills?



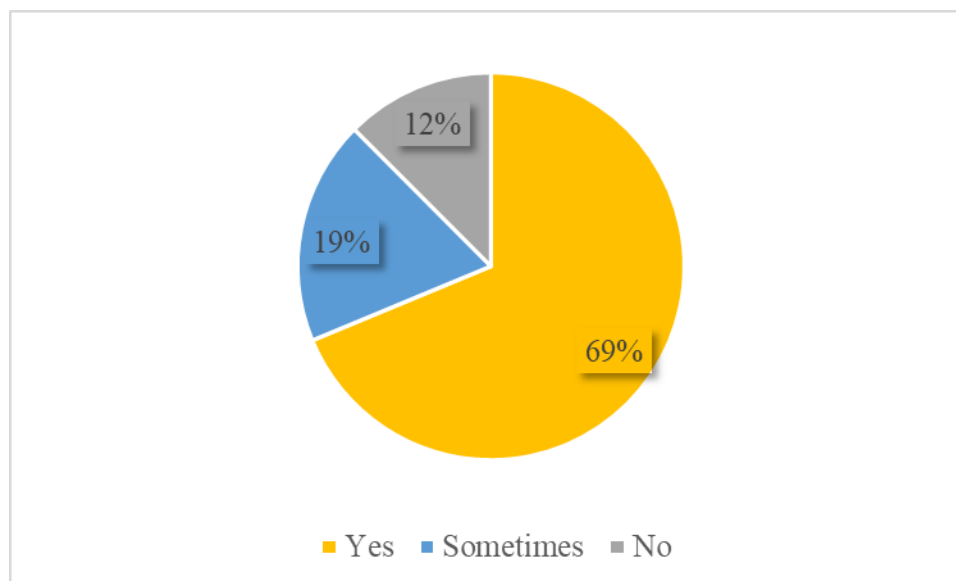
Source: Own creation based on the Post-Test Questionnaire

While most students acknowledged StoryJumper's positive impact, some expressed uncertainty, indicating that additional guidance might be necessary to maximize its potential. This suggests that integrating teacher-directed sessions to complement StoryJumper tasks could help clarify objectives and increase students' confidence in completing activities effectively.

In terms of technology helping to improve oral English skills, 10 students believed Educaplay contributed to their improvement, while 5 students were unsure. Similarly, for StoryJumper, 10 students responded positively, but 4 students expressed uncertainty. This suggests that while most students found these tools helpful, a segment of the class may require additional instructional support, as highlighted by Vygotsky's (1978) theory of the proximal zone of development, "it emphasizes the need for guided assistance in learning new skills" (p. 86).

Figure 14

Q7. Do you feel more comfortable participating in oral activities using these apps?

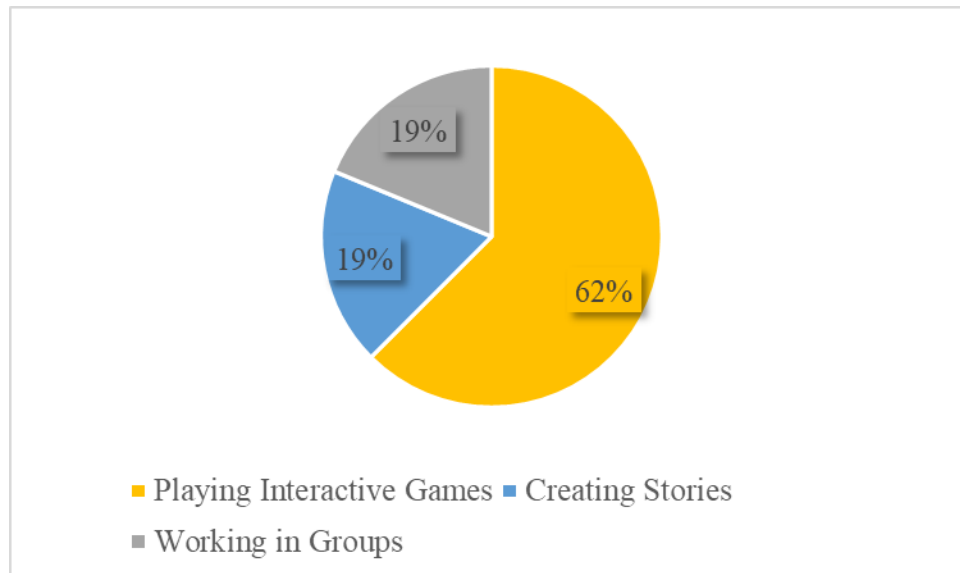


Source: Own creation based on the Post-Test Questionnaire

Furthermore, when asked if they felt more comfortable participating in oral activities using these apps, 11 students responded affirmatively, 3 students indicated that they sometimes felt more comfortable, and only 2 students said they did not feel more comfortable. This positive response reflects the benefits of technology since it might help improve some concerns associated with speaking English in traditional settings.

Figure 15

Q8. Which part of the activities did you like the most?

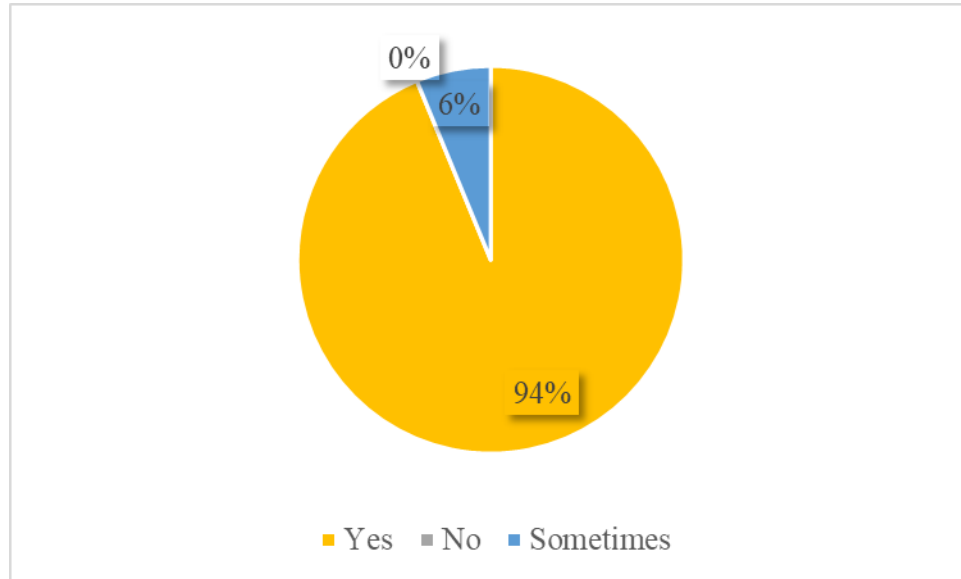


Source: Own creation based on the Post-Test Questionnaire

A majority of students (10) also preferred interactive games over other forms of activities, such as creating stories (3 students) and working in groups (3 students). This indicates that gamified learning was more engaging for this group, supporting the assertion by Gee (2020) that argues that “game-based learning fosters intrinsic motivation and deep engagement in language tasks, supporting the preference for interactive games over other activities” (p.1190). This preference underscores the importance of incorporating game-like elements to maintain student engagement.

Figure 16

Q9. Do you think these tools made the classes more interesting?

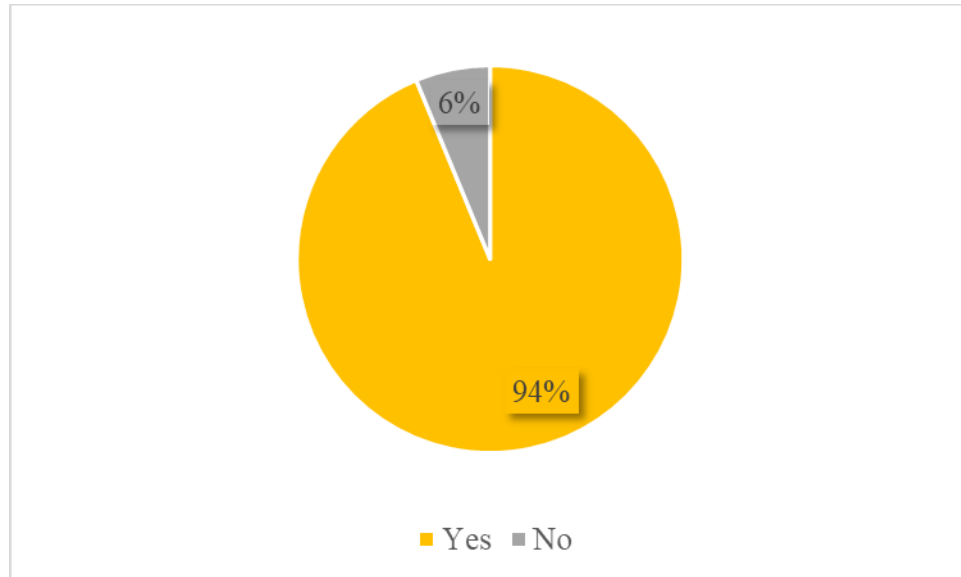


Source: Own creation based on the Post-Test Questionnaire

Students widely agreed that the tools enhanced the interest level of classes. This indicates that Educaplay and StoryJumper successfully address the need for engaging and dynamic instructional strategies. By making lessons more appealing, these tools help sustain long-term interest in language learning.

Figure 17

Q10. Would you like to continue using 'Educaplay' in future classes?

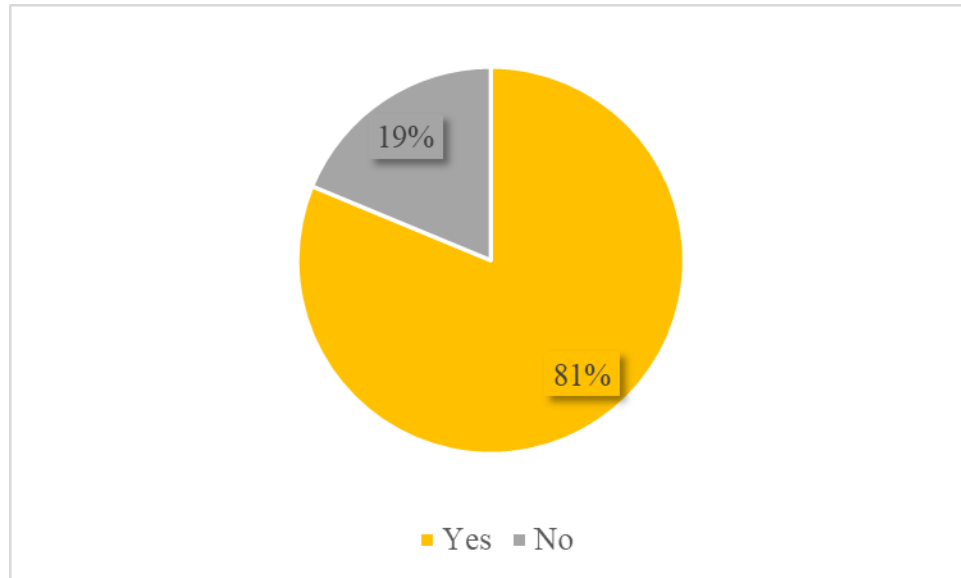


Source: Own creation based on the Post-Test Questionnaire

The majority of students expressed interest in continuing with Educaplay, reinforcing its perceived value as a tool for improving language skills. This finding supports its integration into the regular curriculum as a reliable resource.

