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IN ENGLISH CLASSES

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Descripción del Trabajo:

El presente trabajo de investigación tiene como objetivo **probar la efectividad de nuevos enfoques de enseñanza basados en la integración de tecnología de una manera que promueva el aprendizaje de los estudiantes de inglés tanto del idioma como del contenido**. Este estudio está sustentado en una metodología **gamificativa**.

Declaración de Autoría:

Yo, Carreño Zambrano Dana Jazmín con número de identificación **1316892049**, declaro que soy el autor original y **Macías Cabrera Dodie Farid**, con número de identificación **1314920388** declaro que soy el autor secundario, se toma en consideración la participación de la **Lcda. Zambrano Zambrano Cintya Maribel**, con número de Identificación **1311702987** en calidad de tutor del trabajo de investigación titulado **"INNOVATION IN TEACHING SOCIAL SCIENCES IN ENGLISH."**. Este trabajo es resultado del esfuerzo intelectual y no ha sido copiado ni plagiado en ninguna de sus partes.

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Chapter 1. English Speaking Skill Development.

- Germán Wenceslaus Carrera Moreno.

Chapter 2. Another View of Receptive Skills Teaching: listening and reading.

- Germán Wenceslaus Carrera Moreno y Laura María Mena Sánchez.

Chapter 3. Writing skills development.

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Chapter 4. Socio-emotional learning English as a foreign language experiences using TEFL.

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- Nidian Elena García, Madeline Ximena Gongora Zambrano, and Cintya Maribel Zambrano Zambrano

Chapter 6: TEFL Application Process: Experiences in the Classroom.

- Stefany Anabell Gómez Bailón, and Germán Wenceslaus Carrera Moreno

Chapter 7. Situation found in the ESL Classroom.

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- Melanie Fernanda Bustamante Moncayo and Germán Wenceslao Carrera Moreno

Chapter 9. Practice English language: teachers' recommendations for Improving the university curriculum after applying TEFL principles.

- Luís Hernán Vélez Andrade, Luber Eduardo cedeño Zambrano, Jorge Corral Joniaux, and María Cristina Basantes Robalino.

Chapter 10. TEFL for improving speaking skills in elementary school students.

- Luís Gonzalo Morquecho García, Carlos Víctor Calderón Pino, Verónica Vanessa Chávez Zambrano and Jhonny Saulo Alberto Villafuerte Holguín.

Chapter 11. Using Wordwall, ISL collective and Genially as a pedagogical resource in English language teaching: interaction and communication between student and teacher.

- Jerime Josue Delgado López, Steven Dario Mendoza Meza, and Cintya Maribel Zambrano Zambrano.

Chapter 12. Teaching English to visual impairment students: curricular adaptations for speaking and listening lesson plans.

- Christopher Josue García Mantuano and Germán Wenceslao Carrera Moreno

Chapter 13. Advantages of AI in Academic Essay Writing.

- Andrea Michelle Mendez Coox, Ana Rosa Cedeño Párraga, and Germán Carrera Moreno

Chapter 14. Gamification Strategy to Motivate Writing Skills.

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Chapter 15. The Effectiveness of Community Language Learning (CLL) to Enhance Adult's English-Speaking Skills.

- Emily Nathalia Peñafiel Chávez and Gabriel José Bazurto Alcívar.

Chapter 16. Innovation in teaching social sciences in English classes.

- Dana Jazmín Carreño Zambrano, Dodie Farid Macias Cabrera, and Cintya Maribel Zambrano Zambrano

Chapter 17. Research project professional development teacher of national and foreign languages in zone 4 of Ecuador of the Laica Eloy Alfaro University of Manabi: systematization of experiences.

- Johanna Elizabeth Bello Piguave.

Ha cumplido a cabalidad con todos los procesos editoriales obteniendo así la aprobación para su publicación mediante consejo editorial de MAWIL el 20 de diciembre del 2024. Finalizando así la publicación del manuscrito el 31 de enero del 2025 en formato digital e impreso.

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INNOVATION IN TEACHING SOCIAL SCIENCES IN ENGLISH CLASSES

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ABSTRACT

The integration of English language teaching on Social Studies lessons in Manta, Ecuador is the topic that has arisen for this study, and it emphasizes the call for bilingual education among a monolingual community. This approach is important because it addresses two areas, language learning and social sciences that are often seen in a siloed way in the teaching process. Its main purpose is to test the effectiveness of new teaching approaches based on technology integration in a way that promotes learning for English learners of both language and content. A mixed-methods approach was employed, involving 22 eighth-grade students and their Social Science teacher. An observation checklist, a speaking rubric every three sessions, and a survey measuring participants' perceptions regarding the innovative methods of teaching were used to collect data. Key findings showed that beyond the half percentage of students were observed to perform better in fluency, comprehension, and organization of ideas in English as evidenced by a rise in the speaking scores by 1.00 or more. The majority of students successfully moved past their initial apprehension regarding using the language and actively engaged in class discussions, showcasing heightened enthusiasm and involvement from the students. This study highlights the crucial importance of incorporating technology and innovative pedagogical methodologies to enhance student bilingualism and academic involvement. The linkage between language acquisition and subject instruction, as identified in the findings, provides significant contributions to forthcoming research on bilingual educational procedures and the integration of innovative resources within learning settings.

Key words: Innovation, technology, speaking skill, bilingualism

INTRODUCTION

Nowadays, the society of the 21st century and its new generations have become born navigators of digital tools. Education has had to cope with many changes in situations in order to meet the needs of today's society. The technological tools and interactive activities through them are therefore essential innovation skills in the present educational environment. The teaching process tries as much as possible to use them to pass on knowledge and observe results in short and long term within academic activities which are based on the development and production of the knowledge taught. In addition, today's society requires the acquisition of a second language with which to access global communication. Thus, English language learning acts as a great bridge of communication between countries and cultures to get new knowledge and opportunities. The acquisition of this knowledge is hence necessary in each of the educational establishments, where most of them concentrate on leaving it as part of a single subject and not as part of a set of several subjects, in order to integrate English into the content of various subjects that are implicit in the current curriculum.