Figure 18

Q11. Would you like to continue using 'StoryJumper' in future classes?

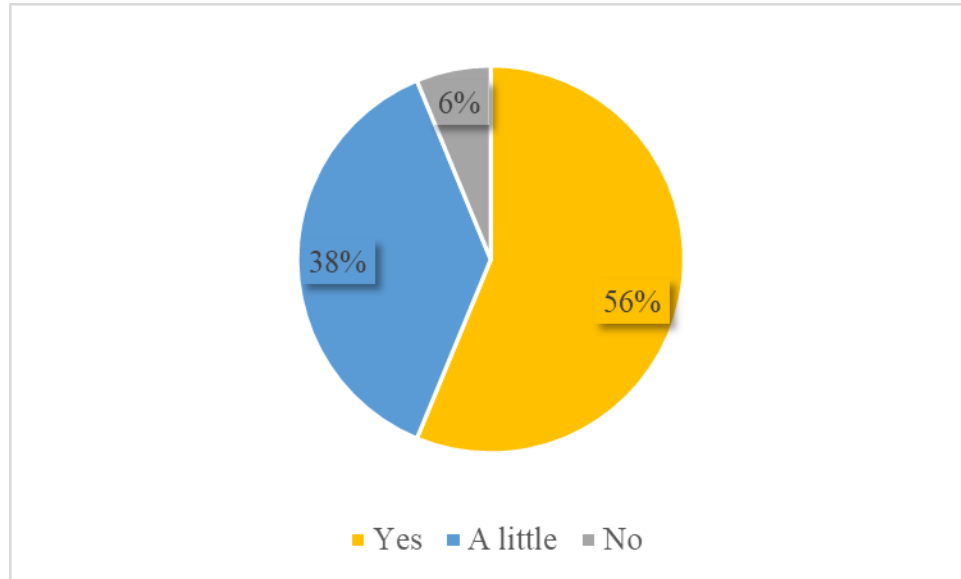


Source: Own creation based on the Post-Test Questionnaire

Although most students favored the continued use of StoryJumper, a few were hesitant, suggesting the need to adapt its activities to varying skill levels. Such adjustments can make the platform more inclusive and effective for all students.

Figure 19

Q12. Do you think you have improved your English vocabulary?

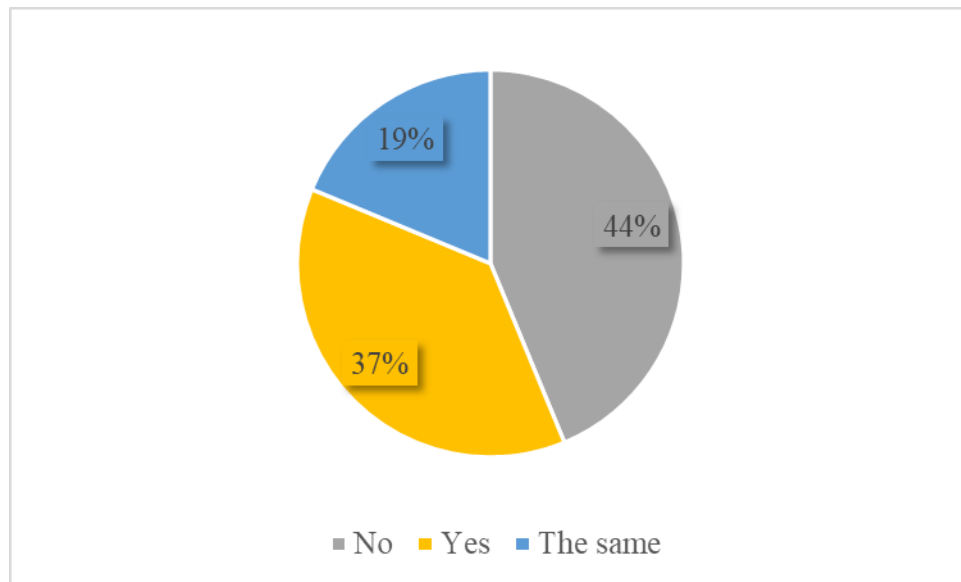


Source: Own creation based on the Post-Test Questionnaire

A significant number of students acknowledged improvements in their vocabulary, highlighting the platforms' effectiveness in enhancing lexical knowledge through contextualized activities. Vocabulary growth is a foundational step in achieving fluency, making this finding particularly important.

Figure 20

Q13. Do you feel less embarrassed when speaking English after using these apps?

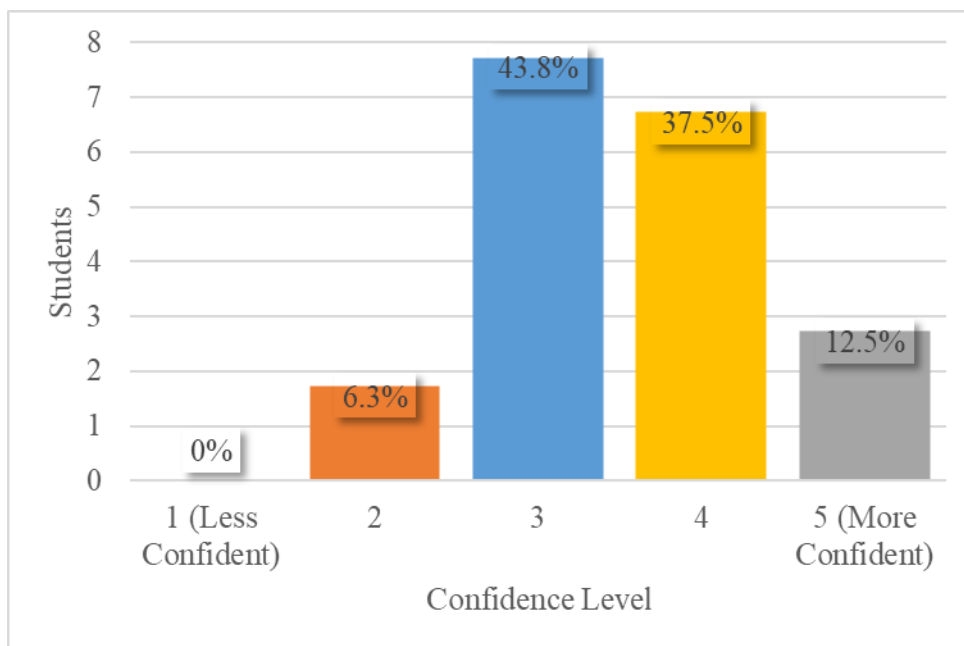


Source: Own creation based on the Post-Test Questionnaire

Students reported feeling less embarrassed when speaking English, indicating the success of the platforms in creating a supportive environment conducive to oral practice. Reduced embarrassment correlates with increased confidence and willingness to participate, essential outcomes of this study.

Figure 21

Q14. How would you rate your confidence level when speaking in English now on a scale from 1 to 5, where 1 means less confident and 5 means more confident?



Source: Own creation based on the Post-Test Questionnaire

When students rated their confidence after using these platforms, the results showed significant improvement. 7 students rated their confidence at 3, while 6 students rated it at 4, and 2 students rated their confidence at 5. This change demonstrates the platforms' efficacy in improving oral production confidence, as supported by Mercado (2019). Also, this indicates some confidence but also space for growth, particularly towards higher levels of confidence in oral production. As noted by Nazareno Mercado (2019), "developing productive skills, particularly oral production, plays a crucial role in boosting learner confidence during real-world interactions." This aligns with the finding that Educaplay, with its interactive nature, helped students feel more comfortable using English in classroom settings.

Table 7

Q15. Responses to the Post-Questionnaire: “Did you encounter any challenges while implementing the activities?”

Response Number	Response	Analysis
1	No.	No challenges encountered.
2	Yes.	Encountered challenges but did not specify details.
3	None.	No challenges encountered.
4	Yes, because sometimes it is difficult.	Difficulty encountered at times, but not consistent.
5	Sí, es un poco más fácil y entretenido.	Challenges not faced; actually, found it easier and more entertaining.
6	No.	No challenges encountered.
7	No recordaba la materia.	Difficulty due to memory issues, possibly lack of review.
8	There was no internet.	Encountered a technical issue (lack of internet).
9	No, it’s better.	No challenges; found the activities better.
10	Yes, because it is difficult.	Encountered difficulty with the tasks or tools.
11	(Response blank)	No response provided.
12	(Response blank)	No response provided.
13	(Response blank)	No response provided.

14 (Response blank)	No response provided.
15 (Response blank)	No response provided.
16 (Response blank)	No response provided.

Note. The table presents the responses given by students to the question “Did you encounter any challenges while implementing the activities?” from post-questionnaire.

Table 7 outlines the challenges students encountered during the implementation of activities using the platforms Educaplay and StoryJumper. One significant issue was the lack of internet access, which limited some students’ ability to fully participate in the proposed activities. This highlights the need for strategies that ensure technological equity in the classroom, such as providing additional access to devices or internet connectivity within the school.

Another notable challenge was the perception that some activities were difficult, suggesting that these might not have been fully aligned with students’ skill levels. This underscores the importance of adapting activities to match students’ linguistic abilities and individual needs. Additionally, some students reported difficulties in recalling prior material, indicating that the activities should be more integrated with the curriculum content to reinforce learning effectively.

Overall, these challenges reveal important areas for improvement, such as providing both technical and pedagogical support to ensure that the platforms are inclusive and effective in enhancing oral production skills.

Table 8

Q16. Responses to the Post-Questionnaire: “What suggestions do you have to enhance the use of these tools in the classroom?”

Response Number	Response	Analysis
1	I really don't know which one.	This response indicates uncertainty, which may reflect a lack of familiarity with the tools. According to the Action-Oriented Approach (González & Cruz, 2023), it is essential for educators to provide clear guidance on the resources available for effective language learning.
2	I don't know.	This response also shows a gap in understanding. Research emphasizes that teachers should create supportive environments that encourage exploration and inquiry, which can enhance student engagement (Ramírez et al., 2022).
3	Use all classes.	This suggests a general approach to learning. Integrating language practice across various subjects can reinforce language skills, aligning with the Action-Oriented Approach's emphasis on practical application in real-world contexts (González & Cruz, 2023).
4	To learn vocabulary.	Vocabulary acquisition is critical in language learning. The Action-Oriented Approach supports contextual vocabulary teaching, which enhances students' ability to use words effectively in communication (Ramírez et al., 2022).

- 5 Trabajar tanto individualmente para aprender más de las dos formas. This suggests a balance between individual and collaborative learning, aligning with Vygotsky's social constructivism. Collaborative activities foster language development through peer interaction (Ramírez et al., 2022).
- 6 I don't have any suggestion. This reflects a lack of engagement or understanding of available methods, highlighting the need for educators to stimulate interest and provide examples of effective practices (González & Cruz, 2023).
- 7 Aplicarla más. This indicates a desire for increased frequency of using certain tools. Frequent practice is vital for language acquisition, as emphasized by the Action-Oriented Approach, which promotes the use of language in practical contexts (González & Cruz, 2023).
- 8 Use every class. This response advocates for consistent application of learning strategies, reinforcing the idea of integrated learning. The Action-Oriented Approach encourages the use of language across all subjects to enhance comprehension (González & Cruz, 2023).
- 9 No tengo. This suggests disengagement or lack of awareness of resources, underscoring the need for educators to create an engaging learning environment that encourages feedback and participation (Ramírez et al., 2022).
- 10 Yes. This affirmative response suggests readiness for change. The Action-Oriented Approach encourages a positive attitude toward new methodologies that enhance language learning experiences (González & Cruz, 2023).

- 11 Have more dynamics. This reflects a desire for more engaging activities. Research supports the idea that dynamic and interactive environments promote deeper learning, which is essential for effective language acquisition (Ramírez et al., 2022).
- 12 Working in groups. This highlights the value of collaborative learning, which can lead to improved communication skills and a sense of community among learners. Group work aligns with the principles of the Action-Oriented Approach (González & Cruz, 2023).
- 13 Use more of those things. This suggests a desire for increased use of specific tools or strategies, reinforcing the importance of repeated exposure in developing language skills (Ramírez et al., 2022).
- 14 Create histories. This implies a focus on storytelling as a learning tool. Storytelling can enhance understanding and retention, allowing students to connect emotionally with the material, as supported by the Action-Oriented Approach (González & Cruz, 2023).
- 15 Working in groups. Similar to Response 12, this emphasizes collaboration, further supporting the notion that cooperative learning can lead to improved outcomes and higher levels of engagement (Ramírez et al., 2022).

- 16 Anything. This vague response suggests openness to suggestions but highlights a need for clearer guidance. The Action-Oriented Approach emphasizes providing choices and supporting students in making informed decisions about their learning (González & Cruz, 2023).

Note. The table presents the responses given by students to the question “What suggestions do you have to enhance the use of these tools in the classroom?” from the post-questionnaire.

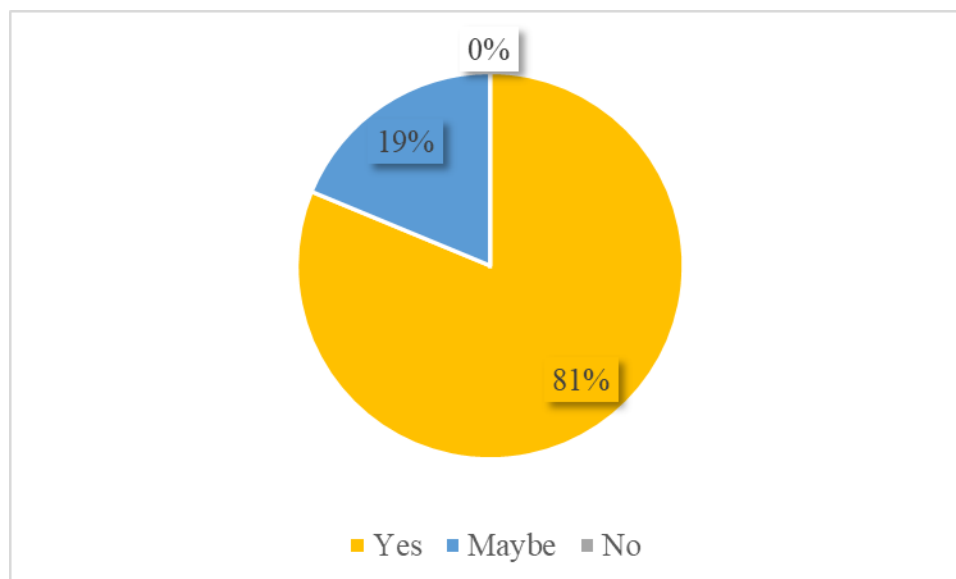
Table 8 presents students’ suggestions for improving the use of the platforms Educaplay and StoryJumper in the classroom. A recurring recommendation was to increase the frequency of these tools’ use, with some students suggesting their integration into every class. This reflects the value and enjoyment students find in these activities, aligning the platforms as motivating and effective tools for English learning.

Additionally, students recommended working both individually and in groups to maximize learning, indicating an appreciation for a balanced approach that combines independent work with collaborative learning. They also emphasized the importance of incorporating more creative dynamics, such as story creation, and activities focused on vocabulary building. These suggestions align with the study’s specific objectives, which aim to diversify pedagogical strategies and adapt them to meet students’ needs.

The feedback collected emphasizes the need to adapt activities to make them more inclusive, dynamic, and aligned with students’ expectations. These improvements would optimize the platforms’ impact on oral skills development and overall language learning outcomes.

Figure 22

Q17. Would you recommend the educational platform 'Educaplay' for improving oral production skills?

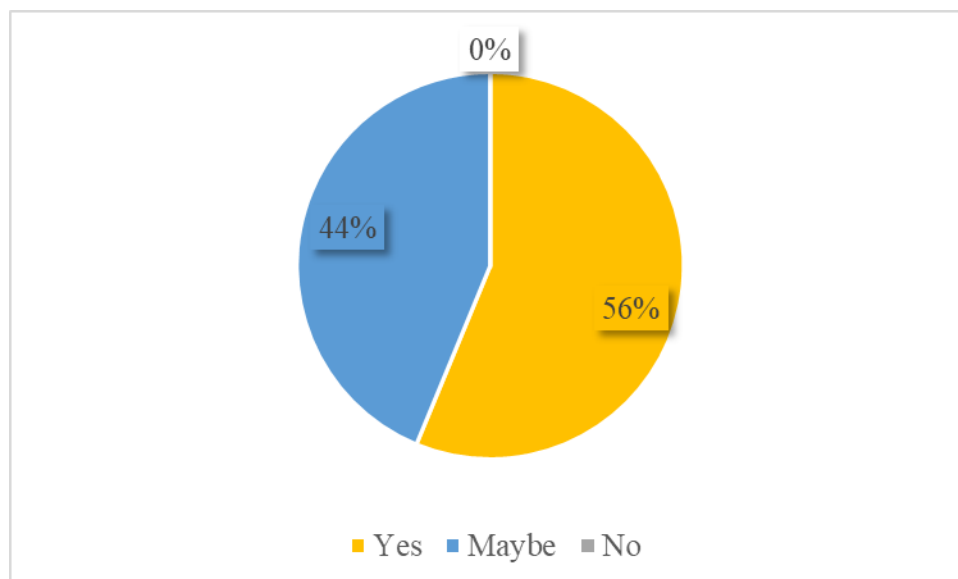


Source: Own creation based on the Post-Test Questionnaire

Most students recommended Educaplay, validating its role as an effective tool for developing oral skills and engagement in EFL classrooms. This endorsement underscores the platform's alignment with student needs and preferences.

Figure 23

Q18. Would you recommend the educational platform 'StoryJumper' for improving oral production skills?



Source: Own creation based on the Post-Test Questionnaire

While a majority recommended StoryJumper, some students expressed reservations, suggesting that certain features or tasks might need refinement to better support all learners. This feedback highlights the importance of continuous platform evaluation and improvement.

4.3 Observation Checklist Data

The Observation Checklist documented student reactions and engagement during the use of both StoryJumper and Educaplay as part of the oral production activities. The findings highlight students' varying levels of engagement, challenges, and enjoyment depending on the platform and the specific activity.

Table 9*Observation Checklist*

Criterion	Yes	No	Observation	Analysis
Are students motivated to participate?	X		Most students showed high motivation due to the interactive and dynamic activities provided by the platforms.	The engaging nature of the activities enhanced intrinsic and extrinsic motivation, fostering greater participation in learning tasks.
Do they speak or remain silent?	X		Students actively participated, speaking with increased confidence due to gamified nature.	Gamification and structured support created a safe space for students to practice speaking, reducing fear of mistakes and promoting verbal interaction.
Do they speak in English?	X		Students made consistent efforts to communicate in English, particularly during activities like “Froggy Jumps” and the narration of their stories on StoryJumper.	The use of English in authentic contexts demonstrated their willingness to apply learned vocabulary and structures, enhancing language acquisition.
Do they enjoy the activities?	X		Gamified activities were engaging and enjoyable for students, increasing their	Positive feedback highlights the importance of enjoyment in learning, which helps sustain interest and promotes

		overall participation and enjoyment.	long-term engagement in the subject.
Do they show enthusiasm?	X	Students displayed enthusiasm, especially during activities in which they compete.	Competitive elements boosted energy levels and encouraged active involvement, showing the effectiveness of these platforms in driving enthusiasm.
Do the students want to participate?	X	There was a strong willingness to participate, since they are competitive activities.	Students' voluntary participation emphasizes the relevance of the platforms in creating a stimulating and learner-centered environment.
Do the students know the words provided in the virtual platform?	X	Students recognized most vocabulary but required additional support for new or complex terms.	Prior exposure to vocabulary facilitated comprehension, but scaffolding is essential for introducing challenging terminology.
Do the students communicate between them?	X	Group interactions were evident, with students collaborating and helping each other in various activities.	Peer collaboration promoted social constructivism, where students built understanding through interaction and mutual assistance.