Despite this, it can be seen that in Manta, Ecuador, there is a community of educational institutions that do not have bilingual education, which requires the implementation of research projects that include an innovative methodology that generate a path to lead this community towards bilingualism using new teaching and learning models based on the use of digital devices and applications. This in turn allows the identification of new educational problems to be overcome in order to encourage advanced processes in the educational development of 21st century society.

The present work of systematization of experiences focuses on the actions of the research project: Innovation in Teaching Social Sciences In English Classes during the period 2024-2025. It aimed at opening up bilingualism in subjects where English is not necessarily learned as a second language. Its main objective is to integrate English language with the contents of Social Studies subject through modern teaching methods, in students from basic higher education in Manta. The background to this research indicates that the authors implemented an intervention plan in which, as a first stage, an observation checklist was applied to the subject teacher and students of the basic higher education to diagnose the characteristics of the Social Studies classes taught in Spanish in aspects such as:

On the other hand, there was a specific aspect that referred about how the classes were welcomed by students, in where the finding determined that the classes were very dynamic and were well received by the students, however in these lessons the use of digital tools was omitted. It was also observed that the teaching of English was an additional subject which was not being integrated as part in the teaching process of other subjects. In this way, the design of the first

stage of the present project was proposed, focusing on the innovation of Social Studies classes taught in English. The content was aligned and adapted with the subject's curriculum framework. The teaching process was innovated by incorporating digital tools and online applications to motivate students, engage them, and enhance their speaking skills by introducing English into this subject.

The second stage of the project highlights the individual progress achieved by the students before, during and after the educational intervention where Social Studies classes were delivered by integrating English language instruction and digital tools, as part of an innovative method for teaching Social Studies in a second language. Students' performance was systematically assessed using a speaking rubric to provide a comprehensive evaluation of language and content mastery.

In the final stage, data on participants' perceptions of innovation was processed and generated within the social studies subject through a survey.

The main motivation behind this systematization is to provide the scientific community with documented experiences of research projects in the field of education. The methodology used in this systematization is mixed, combining qualitative and quantitative paradigms to provide a complete understanding of the research objective. The analysis of information collected through a checklist and a survey which were key to this research project and the speaking rubric applied every 3 sessions of the classes performed.

The research questions that guided this process are:

- What are the characteristics of the Social Studies classes taught in Spanish?

- How do the innovative design of teaching materials and lesson plans contribute to the teaching and learning process of Social Studies in English?

- What are the changes in the methodology for teaching Social Studies and in the English level of the participants?

- How to validate an educational intervention plan that integrates the teaching of Social Studies in English with the use of technological programs?

The objective of this systematization is to document the experiences generated during the execution of the research project - Innovation in Teaching Social Sciences in English Classes - during the period 2024 -2025. See table No. 1

Table 1. Techniques and scope for data and information collection

No.	Techniques and tools	Scope
1	Observation Checklist	It serves to collect information about the

		management of academic teaching and the reaction that the student community had towards it.
2	Survey	The sample of students is involved in order to gather validated information on project implementation.
3	Speaking Rubric	The project leaders and sample of students participate in order to collect data on the individual processes achieved by this population before, during and after using English in speaking skills.

1. Project Milestones

The milestones of the research project - Innovation In Teaching Social Sciences In English Classes, are shown in table No.2.

Table 2. Milestones of the project to be systematized.

Stages	Scope and periods
Milestone 1	Description of the initial situation of Social Studies classes in Spanish. **Diagnostic stage:** Observations of the Social Science teacher and students revealed that classes, held three times a week, were dynamic but lacked technological resources. Despite this, students were highly engaged and appreciated both the subject and the teacher's methodology.
Milestone 2	Design of teaching materials and lesson plans. **Application stage:** The adaptation and innovation of Social Science classes involved designing lesson plans based on the curriculum, delivered in English, and enhanced with the introduction of digital resources.
Milestone 3	Execution and evaluation of the intervention plan. **Implementation findings and students' improvements stage:** Description of strengths and challenges, students' improvements that showed in engagement and performance across all stages: before, during, and after the lessons. Positive changes in student's active participation and learning outcomes.
Milestone 4	Final product of intervention plan.

2. Participants

Participants were 22 eighth grade students and Social Science teacher from a private school in Manta, Ecuador. This gathering was selected by the educational community as a point of reference to examine new ideas and explore possibilities in the future. These participants involved are showing in the following table. See table No. 3

Table No. 3. Participants Involved

Eighth Grade Students	
Female	Male
12	10
Total: 22 Students	
Social Science Teachers	
Female	
1	
Total: 1 Teacher	

3. Conceptualization

As technology continues to evolve rapidly, traditional teaching methods are gradually becoming outdated. To fully grasp the gamification teaching model, we need to explore the subject more thoroughly. From this point, it is important to recognize that:

Gamification: As technology continues to evolve rapidly, traditional teaching methods are gradually becoming outdated. To fully grasp the gamification teaching model, we need to explore the subject more thoroughly. From this point, it is important to recognize that gamification is an innovative approach that facilitates self-regulated learning and aims to evaluate students' teaching-learning progress in a personalized and real-time manner. The concept of gamification, also referred to as gamification strategies, is derived from the English word "game," highlighting its use of game mechanics to enhance motivation. Self-regulated learning is a self-directed process that fosters autonomy, proactivity, and responsibility among students, empowering them to take charge of their own learning. This process involves the interaction of motivational and metacognitive elements, ultimately transforming the skills necessary for achieving meaningful learning.

From the point of view of (Chila, 2015) Gamification is a business strategy that applies computer design techniques games to non-playful contexts to drive the behavior of users, involving them and motivating them to achieve their goals.

It is worth mentioning that like the internet, gamification has become part of our lives as a tool and not as a novelty, despite being a term relatively new, its capture power is indeterminable, furthermore, this methodology has been used in

different areas, both business and in all types of social initiatives, as well as in education a few years ago (Contreras&Eguia, 2016)

Motivation in Education: Motivation has long been a focal point of extensive research within the field of psychology and remains a pertinent topic of investigation today, given its intrinsic relationship with human behavior, which psychology seeks to understand. A variety of scholars have proposed definitions of motivation, with certain authors emerging as particularly influential in the discourse.