Do the students understand the subject in a better way?	X	The activities reinforced key concepts, enabling students to better understand the subject matter.	Practical application of concepts through these platforms strengthened understanding, bridging theoretical knowledge with real-world usage.
Could it be that the students would like to include more the virtual platforms as a learning method in the English language acquisition?	X	Most expressed interest in continuing to use as part of their regular language learning routine.	Positive reception indicates students see value in virtual platforms as effective and enjoyable tools for improving their English language skills.

Note. This table summarizes observational data and corresponding analysis related to students' engagement, participation, and perceptions during activities using virtual platforms for English language acquisition.

The results from the observation indicate that the implementation of Educaplay and StoryJumper had a positive impact on students' engagement, motivation, and oral production skills. These platforms proved effective in fostering interactive and gamified learning experiences that aligned with the objectives of the study, which focused on enhancing oral communication through the Action-Oriented Approach (AOA).

Students showed high levels of motivation and active participation during the activities. Gamified tasks such as "Froggy Jumps" in Educaplay encouraged consistent

use of the language, while the creative storytelling tasks in StoryJumper allowed students to practice oral communication in meaningful and personalized ways.

Observations revealed that students consistently made efforts to speak in English, especially during planned activities. Vocabulary use was generally strong, though some students needed additional support for new or advanced terms. Pronunciation improved through repeated practice, particularly in activities where speaking was integrated as part of the task.

Enjoyment and enthusiasm were significant factors driving participation. Competitive and engaging tasks created a positive environment, reducing students' reluctance to speak in English. This supportive atmosphere increased their confidence and contributed to more frequent participation in oral activities.

Collaboration played a key role in enhancing communication skills, as students worked together during group activities. Tasks that required peer interaction, such as storytelling and quizzes, allowed them to develop both their linguistic abilities and teamwork skills.

Finally, students expressed strong interest in continuing to use these platforms in their regular learning routine. The activities not only supported the development of oral production skills but also helped students better understand and apply key language concepts in practical and engaging contexts. This demonstrates the potential of incorporating Educaplay and StoryJumper as regular tools for English language learning.

4.3.1 Educaplay: The activities on Educaplay were structured around various narrative elements such as plot, setting, theme, characters, and point of view. The students engaged

with three main tasks: Froggy Jumps, a Crossword Puzzle, and a Fill in the Blank exercise, each of which had different impacts on student engagement and oral production.

4.3.1.1 Froggy Jumps: Focused on helping students understand narrative elements like plot, setting, and theme. This task was highly engaging for the students, who enjoyed the competitive nature of the frog jumping mechanic. The direct visual and interactive feedback kept them entertained and motivated to participate. The competition aspect was particularly effective in enhancing oral production, as students were eager to participate, competing to use the correct vocabulary.

4.3.1.2 Crossword Puzzle (Characters): The crossword puzzle, which focused on the vocabulary related to characters, provided a cognitive challenge for the students. Unlike Froggy Jumps, which was primarily focused on entertainment and engagement, the crossword required students to remember and apply specific vocabulary without the help of their notes. This level of difficulty helped in reinforcing their understanding of the terms, and the struggle to retrieve the right words contributed to long-term retention, as supported by Schmitt (2000), who highlights that “the struggle to retrieve the right words contributes to long-term retention, supporting the idea that such difficulty reinforces understanding and vocabulary recall” (p. 44), a critical skill for future oral production tasks.

4.3.1.3 Fill in the Blank (Point of View): This activity, which required students to recognize narrative points of view, was less engaging compared to the other tasks. Many students reported feeling slightly bored during this

activity, as it lacked the interactive elements found in the other activities. However, this exercise played an important role in reinforcing comprehension of narrative structure, a necessary foundation for more complex oral production. Students had to identify the point of view and complete sentences accordingly, a task that was essential for ensuring they could later describe stories effectively. It contributed to their ability to associate concepts and apply them during oral storytelling.

4.3.2 StoryJumper: In the StoryJumper activity, students were tasked with creating and narrating short stories. This activity required them to incorporate grammatical structures and record their voice while narrating the stories they developed. For some students, this showed challenging, particularly due to the complexity of handling both creative storytelling and the technical aspects of voice recording. As noted by Swain (2000) “the act of producing language (oral or written) can force learners to process language more deeply, which is essential for language development.” However, this cognitive consignment was more demanding for certain students who struggled with grammar and fluency.

Despite these challenges, students displayed resilience and determination by recording their stories multiple times until they were satisfied with the results. This reiterative process of self-correction is crucial for oral production, as it aligns with Krashen (1982) theory, which emphasizes that “learners benefit from producing language and receiving feedback, which aligns with the students’ iterative process of self-correction” (p. 34). The students seemed to enjoy the final product, as they were able to fix their errors and improve their performance with each recording.

Both StoryJumper and Educaplay contributed to the development of oral production skills in different ways. StoryJumper, though more challenging, directly involved students in the process of creating and narrating their stories, offering them a chance to practice speaking and self-correcting. The nature of this task provided opportunities for students to practice, improve their fluency, and apply grammatical knowledge in a creative context.

On the other hand, Educaplay, particularly through tasks like Froggy Jumps, provided a more informal and gamified environment where students could compete using vocabulary and narrative structures. While the oral production in Educaplay was less structured than in StoryJumper, the element of competition encouraged impulsive speaking and peer-to-peer interaction, both of which are critical in fostering communicative competence.

Table 10*Classwork Assessment of Activities on Different Platforms*

Platform	Activity	Indicators	Good	Needs to Improve	Observation	Theoretical Support
StoryJumper	Short Story	Grammar: Ability to structure grammatically correct sentences while narrating short stories.	X		Students demonstrated an understanding of basic grammar, though some errors in sentence structure were observed.	The importance of grammatical accuracy in language production is emphasized in the Action-Oriented Approach (González & Cruz, 2023).
		Vocabulary: Expansion of vocabulary through the creation of personalized stories.	X		Students expanded their vocabulary by creating personalized stories but needed guidance on using	Vocabulary development is crucial for effective communication, as highlighted by the importance of contextual

		advanced words.	learning (Ramírez et al., 2022).
Pronunciation: Clarity and accuracy during voice recordings.	X	Some students struggled with clear pronunciation during voice recordings, requiring more practice and teacher feedback.	The role of feedback in improving pronunciation skills is critical (González & Cruz, 2023).
Cohesion: Consistent organization of ideas to achieve a logical narrative flow.	X	Stories lacked consistent flow in some cases; additional support in organizing ideas would improve overall quality.	Cohesion in writing is essential for clarity and understanding, as emphasized in effective writing instruction (Ramírez et al., 2022).

Educaplay	Fluency: Growing fluency when narrating stories.	X	Students demonstrated growing fluency when narrating their stories.	Fluency in language production contributes to overall communicative competence (González & Cruz, 2023).	
	Froggy Jumps (Plot, Setting, Theme)	Grammar: Accurate use of grammatical rules when constructing simple and clear sentences in activities related to plot, setting, and theme.	X	Students applied grammar rules effectively, particularly in constructing simple and clear sentences.	Effective grammar use is foundational for understanding narrative structure (Ramírez et al., 2022).
	Vocabulary: Reinforcement of thematic vocabulary by associating	X	The activity reinforced thematic vocabulary, making it	Contextual learning enhances vocabulary retention and	

new words with familiar contexts.		easier for students to connect new words with familiar contexts.	application (González & Cruz, 2023).
Pronunciation: Pronunciation through vocabulary repetition during the activity.	X	Pronunciation improved due to repetition of vocabulary.	Repetition is a key factor in mastering pronunciation (Ramírez et al., 2022).
Cohesion: Logical connection of ideas in responses related to plot, setting, and theme.	X	Responses showed logical structure, with students linking ideas effectively.	Cohesion promotes clarity in writing and speaking (González & Cruz, 2023).
Fluency: Maintain fluency in oral responses.	X	Students maintained fluency throughout the	Sustained fluency is essential for effective

			activity,	communication
			showing	in language
			minimal	learning
			hesitation in	(Ramírez et al.,
			responses.	2022).
Crossword	Grammar:	X	Students	Application of
Puzzle	Proper		accurately	grammar in
(Characters)	application of		used	context
	grammatical		grammatical	enhances
	structures		structures	understanding
	when solving		while solving	(González &
	clues related to		the crossword	Cruz, 2023).
	characters.		clues.	
	Vocabulary:	X	The activity	Vocabulary
	Accurate		helped	recall in context
	application of		students recall	is crucial for
	vocabulary		and apply	comprehension
	related to		vocabulary	(Ramírez et al.,
	character traits.		related to	2022).
			characters	
			effectively.	
	Pronunciation:	X	Limited	Activities that
	Limited		opportunities	incorporate
	opportunities		to practice	varied speaking
	to practice			opportunities

	pronunciation		pronunciation	enhance
	due to the		in this activity.	pronunciation
	nature of the			skills (González
	activity.			& Cruz, 2023).
	Cohesion:	X	Students	Logical linking
	Demonstrate		demonstrated	is essential for
	cohesion by		cohesion by	coherent
	linking		logically	responses in
	character traits		linking	language
	logically with		character traits	learning
	provided clues.		with provided	(Ramírez et al.,
			clues.	2022).
	Fluency: Fluid	X	Responses	Familiarity with
	and quick		were fluid and	vocabulary
	responses		quick,	contributes to
	when applying		reflecting	fluency
	vocabulary		familiarity	(González &
	related to		with the	Cruz, 2023).
	characters.		vocabulary.	
Fill in the	Grammar:	X	Students	Contextual
Blank	Skill in		successfully	grammar
(Point of	completing		applied	application
view)	sentences		grammatical	enhances
	using		rules to	understanding
	appropriate			and retention

grammatical rules based on context.		complete the sentences.	(Ramírez et al., 2022).
Vocabulary: Recognition and use of less familiar terms.	X	Activity reinforced vocabulary, but some students required assistance with less familiar terms.	Support for less familiar vocabulary is essential for vocabulary development (González & Cruz, 2023).
Pronunciation: Improve pronunciation when reading completed sentences aloud.	X	Students showed improved pronunciation when reading completed sentences aloud.	Reading aloud supports pronunciation improvement (Ramírez et al., 2022).
Cohesion: Effective connection of ideas in responses,	X	Students effectively connected ideas in their responses,	Cohesion in responses indicates comprehension and critical

showing an		demonstrating	thinking
understanding		understanding	(González &
of the context.		of the context.	Cruz, 2023).
Fluency:	X	Fluency was	Confidence in
Confidence in		evident as	language use is
completing		students	a strong
sentences and		confidently	predictor of
reading		filled in	fluency
responses		blanks and	(Ramírez et al.,
aloud,		read responses	2022).
reflecting		aloud.	
strong fluency.			