According to (Fernández-Abascal, 2002) "motivation is a basic process related to the achievement of objectives that have to do with maintaining or improving the life of an organism"

Furthermore, motivation according to (Woolfolk, 2006) can be defined as "the indication or emphasis that is discovered in a person towards a certain means of satisfying a need, thereby creating or increasing the necessary impulse to put that means or action into practice." , or to stop doing it.

(Garcia, 2008) exposes several definitions for this term, defending motivation as: "the effort that a person is willing to make to achieve something"; "the set of factors that incite us from within to action"; or "the psychic, driving background that sustains the force of the action and indicates its direction"

In education, motivation helps children and young people to focus their attention on a key goal or outcome. In doing so, they are unfazed by possible distractions and are therefore able to maintain their attention during longer periods of time. Students who are motivated display goal-orientated behaviors. They take initiative, show resilience, harness their curiosity, and care for and respect their work. They are equipped to orchestrate their own learning journey.

Motivation in Children: Motivation is the force that keeps children going, even when they face barriers or challenges. It charges them with the energy required to fulfil their potential. A child who is motivated is committed, energetic, and innovative: they see the value in what they are learning and are determined to achieve their goals.

In order to develop a growth mindset in children, praise them for the process, rather than their intelligence or talents, as this can make them vulnerable. Acknowledge their effort, focus, or hard work, as these are the qualities which will make students resilient. This is especially important given that there is evidence that implicitly finds short-term effort as an important determinant of student performance in high-stakes exams (Metcalfe et al, 2011).

How to Motivate Students to Learn a Subject in English: The conventional viewpoint in academic motivation research views various motivational styles as outcomes of a predetermined evolutionary process or individual learning experiences. Within this framework, the limited studies available in the literature primarily offer descriptive insights, concentrating on when motivational factors emerge and how they resemble those found in adults.

From the point of view of (Serrano, 2018) motivation is the interest that the student has in his own learning or in the activities that lead to it. Interest can be acquired, maintained or increased based on intrinsic and extrinsic elements.

Teaching English as a Foreign Language (TEFL): TEFL methodology is a practice where ESL teachers' certain proven methods in the classroom or online, they are general approaches to teaching English as a foreign language. These methodologies evolve and change with time as they adapt to the outside world and ever-changing lifestyles and technology, this methodology focuses on teaching English to people who grew up speaking other languages. Pursuing a degree in TEFL equips you with the methods, theories, and practical skills necessary to effectively teaching English in different places around the world, or to foreigners.

Speaking Skill: Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.

Children will learn English speaking skills as well as speaking skills in other languages, in primary and secondary school.

The Fourth Elements of Speaking Skills

1. **Vocabulary:** Vocabulary development beings when we are infants, as we learn to describe the world around us and communicate our needs.
2. **Grammar:** Grammar includes lots of areas for spoken language such as an understanding of tenses and the correct way to structure sentences.
3. **Pronunciation:** We learn how to pronounce words by listening to those around us, such as parents, family, and Friends.
4. **Fluency:** Fluency is the ability to hear words and understand them straight away, if they see a word written down, they can read it aloud and pronounce it properly.

Word wall: Currently, experts believe that students must acquire different forms of mathematical knowledge and in different situations, both for its subsequent application and for the consolidation of didactic strategies in learning and teaching. This requires deepening the appropriate teaching methods and, in particular, the appropriate techniques for the learning and development of mathematics (Grisales, 2018)

Many teachers use Word wall because it makes it easier for them to create lessons and activities thanks to its templates. In addition, interactive activities can be played on any device such as computer, tablet, smartphone, interactive whiteboard, web browser

In this way, Word wall helps teachers create a wide range of teaching materials easily and quickly. This also improves the user experience. The number of materials you can create with Word wall is:

- Five with the free option.
- Unlimited with the premium option.

- Teachers can easily create activities and games by selecting a template and writing the content.

Mentimeter: A tool that works as a digital resource that allows you to create interactive presentations by adding questions, polls, quizzes, slides, images, among other things.

This application can be accessed from its website and from there, create quizzes, questions, surveys and create presentations. Through an app on smartphones, it is used so that your students can interact with your queries. When you create a presentation, the app delivers a code for you to share with your students.

To start using the application you must enter it, you can log in with a Gmail account or create a user. When you enter, the option to create a presentation will appear, much like any program with slides.

Quizizz: A website that allows us to create online questionnaires that our students can answer in three different ways:

- In a live game (like Kahoot)
- As homework (the results reach the teacher)
- Individually ("game only")

It is a free website/app and you can register with your Google username, so you would not have to make another account.

Unlike Kahoot (although this has changed somewhat lately), when you answer a Quizizz you don't need to be looking at the class blackboard or projector, but the question appears on each of the devices along with the possible answers.

For (Oliva, 2016)the student as a participant in an activity Gamified helps you identify your learning progress and improve your academic performance through technologies and dynamics that involve them more with the content they learn; in addition, it offers you a path that will guide them on where they should reinforce their understanding of an academic topic that is Difficult.

CLIL: A lesson framework: Content and Language Integrated Learning (CLIL), also known as Aicle (Content and Foreign Language Integrated Learning), represents foundational concepts derived from various studies conducted by researchers such as Fernández (2001), (Florez, 2013), (Porras, 2013), (Oprescu, 2015), (Torralbo, 2016), and (Clegg, 2015) who are recognized authorities in the CLIL methodology. Drawing on the insights of these scholars has enabled a comprehensive contextualization of the history, definition, and key characteristics of the CLIL approach, thereby distinguishing it from other language teaching methodologies.

While CLIL may be the best-fit methodology for language teaching and learning in a multilingual Europe, the literature suggests that there remains a dearth of CLIL-type materials, and a lack of teacher training programmers to prepare both language and subject teachers for CLIL teaching. The theory may be solid, but questions remain about how theory translates into classroom practice.

In a CLIL lesson, all four language skills should be combined. The skills are seen thus:

- Listening is a normal input activity, vital for language learning
- Reading, using meaningful material, is the major source of input
- Speaking focuses on fluency. Accuracy is seen as subordinate
- Writing is a series of lexical activities through which grammar is recycled.

STEAM Education: STEAM Education is an approach to teaching and learning that combines **S**cience, **T**echnology, **E**ngineering, the **A**rts, and **M**ath to guide student inquiry, discussion, and problem solving. Education experts say STEAM education is about more than developing practical skills alone.

It also helps students develop to capacity to:

1. Take thoughtful risks.
2. Engages in meaningful learning activities.
3. Become resilient problem solvers.
4. Embrace and appreciate collaboration.
5. Work through the creative process.

Trough STEAM, students are empowered to be curious learners who seek creative solutions to questions they can't just search for online, leading students to develop the soft and hard skills necessary to succeed in college and their careers, not only are students being prepared for college and careers, they connect their learning to their communities through projects that address the issues that affect their daily lives.

MILESTONE 1

Initial Situation of Students at an Educative Institution from Manta city.

Below, information is presented about the level of knowledge of the students and their perception regarding CCSS classes in Spanish. See table No. 4.

Table No.4. Result of the Pre-Test of the participating students.

Student	Gender	Pre-Test
1	M	6
2	F	8
3	M	6.5
4	M	7
5	M	7.3
6	F	9
7	M	8
8	F	9.5
9	M	9
10	M	7.5

11	F	9.5
12	F	8
13	M	9
14	M	9
15	F	6
16	F	8
17	F	7.3
18	F	6
19	F	9
20	F	8
21	M	7
22	M	8

As a result, the results show that a group of eight students within the subject maintain a grade level of an average of six to seven point five out of ten, while a group of twelve students obtain grades greater than eight out of ten, it is possible to emphasize that this qualifier for the subject only applies as a pre-test in the first lesson of social science classes giving in English.

Moreover, observation checklists conducted for three sessions during Spanish classes of social science in other to find the perspectives and reality of each part (as students and as the teacher) during the sessions. The following table provides a clearer view of the aspects observed during three sessions. See table No. 5 and table No. 6.

Table No. 5. Observation Checklist for Students

GENERAL OBSERVATIONS					
	INDICATORS	**0**	**1**	**2**	**3**
GENERAL ATTITUDE	The student is excited to arrive at the classroom				
	The student participates actively in classroom activities				
	The student is apathetic when realizing classroom activities				
	The student shows general interest for the class				
	The student is focused to participate in class				
	The student is constantly focused on the class				
FACIAL AND CORPORAL EXPRESSION	**INDICATORS**	**0**	**1**	**2**	**3**
	The student's facial expression during class is apathetic				
	The student shows signs of enthusiasm or boredom through gestures and body language				
INTERACTION WITH THE					
CLASS PARTICIPATION	**INDICATORS**	**0**	**1**	**2**	**3**
	The student participates voluntarily in discussions or activities.				
	The student asks questions or shares ideas related to the topic.				
WORK FOCUS	**INDICATORS**	**0**	**1**	**2**	**3**
	The student focuses on assigned tasks.				
	The student easily gets distracted.				

AUTONOMY Y AUTODIRECTION					
	The student asks questions related to the task or seeks clarifications.				
TIME MANAGEMENT	**INDICATORS**	**0**	**1**	**2**	**3**
	The student efficiently uses their time during activities.				
	The student demonstrates a clear understanding of deadlines and expectations.				
PERSONAL INITIATIVE	**INDICATORS**	**0**	**1**	**2**	**3**
	The student seeks opportunities to learn beyond what is required.				
	Participates in extracurricular activities related to the topic.				
SCALE					
0 <u>NEVER</u> 1 <u>SOMETIMES</u> 2 <u>ALMOST ALWAYS</u> 3 <u>ALWAYS</u>					

Student's Perspective

Into this Educative Institution from Manta, a group of 22 eighth-grade students is preparing to implement the teaching of Social Science in English. This initiative stems from a desire to enhance their understanding of the subject Social Science while also improving their English language skills.

The students expressed satisfaction with the teaching of Social Science in Spanish. They appreciate the clarity and familiarity of the language, which has allowed them to engage with the material effectively. However, this satisfaction is coupled with doubts about transitioning to English, around ten of twenty-two students are concerned about their ability to grasp complex concepts in a second language, fearing that it might hinder their learning experience.

Another point to mention about the students is their active participation in the classroom, the teacher encouraged the participation of the students, thus generating a better interaction, teacher-student-classmate and students-students.

These methods facilitate their understanding and encourage active participation among students. The teacher creates a friendly environment to share students' opinions, fostering a collaborative learning where everyone feels valued and heard.

Overall, seventeen students showed a positive acceptance of the teacher's methodology. They appreciate the innovative approaches that make learning social sciences in Spanish are possible and enjoyable.

Table No. 6. Observation Checklist for Teacher

CLASS PLANIFICATION					
CONTENT RELEVANCE	**INDICATORS**	**0**	**1**	**2**	**3**
	The teacher uses digital resources to make the content relevant for the students.				

	There is a clear connection between the content and the life experiences of the students.				
	The teacher only performs activities mentioned in the book.				
	The teacher engages in games and/or dynamics to make the content relevant for the students.				
	The teacher integrates virtual games to reinforce the content of their classes.				
	The teacher recommends virtual games to students that serve as support for the content covered in class.				
USE OF VISUAL RESOURCES	**INDICATORS**	**0**	**1**	**2**	**3**
	The teacher uses visual resources, such as maps, images, or videos, to make the content more engaging.				
	The resources used by the teacher contribute to the understanding and motivation of the students.				
INTERACTION Y PARTICIPATION					
CLASS DISCUSSIONS	**INDICATORS**	**0**	**1**	**2**	**3**
	The teacher encourages discussions in class about Social Studies topics and video games that are linked to it.				
	The teacher motivates students to share their opinions and connect the content with their own experiences.				
INCORPORATION OF CASE STUDIES	**INDICATORS**				
	The teacher uses local or global case studies to contextualize the content.				
	The teacher involves students in the analysis of real-world situations and relates them to video games linked to them.				
CONECTION WITH CURRENT EVVENTS					
LINK WITH CURRENT EVENTS	**INDICATORS**	0	1	2	3
	The teacher relates Social Studies concepts to current events using digital tools.				
	The teacher incorporates news, contemporary examples, or recent cases to maintain relevance through digital tools.				
SPECIAL GUESTS OR EXTERNAL EXPERIENCES	**INDICATORS**	0	1	2	3
	The teacher organizes visits from experts, excursions, or activities that connect students with the real world.				
	The teacher is knowledgeable about virtual museums.				
	The teacher creates virtual museums that connect students with the real world.				
EVALUATION AND FEEDBACK					
FORMATIVE FEEDBACK	**INDICATORS**	0	1	2	3
	The teacher focuses on the learning process more than on the final results.				
	The teacher provides formative feedback through digital resources to motivate students to improve.				
	The teacher provides formative feedback through video games to motivate students to improve.				
SIGNIFICATIVE PROJECTS	**INDICATORS**	0	1	2	3
	The teacher selects projects that are meaningful and challenging for the students using digital resources.				
	The teacher chooses projects through video games that are meaningful and challenging for the students.				