Note. This table presents an assessment of activities from the platforms StoryJumper and Educaplay, evaluating various indicators such as grammar, vocabulary, pronunciation, cohesion and fluency. The table includes columns for marking whether each activity performed well or needs improvement, along with space for additional observations.

The results from Table 10 highlight the strengths and areas for improvement in activities from StoryJumper and Educaplay. Both platforms demonstrated their potential to enhance students' English skills, particularly in grammar, vocabulary, and fluency.

StoryJumper encouraged creativity through personalized storytelling, helping students expand their vocabulary and improve fluency. However, challenges were noted in pronunciation and cohesion, where some students struggled with clear articulation and organizing their ideas logically. Providing additional guidance and structured support could address these gaps.

Educaplay, particularly through activities like Froggy Jumps and Fill in the Blank, excelled in reinforcing grammar, vocabulary, and fluency. Students showed consistent improvements in pronunciation and cohesion due to the platform's repetitive and structured nature. However, tasks like Crossword Puzzle offered limited opportunities for pronunciation practice, which could be complemented by additional exercises.

Regarding oral production, the activities aligned with the objectives of the thesis, focusing on enhancing students' confidence and fluency in speaking English as a Foreign Language. Both platforms provided opportunities for oral practice, with StoryJumper emphasizing narration and Educaplay supporting interactive oral responses. These activities helped reduce hesitation and fostered a supportive environment for real-life communication, crucial for the development of oral skills in the Action-Oriented Approach.

Overall, Educaplay demonstrated strong results in structured language practice, while StoryJumper added a creative dimension to learning. Combining these strengths and addressing the identified gaps would ensure a more comprehensive development of English skills, particularly oral production.

4.4 Rubric for Oral Production Assessment

The oral production assessment rubric was designed to evaluate students' performance across five key criteria: fluency, vocabulary, pronunciation, cohesion, and coherence. The results were collected after implementing activities using Educaplay and StoryJumper to enhance oral production skills. The scores from the 16 participants ranged from 40 to 100, reflecting varied levels of progress.

The average score across all students was 91.38, with a median of 95 and a mode of 100, which was achieved by four students. The highest score recorded was 100, while the lowest was 40. These numbers demonstrate a substantial improvement in oral production skills for the majority of the participants.

A detailed analysis of the scores revealed that most students performed exceptionally well in the oral production assessment. The majority of participants demonstrated notable improvements in their fluency, vocabulary, pronunciation, cohesion, and coherence, reflecting the positive impact of the activities implemented during the study.

In the high range (90-100), ten students, or 62.5% of the sample, scored within this category. These results indicate a strong mastery of oral production skills across all criteria. These students showed exceptional proficiency, likely benefiting the most from the dynamic and interactive learning environment provided by the platforms.

In the medium range (70-89), three students (18.75%) achieved scores within this bracket. While they demonstrated significant progress, their performance suggests that some areas require further development. These students may benefit from additional practice and targeted support to reach the highest proficiency levels.

In the low range (below 70), three students (18.75%) scored below this threshold. This indicates challenges in areas such as fluency and pronunciation, which may have hindered their overall performance. Addressing these difficulties through individualized interventions and additional practice opportunities could help these students improve their oral production skills.

Table 11*Distribution of Students by Performance Range*

Range	Number of Students	Percentage
High (90-100)	10	62.5%
Medium (70-89)	3	18.75%
Low (<70)	3	18.75%

Note. This table illustrates the distribution of students across performance ranges based on rubric results.

4.5 Interpretation of Results

The results from the post-test questionnaire indicate a significant improvement in students' confidence in speaking English after using Educaplay and StoryJumper. Specifically, 10 students reported feeling more confident using Educaplay, marking a considerable shift from the pre-test, where many expressed hesitation or discomfort with oral participation. This underscores Educaplay's effectiveness in enhancing students' confidence and oral production skills. Similarly, 9 students felt more confident after using StoryJumper, though 2 students reported feeling less confident and 5 felt no change. These findings suggest that while StoryJumper positively impacted the majority, some students may require additional guidance to fully benefit from the platform.

These observations align with research by Nazareno Mercado (2019), who emphasizes the importance of fostering confidence in oral production through interactive and engaging learning environments. Similarly, Aljaraideh and Al Bataineh (2019) highlight the role of digital platforms in improving student engagement and confidence, reinforcing the potential of tools like Educaplay and StoryJumper to transform language learning experiences.

The integration of the Action-Oriented Approach (AOA) played a crucial role in this process, focusing on developing communicative competencies through practical and task-based activities. By allowing students to actively participate and apply their knowledge in real or simulated scenarios, Educaplay and StoryJumper facilitated both skill acquisition and confidence building. The interactive nature of these platforms provided students with opportunities to practice and reinforce their oral production skills in dynamic and supportive settings.

Given the positive feedback, with 10 out of 16 students reporting improvements in their oral English skills, it is recommended that both platforms continue to be integrated into the EFL curriculum. This aligns with modern educational strategies promoting the development of 21st-century skills such as communication, collaboration, and critical thinking (Hummel, 2024). However, it is worth noting that some students (5 for Educaplay and 4 for StoryJumper) expressed uncertainty about their progress, highlighting the need for additional support and structured activities to ensure all learners perceive and achieve meaningful improvement.

The observation checklist provided valuable insights into how students engaged with the platforms during classroom activities. Educaplay's gamified exercises consistently encouraged high levels of participation and collaboration among students. For instance, activities improved vocabulary retention, and also fostered a competitive spirit that kept students motivated. StoryJumper, on the other hand, excelled in promoting creativity and contextual language use. Students enthusiastically narrated their stories, practicing fluency and pronunciation in a supportive environment.

The oral production rubric results further corroborate these findings. Most students (62.5%) scored in the high range (90-100), showcasing strong mastery of fluency, vocabulary, and pronunciation. Approximately 18.75% fell into the medium range (70-89), demonstrating progress with room for improvement, while the remaining 18.75% scored below 70, highlighting challenges in fluency and narrative cohesion. These results emphasize the need for interventions to address specific learning gaps.

Given the positive feedback, with 10 out of 16 students reporting improvements in their oral English skills, it is recommended that both platforms continue to be integrated into the EFL curriculum. This aligns with modern educational strategies promoting the development of 21st-century skills such as communication, collaboration, and critical thinking (Hummel, 2024). However, some students (5 for Educaplay and 4 for StoryJumper) expressed uncertainty about their progress, underscoring the need for additional support and structured activities to ensure all learners perceive and achieve meaningful improvement.

In terms of engagement, nearly all students (15 out of 16) agreed that these tools made classes more interesting, with interactive games being the most favored activity. This demonstrates the effectiveness of gamified learning, particularly through Educaplay, in maintaining student motivation and active participation. By making lessons enjoyable and engaging, Educaplay fostered a positive and competitive environment that encouraged students to use English more confidently and effectively.

Most students expressed a strong interest in continuing to use Educaplay and StoryJumper in future classes, although enthusiasm for StoryJumper was slightly lower. To enhance their effectiveness, students suggested increasing group work and incorporating these tools more frequently. However, challenges such as the complexity of some tasks or topics were

noted. Addressing these issues with clearer instructions and additional support can help students navigate the platforms more effectively and fully benefit from their use.

The pre-test results revealed that students generally had a positive attitude toward using technology for learning English, but their confidence in speaking varied, with some experiencing embarrassment or fluctuating confidence levels. Classroom observations confirmed that the interactive activities provided by Educaplay and StoryJumper significantly motivated students, as evidenced by their enthusiastic participation and frequent use of English. These platforms successfully created a fun, collaborative environment that supported students' engagement and language development.

Students' enthusiasm for continuing to use these platforms in future classes aligns with the post-test findings, highlighting their potential to enhance both engagement and oral production skills in EFL classrooms. By integrating the AOA, teachers can further enrich the learning experience and ensure that students not only acquire language skills but also apply them in meaningful, real-world contexts.

Overall, the data reflects a positive trend in students' oral production skills following the use of these educational platforms. The interactive and engaging activities provided by Educaplay and StoryJumper cultivated a dynamic learning environment that boosted student confidence and skill acquisition. While a small group of students encountered challenges, likely stemming from factors such as limited access to technology or low self-confidence, targeted support and tailored interventions can help address these issues.

In conclusion, these findings emphasize the significant role educational platforms play in enhancing oral production skills. By providing motivation and structured opportunities for

practice, tools like Educaplay and StoryJumper can transform the EFL classroom into an engaging and effective space for language learning.

4.6 Validity and Reliability

The validity and reliability of the instruments used in this study were fundamental criteria to ensure the quality of the research. They were established through a review process by experts, during which two university professors, with extensive experience in teaching English and assessing oral skills, examined and validated the designed instruments. Their feedback was invaluable in adjusting and refining the questionnaires and rubrics, ensuring that they effectively measured the oral production skills intended for assessment. These results indicated that the instruments were consistent and stable in their measurements over time, supporting their use in the main research.

CHAPTER V: CONCLUSIONS AND RECOMENDATIONS

5.1 Conclusions

The first specific objective aimed to identify the factors contributing to the low oral production skills of 7th grade English as a Foreign Language students at Liceo de Higuito through pre-assessment tests. The results revealed that students struggled with fluency, pronunciation, and confidence when speaking English. Additionally, a lack of motivation and fear of making mistakes further delayed their participation in oral activities. These challenges underscored the need for innovative strategies to enhance engagement and oral proficiency. By identifying these barriers, the study was able to adapt interventions that specifically addressed students' needs, for improved oral production skills. The findings align with previous research highlighting that students require structured, engaging, and low-pressure speaking environments to build confidence and willingness to communicate.

The second specific objective was to execute Action-Oriented Approach interactive activities supported by the educational platforms Educaplay and StoryJumper in the English as a Foreign Language classroom. The implementation of these platforms provided students with real and meaningful opportunities to practice oral communication. Educaplay's interactive and gamified tasks engaged students in structured language practice, reinforcing grammar, pronunciation, and fluency. StoryJumper, on the other hand, allowed students to create and narrate digital stories, fostering creativity and self-expression while improving their ability to construct cohesive narratives. Both platforms successfully facilitated oral practice, though Educaplay proved to be the preferred tool due to its competitive and interactive features. Educaplay was particularly effective in increasing students' engagement, making learning more enjoyable, and reducing their unwillingness to participate in oral production tasks.