		0	1	2	3
	The projects allow students to apply their knowledge of Social Studies in a practical way.				
	Video games are used within the projects to be linked to the content covered in the subject				
INCLUSION AND DIVERSITY:					
	INDICATORS	**0**	**1**	**2**	**3**
CULTURAL DIVERSITY RECOGNITION	The teacher incorporates cultural diversity in how social studies are taught				
	The teacher promotes a respectful and appreciative understanding of diverse perspectives				
ADAPTATION TO DIFFERENT LEARNING STYLES	**INDICATORS**	**0**	**1**	**2**	**3**
	The teacher adapts their approach to fit different learning styles in class				
	The teacher offers options for the students to show their comprehension in creative ways				
ESCALA					
0 NEVER 1 SOMETIMES 2 ALMOST ALWAYS 3 ALWAYS					

Researchers' observation

The use of teaching material favored the SS teacher when capturing the attention of the students, however, there still were seven students who still tend to lose interest or not pay attention for most of the class. Teacher keeps the students focus during lessons, especially when the material becomes challenging or when discussions become lively however, the teacher manages to recapture the attention of the students, it is only a matter of improving the teaching methodology a little, for example greater use of technology.

Another negative point is, the teacher still tends to teach the classes in a traditional way, for example the excessive use of the book and the poor management of technology, this may cause the class to become very monotonous and limit the educational environment.

Participants' perception

Twenty-two students participated in a survey designed to assess their levels of satisfaction and perceptions regarding Social Studies classes taught in Spanish. The survey also aimed to determine their interest in learning this subject in English. The results are presented below:

Table No. 7. Survey results – participants perception

Categories	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
S.St. tasks are challenging	2	1	4	6	9
S.St. topics are understandable	0	3	4	5	10
S.St. is interesting	2	0	3	7	10
Motivated to learn S.St.	2	3	1	8	8
Learn S.St. in English is interesting	2	2	1	6	11
Learn S.St. in English develop the communicative skills	1	0	2	7	12
Learn S.St. in English using gamification is fun	0	0	2	10	10

STUDENTS PERCEPTION

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree
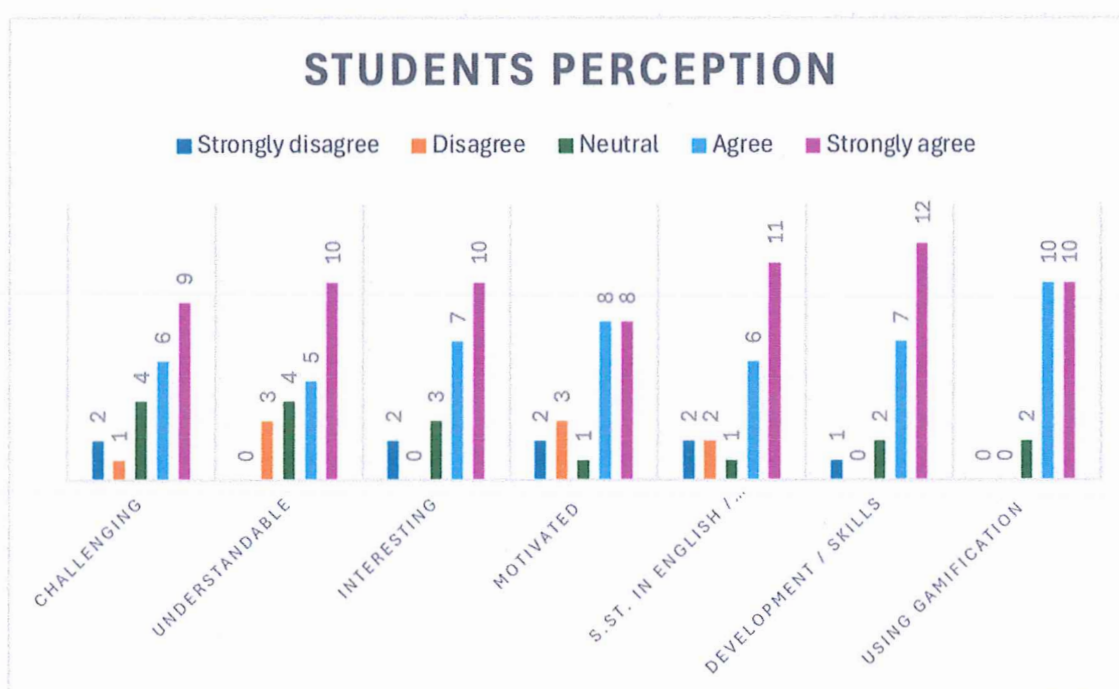
Perception of Social Studies Classes in Spanish

S. St. Tasks are Challenging

A combined 68% of students (Agree: 27%, Strongly Agree: 41%) believe Social Studies tasks are challenging, showing that most students feel adequately engaged by the activities. A smaller percentage (9% strongly disagree and 5% disagree) indicates that a minority finds the tasks either too easy or not stimulating enough.

S. St. Topics are Understandable

The majority (68%, Strongly Agree: 45%, Agree: 23%) find the topics comprehensible, suggesting effective delivery and clarity in instruction. 13% disagreed and 18% remained neutral, indicating a potential area for improvement in explaining complex topics.

S. St. is Interesting

77% (Strongly Agree: 45%, Agree: 32%) of students find the subject engaging, reflecting high levels of interest in Social Studies. A small percentage (9% strongly disagree) shows that there may be room to enhance engagement for some students.

Motivation to Participate in S. St.

A total of 73% (Strongly Agree: 36%, Agree: 36%) feel motivated to participate, which is positive. However, 14% disagree and 5% remain neutral, suggesting that additional strategies to increase motivation for certain students could be beneficial.

Perception of Learning Social Studies in English

Learning S. St. in English is Interesting

A majority (77%, Strongly Agree: 50%, Agree: 27%) find the idea of learning Social Studies in English interesting. 18% (Strongly Disagree: 9%, Disagree: 9%) are hesitant, showing some resistance to the change.

Learning S. St. in English Develops Communicative Skills

An overwhelming 86% (Strongly Agree: 55%, Agree: 32%) believe that learning Social Studies in English would improve their language skills. Only 5% strongly disagreed, indicating minimal opposition to the potential language-learning benefits.

Gamification in Learning S. St. in English is Fun

The use of gamification is highly favored, with 91% (Strongly Agree: 45%, Agree: 46%) agreeing that it makes learning more enjoyable. No students disagreed, while 9% remained neutral, emphasizing that gamification is widely accepted as a valuable approach.

The survey results indicate a generally positive perception of Social Studies classes in Spanish, with students finding them interesting and comprehensible. However, there is a clear enthusiasm for the idea of learning Social Studies in English, especially as a means to improve language skills and increase engagement through gamification. A small group of students expressed resistance or neutrality, highlighting the importance of ensuring support for all learners during any transition.

To address the minority who feel less motivated or hesitant, consider: Differentiated instruction to make tasks more accessible or challenging as needed. Gradual integration of English into the subject, paired with support for language acquisition. Increased use of gamification, which has been highly favored, to enhance participation and enjoyment.

MILESTONE 2

For future replications, the lesson plans and digital resources used during the educational intervention are described below.

LESSON PLAN
Pre-During-Post (PDP)
Sessions 1 - 2

**Theme:** How was Planet Earth formed?
Time Allotment: 45 minutes
Learning Objective:
By the end of the lesson, students will be able to show understanding of the video "How planet Earth was formed?" by answering comprehension questions, and then share their opinions about the theory "the continents in the Earth planet will be separate or move again".

TIME	FRAMEWORK STAGE	PROCEDURE		INTERACTION T-S/S-S VAKT	MATERIALS
		Teacher will...	Students will...		
5 minutes	Pre stage	Present digital flashcards about topic vocabulary. Provide students with a worksheet about topic vocabulary. Make feedback pronunciation.	Listen and recognize the meaning from the new vocabulary Match the vocabulary with their correct pictures (Worksheet) Listen and repeat the pronunciation from the vocabulary.	T-S AV	Digital Flashcards Slides Worksheet
25 minutes	During stage	Provide students with a worksheet where they will order the images of how the Earth was formed correctly according to the video previously watched. Present a video about the topic. (Repeat just 2 times) https://www.youtube.com/watch?v=-7eTxxy9yvA	Order the images of how the Earth was formed correctly according to the video previously watched. Answer multiple-choice questions about what they listen from the video according to the new vocabulary.	T-S AV	Audiovisual recourses Worksheets Digital game (WORDWALL) Pencil Pen Color pencils Eraser Markers
		Present a video about the topic. (Repeat just 2 times) https://www.youtube.com/watch?v=-7eTxxy9yvA	Multiple-choice Questions: -What is the topic about? -Why do bubbles appear at the beginning of the video? -How many years ago did the Earth was formed? -What tiny things started to stick together to form the Earth sphere? -What fell in the Earth sphere?	T-S AV	
		Provide students with an online worksheet where they have to answer multiple-choice questions about the previous video. Present the questions through a digital game in which students can participate at their worksheets. Make students compare their answer and check if they are right.	Answer the multiple-choice questions: -What happened after the meteors fell? -How the ocean was formed -How was the giant continent formed? -What was the name of the giant continent? -Why the giant continent broken apart? Share their answers and make corrections.	S-S	
15 minutes	Post stage	Ask students to analyze the theory "the continents in the Planet Earth will be separate or move again" and share their opinions giving some arguments that justify their responses.	Analyze the theory already watched on the video and share their opinions giving arguments to justify them.	S-S	