The third specific objective focused on examining the progress of students' oral production skills development in the activities proposed with the use of the educational platforms by conducting regular formative assessment and observations. The classwork assessment of activities on different platforms checklist demonstrated a significant improvement in the group's development of the oral skill. Grammar accuracy improved as students engaged in structured sentence formation activities, pronunciation became clearer due to repetitive practice, and fluency increased as students actively participated in interactive tasks. Moreover, cohesion was strengthened through activities that required constructing and connecting ideas logically while maintaining effective communication. Vocabulary expansion was evident, as students integrated familiar terms and made efforts to incorporate new words, enhancing their ability to express themselves with precision. The reiterative process of recording and revising their stories in StoryJumper helped students improve both fluency and accuracy, reinforcing the benefits of deeper cognitive engagement in oral tasks.

The fourth specific objective was to recognize the perceptions of 7th grade students regarding the use of educational platforms in enhancing oral production skills by collecting qualitative and quantitative data through questionnaires. The feedback from students highlighted a positive reception of Educaplay and StoryJumper as learning tools. Most students expressed increased confidence in speaking English, with Educaplay being particularly well received due to its gamified learning experiences. The interactive and competitive nature of Educaplay's activities not only motivated students but also created a participatory classroom environment that fostered collaboration and enthusiasm for speaking activities. In contrast, StoryJumper, while also beneficial, was found to be slightly more challenging, particularly for students who struggled with integrating grammar into storytelling. Nevertheless, StoryJumper provided

students with valuable opportunities for creative language use and a deeper understanding of English.

Both platforms contributed to higher levels of student engagement, though students showed a clear preference for the interactive and competitive tasks provided by Educaplay. These findings align with Zhang's (2019) research, which highlights the importance of maintaining high engagement levels in digital language learning environments to foster oral production skills. StoryJumper had positive effects, particularly in developing narrative skills, but required more support for students to fully benefit from the platform. The study suggests that differentiated instruction and continuous support are necessary to ensure all students can take full advantage of these digital tools.

The general objective of this study was to assess the impact of using educational platforms in enhancing oral production skills through the Action-Oriented Approach in 7th grade English as a Foreign Language students at Liceo de Higuito, San José, during the second quarter of 2024. The findings indicate that the integration of Educaplay and StoryJumper significantly contributed to the development of students' oral production skills. The pre-assessment results demonstrated that students exhibited a low level of oral proficiency and were reluctant to participate in oral activities. Furthermore, students expressed discomfort and hesitation when required to speak in English, showing a lack of motivation and confidence in their oral communication skills. However, after implementing the selected digital platforms, students showed notable improvements in their speaking skills, including increased fluency, accuracy, vocabulary acquisition, and pronunciation. The structured and interactive nature of these platforms played a crucial role in fostering a more engaging and effective language learning environment, aligning with the principles of the Action-Oriented Approach.

While Educaplay emerged as the more effective platform for enhancing confidence and participation, StoryJumper also offered important opportunities for structured oral practice, suggesting that both platforms have a role to play in developing students' oral production skills. The findings support Martínez-Sánchez (2021), who emphasizes that interactive and repetitive tasks enhance oral proficiency, and highlight the importance of adapting tasks to students' varying levels of proficiency and needs. The study reaffirms the necessity of integrating engaging, gamified activities and authentic communication into the English language curriculum to improve oral production skills. Future implementations should consider providing additional scaffolding for students who face difficulties with complex tasks, ensuring equitable learning opportunities and maximizing the benefits of digital platforms in language education.

5.2 Recommendations

Based on the findings regarding the positive impact of Educaplay and StoryJumper on students' oral production skills and overall engagement, it is highly recommended that these platforms be integrated into the English as a Foreign Language (EFL) curriculum. Incorporating Educaplay consistently into lessons can influence its interactive features, such as games and quizzes, to create a dynamic and participatory learning environment. These tools are particularly effective in encouraging students to practice oral production skills in English regularly, which helps improve their fluency and confidence. To address the diverse proficiency levels in the classroom, activities should be personalized to provide to different skill levels. Providing a range of tasks for both beginners and advanced students ensures that all learners benefit from the platform, making the learning experience more adapted and effective.

Similarly, while StoryJumper has shown effectiveness in enhancing oral production skills, some students have found certain tasks challenging. To overcome this difficulty, additional

support should be offered, such as guided instruction or framework. This support could involve breaking down complex tasks into smaller, more manageable steps and providing clear examples to help students better understand the process of creating their stories. By offering this additional guidance, students can build confidence and improve their oral skills more effectively.

Moreover, fostering an environment that encourages group work and collaboration is critical. Many students have expressed a preference for working in groups, and incorporating more collaborative activities can significantly enhance language skills while promoting teamwork and communication. A balanced mix of individual and group tasks will supply to different learning preferences, creating a more inclusive and engaging classroom environment.

To further make best use of the effectiveness of Educaplay and StoryJumper, activities should be aligned with students' preferences and proficiency levels. Adjusting the difficulty of tasks to match students' abilities and providing a variety of activities that appeal to different learning styles will help maintain student interest and motivation. This approach ensures that the learning experience remains enjoyable and effective.

Additionally, exploring and integrating other educational platforms could introduce diversity into the classroom, catering to various learning styles and preferences. This strategy can keep the learning experience fresh and engaging, enhancing the overall language acquisition process. By regularly updating and diversifying educational tools, students can maintain interest and foster continued engagement in their learning.

Furthermore, the integration of activities that focus on the essential aspects of oral production: grammar, vocabulary, pronunciation, cohesion, and fluency; is essential. For instance, using Educaplay to create grammar-focused games or pronunciation drills can help

reinforce these critical components. Similarly, StoryJumper can be adapted to include vocabulary building exercises and activities that encourage cohesive storytelling, enabling students to organize their ideas logically. By emphasizing fluency through interactive tasks, such as timed storytelling or real-time quizzes, these platforms can effectively address key dimensions of language proficiency, ensuring comprehensive skill development for all students.

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Appendix

1. Observation Checklist

The purpose of this instrument is to observe students from Liceo de Higuito for the research project titled “The Impact of Using Educational Platforms in Enhancing Oral Production Skills Through the Action-Oriented Approach in 7th Grade English as a Foreign Language Students at Liceo de Higuito, San José, During the Second Quarter of 2024”. This research aims to evaluate various aspects of student participation and engagement in English language activities facilitated through educational virtual platforms.

Annex 1. Observation Checklist

Criterium	Yes	No	Observation	Analysis
Are students motivated to participate?				
Do they speak or remain silent?				
Do they speak in English?				
Do they enjoy the activities?				
Do they show enthusiasm?				
Do the students want to participate?				
Do the students know the words provided in the virtual platform?				
Do the students communicate between them?				
Do the students understand the subject in a better way?				

Could it be that the students would like to include more the virtual platforms as a learning method in the English language acquisition?				
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Note. This table summarizes observational data and corresponding analysis related to students' engagement, participation, and perceptions during activities using virtual platforms for English language acquisition.

Annex 2. Assessment of Activities on Different Platforms

Platform	Activity	Indicators	Good	Needs to Improve	Observation	Theoretical Support
StoryJumper	Short Story	Grammar: Ability to structure grammatically correct sentences while narrating short stories.				
		Vocabulary: Expansion of vocabulary through the creation of personalized stories.				
		Pronunciation: Clarity and				

		accuracy during voice recordings.				
		Cohesion: Consistent organization of ideas to achieve a logical narrative flow.				
		Fluency: Growing fluency when narrating stories.				
Educaplay	Froggy Jumps (Plot, Setting, Theme)	Grammar: Accurate use of grammatical rules when constructing simple and clear sentences in activities related to plot, setting, and theme.				
		Vocabulary: Reinforcement of thematic vocabulary by associating new				

		words with familiar contexts.				
		Pronunciation: Pronunciation through vocabulary repetition during the activity.				
		Cohesion: Logical connection of ideas in responses related to plot, setting, and theme.				
		Fluency: Maintain fluency in oral responses.				
	Crossword Puzzle (Characters)	Grammar: Proper application of grammatical structures when solving clues related to characters.				
		Vocabulary: Accurate application of				

		vocabulary related to character traits.				
		Pronunciation: Limited opportunities to practice pronunciation due to the nature of the activity.				
		Cohesion: Demonstrate cohesion by linking character traits logically with provided clues.				
		Fluency: Fluid and quick responses when applying vocabulary related to characters.				
	Fill in the Blank (Point of view)	Grammar: Skill in completing sentences using appropriate				

		grammatical rules based on context.				
		Vocabulary: Recognition and use of less familiar terms.				
		Pronunciation: Improve pronunciation when reading completed sentences aloud.				
		Cohesion: Effective connection of ideas in responses, showing an understanding of the context.				
		Fluency: Confidence in completing sentences and reading responses aloud, reflecting strong fluency.				

Note. This table presents an assessment of activities from the platforms StoryJumper and Educaplay, evaluating various indicators such as grammar, vocabulary, pronunciation, cohesion and fluency. The table includes columns for marking whether each activity performed well or needs improvement, along with space for additional observations.

Annex 3. Rubric for Oral Production Assessment

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
Fluency	Smooth, natural flow with minimal hesitation.	Minor pauses but maintains coherence.	Noticeable pauses; occasional difficulty.	Frequent pauses; disrupts coherence.	Hesitant; unable to maintain speech.
Vocabulary	Wide variety; appropriate usage in all contexts.	Moderate variety; mostly appropriate.	Limited range; some inappropriate usage.	Very limited vocabulary.	Incorrect or repetitive word choices.
Pronunciation	Accurate, clear, and easy to understand.	Few pronunciation errors; maintains clarity.	Noticeable errors but still comprehensible.	Errors hinder comprehension.	Hard to understand due to poor clarity.

Coherence	Logical structure; ideas flow seamlessly.	Mostly logical; minor lapses in structure.	Some disconnected ideas; lacks transitions.	Many gaps in logic; hard to follow.	Incoherent; lacks structure.
Cohesion	Effective use of connectors and transitions throughout speech.	Mostly effective with occasional gaps.	Limited use of connectors and transitions.	Rare use of cohesive devices.	No cohesion; ideas are disconnected.

Note. This rubric is designed to evaluate the oral production skills of students during activities using educational platforms like Educaplay and StoryJumper. It provides a structured framework to assess fluency, vocabulary, pronunciation, cohesion, and coherence. Feedback derived from this rubric should guide students in improving their oral communication skills and inform teaching strategies for enhanced learning outcomes.

2. Questionnaires

These questionnaires aim to gather feedback from students at different stages of their studies. They focus on assessing how educational platforms are utilized and their impact on developing oral production skills.

2.1 Pre-Test Questionnaire

This pre-test questionnaire is administered to students to gather initial feedback on the use of educational platforms and their perceived impact on oral production skills development.