Digital Flashcards

In the first session, digital flashcards introduced new vocabulary in a more visual way and helped students practice it.
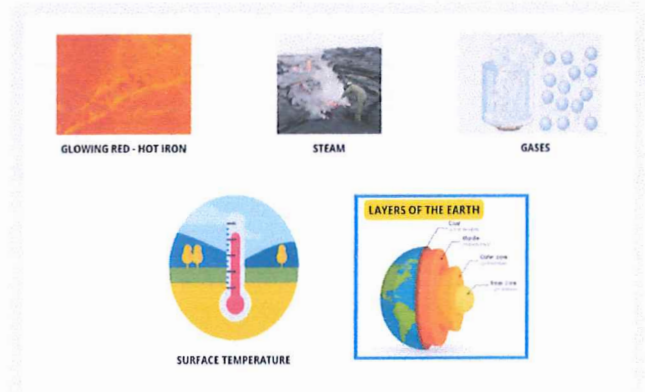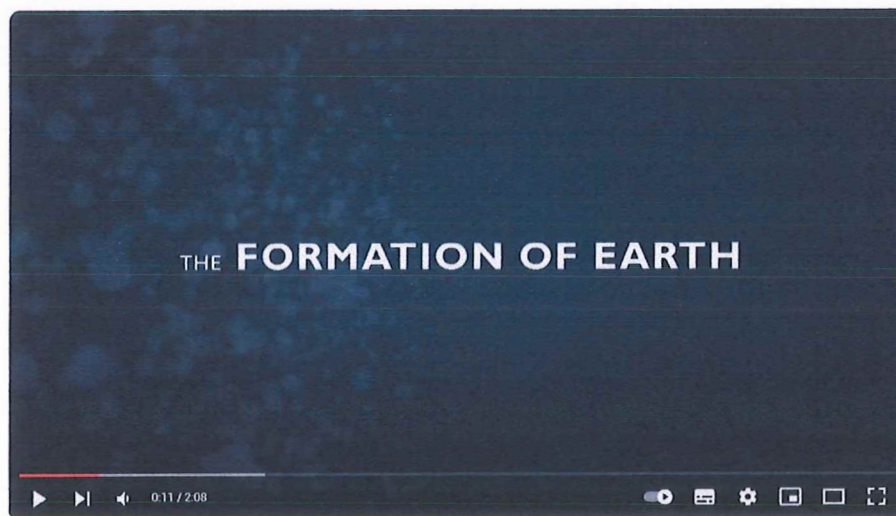
Word wall
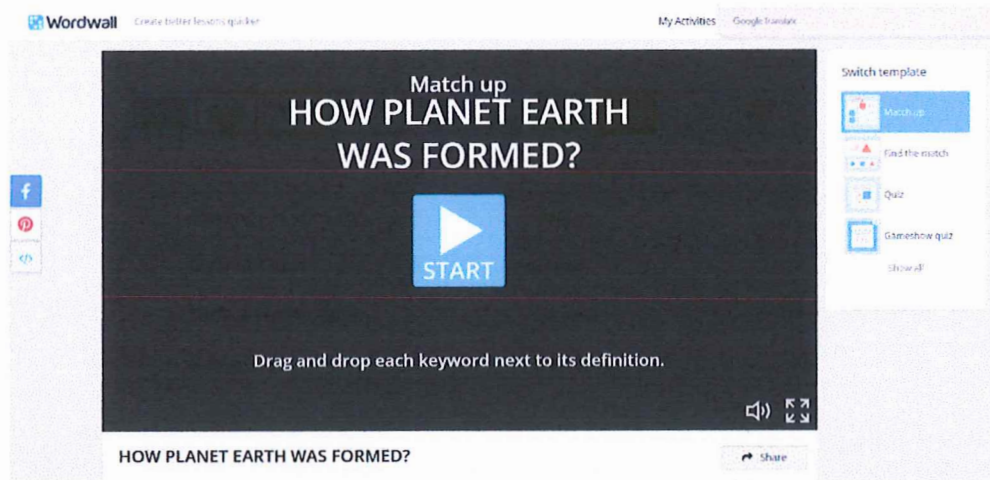
This resource reviewed and enhanced understanding of the new vocabulary, ensuring that students achieved a general or complete understanding of the content presented through a video on this topic.
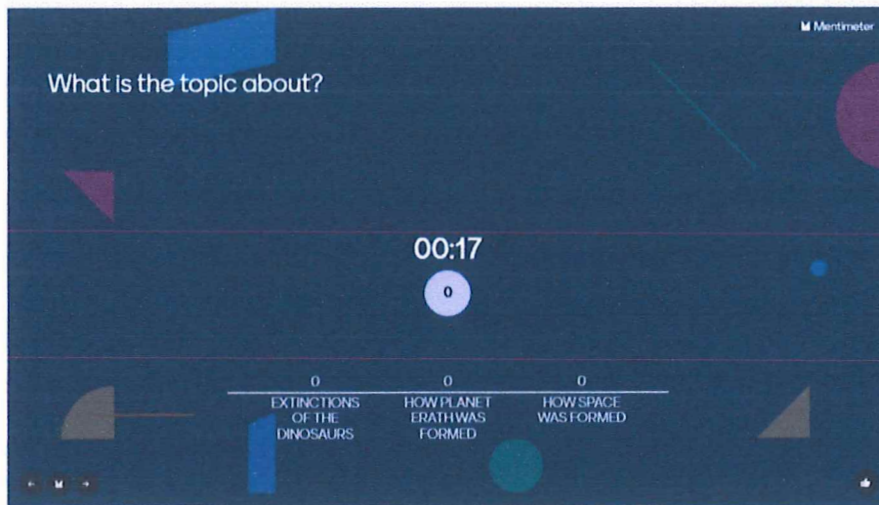
Digital Video

How Planet Earth was Formed ð | Down to Earth
https://www.youtube.com/watch?v=-7eTxxy9yvA

Through this resource, students engaged in auditory and visual comprehension of the content presented. They also required to take notes on what they heard and observed in order to later answer, as a group, four multiple-choice questions related to the class topic. The video played twice.

Mentimeter

This interactive quiz tool required students to form groups of five to answer four multiple-choice questions based on what they had seen and heard in the video, using the new vocabulary introduced earlier.

Quizizz
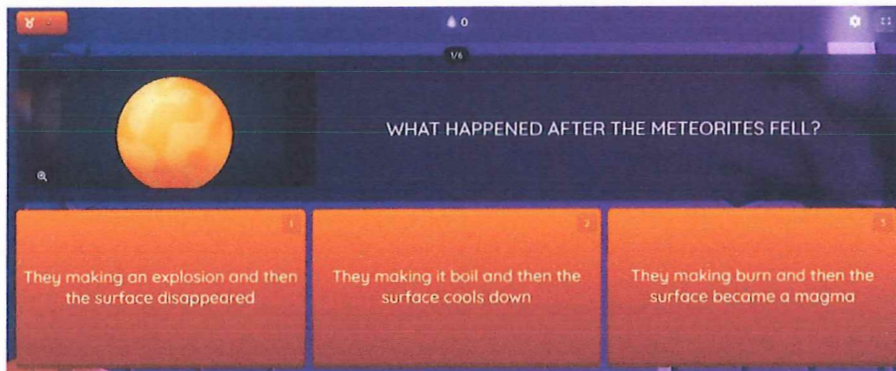
Through this digital activity, students tasked with answering six questions based on what they saw and listened in the video, using the new vocabulary introduced earlier. These questions varied, including multiple-choice, fill-in-the-blank, and drawing activities.

This resource helped to observe and compare students' prior and deeper understanding of the video content after a third viewing.

LESSON PLAN
Pre-During-Post (PDP)
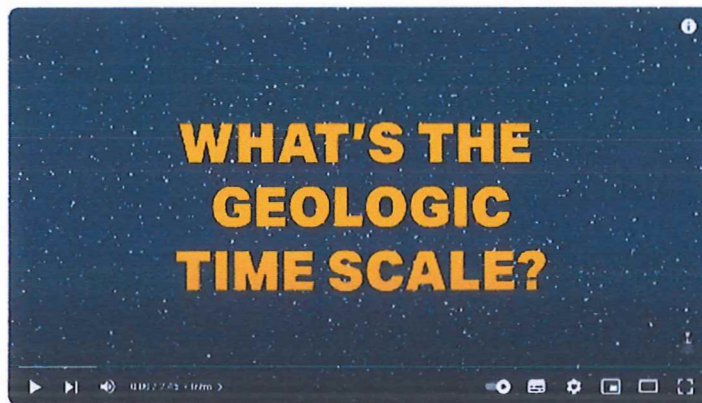### Sessions 3 - 4

Theme: Geologic Time Scale.
Time Allotment: 45 minutes
Learning Objective:
By the end of the lesson, students will be able to show understanding of the video "What is the geologic time scale?" by recognizing the different time scales, and then response a short questionnaire about content learned.