Instruction: Please answer the following questions to help us to understand your current experience and feelings about using technology and oral production skills in English. Your responses will be kept confidential and will only be used for the purposes of this study.

Annex 4. Pre-Test Questionnaire

Genre
Male
Female
Prefer not to say
Age
11-12
13-14
Do you like participating orally in class?
Yes
No
Sometimes
Do you like using technology to learn?
Yes
No
Sometimes
Do you like speaking in English? Why?

<hr/> <hr/> <hr/>
<p>Do you feel embarrassed when speaking English in class?</p> <p>Yes</p> <p>No</p> <p>Sometimes</p>
<p>Do you feel more comfortable using an app to learn English?</p> <p>Yes</p> <p>No</p> <p>Sometimes</p>
<p>Do you have access to technological devices (computer, tablet, smartphone) for studying at home?</p> <p>Yes</p> <p>No</p>
<p>How often do you practice English outside the classroom?</p> <p>Every day</p> <p>A few times a week</p> <p>Rarely</p> <p>Never</p>
<p>Do you think technology can help you improve your oral English skills?</p> <p>Yes</p> <p>No</p> <p>Maybe</p>

<p>Do you like working in group activities using technology?</p> <p>Yes</p> <p>No</p> <p>Sometimes</p>
<p>How would you rate your confidence level when speaking in English on a scale from 1 to 5, where 1 means less confident and 5 means more confident?</p> <p>1 2 3 4 5</p>

2.2 Post-Test Questionnaire

This post-test questionnaire is administered to students to gather final feedback on the use of educational platforms and their observed impact on oral production skills development.

Instruction: Please answer the following questions to help us understand your experience and feelings after using the educational platforms. Your responses will be kept confidential and will only be used for the purposes of this study.

Annex 5. Post-Test Questionnaire

<p>Genre</p> <p>Male</p> <p>Female</p> <p>Prefer not to say</p>
<p>Age</p> <p>11-12</p>

13-14
How do you feel about speaking in English after using Educaplay? More confident The same Less confident
How do you feel about speaking in English after using StoryJumper? More confident The same Less confident
Do you think using Educaplay has helped you improve your oral English skills? Yes No Maybe
Do you think using StoryJumper has helped you improve your oral English skills? Yes No Maybe
Do you feel more comfortable participating in oral activities using these apps? Yes No Sometimes
Which part of the activities did you like the most? Creating stories

Playing interactive games Working in groups Other: _____
Do you think these tools made the classes more interesting? Yes No Sometimes
Would you like to continue using Educaplay in future classes? Yes No
Would you like to continue using StoryJumper in future classes? Yes No
Do you think you have improved your English vocabulary? Yes No A little
Do you feel less embarrassed when speaking English after using these apps? Yes No The same
How would you rate your confidence level when speaking in English now on a scale from 1 to 5, where 1 means less confident and 5 means more confident?

1 2 3 4 5
Did you encounter any challenges while implementing the activities?
What suggestions do you have to enhance the use of these tools in the classroom?
<p>Would you recommend the educational platform Educaplay for improving oral production skills?</p> <p>Yes</p> <p>No</p> <p>Maybe</p>
<p>Would you recommend the educational platform StoryJumper for improving oral production skills?</p> <p>Yes</p> <p>No</p> <p>Maybe</p>

Annex 6. Agenda

3. Proposed Activities

In implementing the educational tools Educaplay and ‘StoryJumper,’ specific activities are designed to enhance students’ engagement and learning.

3.1 StoryJumper

In creating a short story with StoryJumper, students will first receive an introduction to the platform via a tutorial video. They will brainstorm and draft their own short stories, incorporating essential elements such as plot, setting, theme, characters,

climax, resolution, and point of view. Utilizing available technology or library resources, students will finalize their stories and present them to the class, fostering discussion on the elements of fiction. Video Tutorial:

<https://www.youtube.com/watch?v=QlqrpmFL55E&t=12s>

3.2 Educaplay

Students will apply their knowledge of fiction elements using Educaplay activities.

- Froggy Jumps focused on plot, setting, and theme.
https://es.educaplay.com/recursos-educativos/19258345-story_elements_quiz.html
- A crossword puzzle on characters. https://es.educaplay.com/recursos-educativos/19258707-characters_on_a_short_story.html
- Fill-in-the-blank exercises on point of view. These activities, aim to reinforce students' understanding and application of literary concepts, in that way supporting the observational data on vocabulary acquisition, fluency, and overall interest in oral production skills. https://es.educaplay.com/recursos-educativos/19321202-point_of_view_in_short_stories_fill_in_the_blanks.html

Annex 7. Institution's Permission

MINISTERIO DE
EDUCACIÓN PÚBLICA

GOBIERNO
DE COSTA RICA

Liceo de Higuito
Circuito 02
Dirección Regional de Educación
Desamparados




Desamparados, 24 de mayo del 2023

Universidad Hispanoamericana

Asunto: Permiso para realizar tesis en el Liceo de Higuito

El suscrito director MSc. Freddy Gamboa Villanea del Liceo de Higuito otorga el permiso a la docente Kava Chen Lei, cédula **116090666**, para llevar a cabo su tesis en el Liceo de Higuito, utilizando métodos tecnológicos para la aplicación de nuevos conocimientos con los estudiantes de la sección 7-1 de nuestra institución.

Sin otro particular,


MSc. Freddy Gamboa Villanea
Director Liceo de Higuito



Desamparados, 1 km sureste de la plaza deportiva de Higuito.

Tel: 2270-0974

Correo: lic.dehiguito@mep.go.cr

Annex 8. Parents Agreement

6 de mayo, 2024

Estimados Padres de Familia,

Espero que este mensaje les encuentre bien y en excelente estado de salud. Quisiera compartir con ustedes algunas emocionantes novedades relacionadas con el aprendizaje continuo en el aula bilingüe del 7-1.

Como profesora de inglés, siempre estoy buscando formas innovadoras de hacer que el proceso de aprendizaje sea más interesante y efectivo para nuestros estudiantes. En este sentido, he estado considerando la aplicación de diversas estrategias metodológicas que puedan hacer que el estudio de la literatura sea más relevante y atractivo para los jóvenes de hoy en día.

Para lograr este objetivo, me gustaría solicitar su permiso para que los estudiantes llenen un breve cuestionario. Este cuestionario está diseñado exclusivamente con propósitos académicos y no tendrá ninguna evaluación asociada. Su objetivo principal es ayudarme a comprender mejor los intereses y las preferencias de los estudiantes, lo que me permitirá adaptar mis métodos de enseñanza de manera más efectiva para y por el beneficio de ellos mismos.

Además, me complace informarles que estoy explorando el uso de plataformas educativas modernas como Educaplay y StoryJumper. Estas herramientas están diseñadas para hacer que el aprendizaje de la literatura sea más interactivo y dinámico, al tiempo que fomentan el desarrollo de una amplia gama de habilidades necesarias para dominar un segundo idioma.

Agradezco de antemano su colaboración y apoyo en este emocionante trayecto educativo. Si tienen alguna pregunta o inquietud, no duden en ponerse en contacto conmigo.


Atentamente,

Kava Chen Lei
Profesora de Inglés

Autorizo a que mi hijo/ hija realice el cuestionario:

Sí No

Firma y cedula del Padre de Familia u Encargado:

 1-1492-0712

Annex 9. Parents Agreement

6 de mayo, 2024

Estimados Padres de Familia,

Espero que este mensaje les encuentre bien y en excelente estado de salud. Quisiera compartir con ustedes algunas emocionantes novedades relacionadas con el aprendizaje continuo en el aula bilingüe del 7-1.

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Atentamente,

Kava Chen Lei

Profesora de Inglés

Autorizo a que mi hijo/ hija realice el cuestionario:

Sí () No

Firma y cedula del Padre de Familia u Encargado



Annex 10. Parents Agreement

6 de mayo, 2024

Estimados Padres de Familia,

Espero que este mensaje les encuentre bien y en excelente estado de salud. Quisiera compartir con ustedes algunas emocionantes novedades relacionadas con el aprendizaje continuo en el aula bilingüe del 7-1.

Como profesora de inglés, siempre estoy buscando formas innovadoras de hacer que el proceso de aprendizaje sea más interesante y efectivo para nuestros estudiantes. En este sentido, he estado considerando la aplicación de diversas estrategias metodológicas que puedan hacer que el estudio de la literatura sea más relevante y atractivo para los jóvenes de hoy en día.

Para lograr este objetivo, me gustaría solicitar su permiso para que los estudiantes llenen un breve cuestionario. Este cuestionario está diseñado exclusivamente con propósitos académicos y no tendrá ninguna evaluación asociada. Su objetivo principal es ayudarme a comprender mejor los intereses y las preferencias de los estudiantes, lo que me permitirá adaptar mis métodos de enseñanza de manera más efectiva para y por el beneficio de ellos mismos.

Además, me complace informarles que estoy explorando el uso de plataformas educativas modernas como Educaplay y StoryJumper. Estas herramientas están diseñadas para hacer que el aprendizaje de la literatura sea más interactivo y dinámico, al tiempo que fomentan el desarrollo de una amplia gama de habilidades necesarias para dominar un segundo idioma.

Agradezco de antemano su colaboración y apoyo en este emocionante trayecto educativo. Si tienen alguna pregunta o inquietud, no duden en ponerse en contacto conmigo.

Atentamente,

Kava Chen Lei

Profesora de Inglés

Autorizo a que mi hijo/ hija realice el cuestionario:

Sí () No

Firma y cedula del Padre de Familia u Encargado:



Annex 11. Parents Agreement

6 de mayo, 2024

Estimados Padres de Familia,

Espero que este mensaje les encuentre bien y en excelente estado de salud. Quisiera compartir con ustedes algunas emocionantes novedades relacionadas con el aprendizaje continuo en el aula bilingüe del 7-1.

Como profesora de inglés, siempre estoy buscando formas innovadoras de hacer que el proceso de aprendizaje sea más interesante y efectivo para nuestros estudiantes. En este sentido, he estado considerando la aplicación de diversas estrategias metodológicas que puedan hacer que el estudio de la literatura sea más relevante y atractivo para los jóvenes de hoy en día.

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Agradezco de antemano su colaboración y apoyo en este emocionante trayecto educativo. Si tienen alguna pregunta o inquietud, no duden en ponerse en contacto conmigo.

Atentamente,

Kava Chen Lei

Profesora de Inglés

Autorizo a que mi hijo/ hija realice el cuestionario:

Sí No

Firma y cedula del Padre de Familia u Encargado:

)-1030-0317

Annex 12. Parents Agreement

6 de mayo, 2024

Estimados Padres de Familia,

Espero que este mensaje les encuentre bien y en excelente estado de salud. Quisiera compartir con ustedes algunas emocionantes novedades relacionadas con el aprendizaje continuo en el aula bilingüe del 7-1.

Como profesora de inglés, siempre estoy buscando formas innovadoras de hacer que el proceso de aprendizaje sea más interesante y efectivo para nuestros estudiantes. En este sentido, he estado considerando la aplicación de diversas estrategias metodológicas que puedan hacer que el estudio de la literatura sea más relevante y atractivo para los jóvenes de hoy en día.

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Además, me complace informarles que estoy explorando el uso de plataformas educativas modernas como Educaplay y StoryJumper. Estas herramientas están diseñadas para hacer que el aprendizaje de la literatura sea más interactivo y dinámico, al tiempo que fomentan el desarrollo de una amplia gama de habilidades necesarias para dominar un segundo idioma.

Agradezco de antemano su colaboración y apoyo en este emocionante trayecto educativo. Si tienen alguna pregunta o inquietud, no duden en ponerse en contacto conmigo.

Atentamente,

Kava Chen Lei

Profesora de Inglés

Autorizo a que mi hijo/ hija realice el cuestionario:

Sí No

Firma y cedula del Padre de Familia u Encargado:

Hanna Cordova 1-11570259

Annex 13. Parents Agreement

6 de mayo, 2024

Estimados Padres de Familia,

Espero que este mensaje les encuentre bien y en excelente estado de salud. Quisiera compartir con ustedes algunas emocionantes novedades relacionadas con el aprendizaje continuo en el aula bilingüe del 7-1.

Como profesora de inglés, siempre estoy buscando formas innovadoras de hacer que el proceso de aprendizaje sea más interesante y efectivo para nuestros estudiantes. En este sentido, he estado considerando la aplicación de diversas estrategias metodológicas que puedan hacer que el estudio de la literatura sea más relevante y atractivo para los jóvenes de hoy en día.

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Además, me complace informarles que estoy explorando el uso de plataformas educativas modernas como Educaplay y StoryJumper. Estas herramientas están diseñadas para hacer que el aprendizaje de la literatura sea más interactivo y dinámico, al tiempo que fomentan el desarrollo de una amplia gama de habilidades necesarias para dominar un segundo idioma.

Agradezco de antemano su colaboración y apoyo en este emocionante trayecto educativo. Si tienen alguna pregunta o inquietud, no duden en ponerse en contacto conmigo.

Atentamente,


Kava Chen Lei

Profesora de Inglés

Autorizo a que mi hijo/ hija realice el cuestionario:

 Sí No

Firma y cedula del Padre de Familia u Encargado:

 * 1-202 0954

Annex 14. Parents Agreement

Estimados Padres de Familia,

Espero que este mensaje les encuentre bien y en excelente estado de salud. Quisiera compartir con ustedes algunas emocionantes novedades relacionadas con el aprendizaje continuo en el aula bilingüe del 7-1.

Como profesora de inglés, siempre estoy buscando formas innovadoras de hacer que el proceso de aprendizaje sea más interesante y efectivo para nuestros estudiantes. En este sentido, he estado considerando la aplicación de diversas estrategias metodológicas que puedan hacer que el estudio de la literatura sea más relevante y atractivo para los jóvenes de hoy en día.

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Además, me complace informarles que estoy explorando el uso de plataformas educativas modernas como Educaplay y StoryJumper. Estas herramientas están diseñadas para hacer que el aprendizaje de la literatura sea más interactivo y dinámico, al tiempo que fomentan el desarrollo de una amplia gama de habilidades necesarias para dominar un segundo idioma.

Agradezco de antemano su colaboración y apoyo en este emocionante trayecto educativo. Si tienen alguna pregunta o inquietud, no duden en ponerse en contacto conmigo.

Atentamente,

Kava Chen Lei

Profesora de Inglés

Autorizo a que mi hijo/ hija realice el cuestionario:

Sí () No

Firma y cedula del Padre de Familia u Encargado: Andrea Ramirez



Annex 15. Parents Agreement

6 de mayo, 2024

Estimados Padres de Familia,

Espero que este mensaje les encuentre bien y en excelente estado de salud. Quisiera compartir con ustedes algunas emocionantes novedades relacionadas con el aprendizaje continuo en el aula bilingüe del 7-1.

Como profesora de inglés, siempre estoy buscando formas innovadoras de hacer que el proceso de aprendizaje sea más interesante y efectivo para nuestros estudiantes. En este sentido, he estado considerando la aplicación de diversas estrategias metodológicas que puedan hacer que el estudio de la literatura sea más relevante y atractivo para los jóvenes de hoy en día.

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Agradezco de antemano su colaboración y apoyo en este emocionante trayecto educativo. Si tienen alguna pregunta o inquietud, no duden en ponerse en contacto conmigo.

Atentamente,


Kava Chen Lei

Profesora de Inglés

Autorizo a que mi hijo/ hija realice el cuestionario:

Sí No

Firma y cedula del Padre de Familia u Encargado:

 115620650

Annex 16. Parents Agreement

6 de mayo, 2024

Estimados Padres de Familia,

Espero que este mensaje les encuentre bien y en excelente estado de salud. Quisiera compartir con ustedes algunas emocionantes novedades relacionadas con el aprendizaje continuo en el aula bilingüe del 7-1.

Como profesora de inglés, siempre estoy buscando formas innovadoras de hacer que el proceso de aprendizaje sea más interesante y efectivo para nuestros estudiantes. En este sentido, he estado considerando la aplicación de diversas estrategias metodológicas que puedan hacer que el estudio de la literatura sea más relevante y atractivo para los jóvenes de hoy en día.

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Agradezco de antemano su colaboración y apoyo en este emocionante trayecto educativo. Si tienen alguna pregunta o inquietud, no duden en ponerse en contacto conmigo.

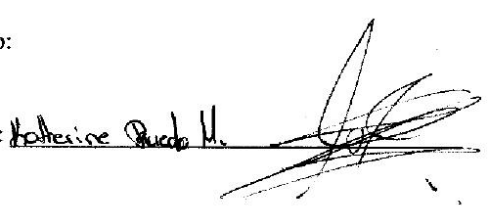
Atentamente,

Kava Chen Lei

Profesora de Inglés

Autorizo a que mi hijo/ hija realice el cuestionario:

Sí No

Firma y cedula del Padre de Familia u Encargado: 

Annex 17. Parents Agreement

6 de mayo, 2024

Estimados Padres de Familia,

Espero que este mensaje les encuentre bien y en excelente estado de salud. Quisiera compartir con ustedes algunas emocionantes novedades relacionadas con el aprendizaje continuo en el aula bilingüe del 7-1.

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Agradezco de antemano su colaboración y apoyo en este emocionante trayecto educativo. Si tienen alguna pregunta o inquietud, no duden en ponerse en contacto conmigo.

Atentamente,

Kava Chen Lei
Profesora de Inglés

Autorizo a que mi hijo/ hija realice el cuestionario:

Sí () No

Firma y cedula del Padre de Familia u Encargado:



Annex 18. Parents Agreement

6 de mayo, 2024

Estimados Padres de Familia,

Espero que este mensaje les encuentre bien y en excelente estado de salud. Quisiera compartir con ustedes algunas emocionantes novedades relacionadas con el aprendizaje continuo en el aula bilingüe del 7-1.

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Agradezco de antemano su colaboración y apoyo en este emocionante trayecto educativo. Si tienen alguna pregunta o inquietud, no duden en ponerse en contacto conmigo.

Atentamente,

Kava Chen Lei

Profesora de Inglés

Autorizo a que mi hijo/ hija realice el cuestionario:

Sí No

Firma y cedula del Padre de Familia u Encargado: Rocio Chavez Sanchez

Annex 19. Parents Agreement

6 de mayo, 2024

Estimados Padres de Familia,

Espero que este mensaje les encuentre bien y en excelente estado de salud. Quisiera compartir con ustedes algunas emocionantes novedades relacionadas con el aprendizaje continuo en el aula bilingüe del 7-1.

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Agradezco de antemano su colaboración y apoyo en este emocionante trayecto educativo. Si tienen alguna pregunta o inquietud, no duden en ponerse en contacto conmigo.

Atentamente,

Kava Chen Lei

Profesora de Inglés

Autorizo a que mi hijo/ hija realice el cuestionario:

Sí No

Firma y cedula del Padre de Familia u Encargado:

Estrella Han
1-12890671

Annex 20. Parents Agreement

6 de mayo, 2024

Estimados Padres de Familia,

Espero que este mensaje les encuentre bien y en excelente estado de salud. Quisiera compartir con ustedes algunas emocionantes novedades relacionadas con el aprendizaje continuo en el aula bilingüe del 7-1.

Como profesora de inglés, siempre estoy buscando formas innovadoras de hacer que el proceso de aprendizaje sea más interesante y efectivo para nuestros estudiantes. En este sentido, he estado considerando la aplicación de diversas estrategias metodológicas que puedan hacer que el estudio de la literatura sea más relevante y atractivo para los jóvenes de hoy en día.

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Agradezco de antemano su colaboración y apoyo en este emocionante trayecto educativo. Si tienen alguna pregunta o inquietud, no duden en ponerse en contacto conmigo.

Atentamente,

Kava Chen Lei
Profesora de Inglés

Autorizo a que mi hijo/ hija realice el cuestionario:

Sí No

Firma y cedula del Padre de Familia u Encargado:

Kimberly Rosales Diaz
503930829

Annex 21. Parents Agreement

22 de mayo, 2024

Estimados Padres de Familia,

Espero que este mensaje les encuentre bien y en excelente estado de salud. Quisiera compartir con ustedes algunas emocionantes novedades relacionadas con el aprendizaje continuo en el aula bilingüe del 7-1.

Como profesora de inglés, siempre estoy buscando formas innovadoras de hacer que el proceso de aprendizaje sea más interesante y efectivo para nuestros estudiantes. En este sentido, he estado considerando la aplicación de diversas estrategias metodológicas que puedan hacer que el estudio de la literatura sea más relevante y atractivo para los jóvenes de hoy en día.

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Agradezco de antemano su colaboración y apoyo en este emocionante trayecto educativo. Si tienen alguna pregunta o inquietud, no duden en ponerse en contacto conmigo.

Atentamente,

Kava Chen Lei

Profesora de Inglés

Autorizo a que mi hijo/ hija realice el cuestionario:

Sí No

Firma y cedula del Padre de Familia u Encargado: _____