TIME	FRAMEWORK STAGE	PROCEDURE		INTERACTION T-S/S-S VAKT	MATERIALS
		Teacher will...	Students will...		
5 minutes	Pre stage	Present digital roulette in Wordwall with questions about guess the new class topic. Make feedback pronunciation.	Watch the images and practice. Listen and repeat the pronunciation from the vocabulary	T-S AV	Digital Flashcards Slides Worksheet
25 minutes	During stage	Show the students an animated video about the geologic time scale Separate the students by groups. Share a link by Mentimeter with an activity that in solve an interactive quiz	Link the video: Main Question: https://youtu.be/XMjkO72KVjE?si=_y9cbTcIYvqf8BPT *What is the topic about?* Take notes about unknown words. Response the questions correctly.	T-S AV	Audiovisual recourses Worksheets Digital game (Wordwall) (Mentimeter) (Quizizz) Pencil Color pencils Eraser Markers
		Show a video about the main topic and give the students paper sheets to make an activity. Share a link with some questions on Quizizz.	Link the video: https://youtu.be/3EfewdEC8bk?si=Gxq7Va3QLsT0UqbW Draw and color in the paper sheets. Play and response the questions correctly on Quizizz.	T-S AV	
15 minutes	Post stage	Provide students with an online worksheet where they have to answer a short questionnaire.	Response a short questionnaire. Share their answers once all students finished the questionnaire.	S-S	

Digital video 1

What Is The Geologic Time Scale? ● ☿ ♨ The Geologic Time Scale with Events
**https://www.youtube.com/watch?v=XmjkO72KvjE**

The topics addressed in the second session included the geological time scale. During the video presentation, the instructor posed a series of randomized questions related to the topic, facilitating active participation among the students. This engagement indicated that the use of the video was positively received by the students. Through this resource, students exhibited a commendable grasp of the material presented in the initial class on the topic

Digital Video 2
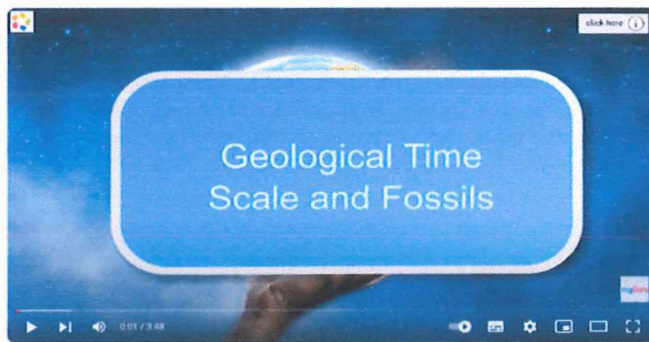
Form 1 | Science | Geological Time Scale and Fossils
https://youtu.be/3EfewdEC8bk?si=Gxq7Va3QLsT0UqbW

The execution of the second class on the topic "Geological scale time" began with dynamics on what students saw during the last class, for this it was necessary to use a second interactive video in which different vocabulary of different animals, names and time corresponding to each geological era.

Wordwall

The implementation of the activity utilizing Word wall occurred in the following manner: the roulette wheel was spun, subsequently halting at a randomly selected question. The instructor then randomly selected a student, who required to respond to the question pertinent to the content covered in both the classroom discussions and the previously presented interactive videos.

Mentimeter
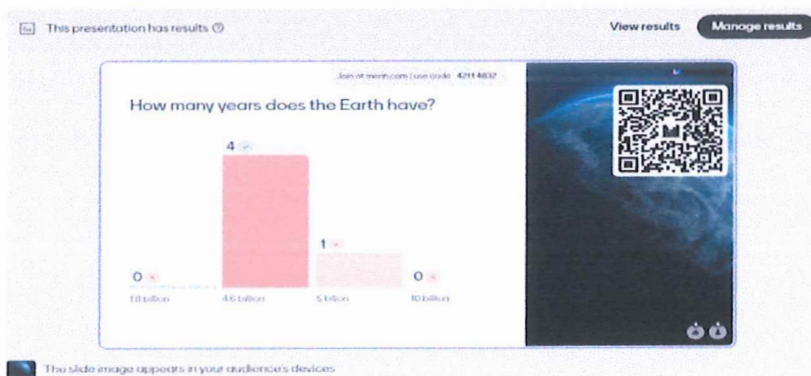
In this activity, there were groups of a maximum of five people, for this they had to answer the questions written in the application with related topic in the class.

LESSON PLAN
Pre-During-Post (PDP)
Sessions 5 – 6

Theme: Oceans and seas distribution of the world's water, seas and oceans.
Time Allotment: 45 minutes
Learning Objective:
By the end of the lesson, students will be able to show understanding of video "Oceans and seas distribution of the world's water, seas and oceans" by guessing general information about the oceans, and then look for new facts and present in front of the

| TIME	FRAMEWORK STAGE	PROCEDURE		INTERACTION T-S/S-S VAKT	MATERIALS
		Teacher will...	Students will...		
5 minutes	Pre stage	Divided the students in groups of 5 and provide each of them a jigsaw about the topic. Ask students to brainstorm ideas once they finish the jigsaw. Share a link of a worksheet with new words.	Solve the jigsaw. Come out with different ideas once they finish the jigsaw. Open the worksheet and match the words with their correct pictures (ONLINE WORKSHEET) Listen and repeat the right pronunciation of the words.	T-S AV	Digital Flashcards Slides Worksheet
25 minutes	During stage	Present a song about the topic. https://www.youtube.com/watch?v=X6BE4VcYngQ	Sing the song using the previous worksheet.		Audiovisual recourses Worksheets Digital game (Wordwall) (Mentimeter) (Quizizz) Pencil Color pencils Eraser Markers
		Provide students with a worksheet where they will answer true or false according to the video song. Ask the students to justify their answers.	Answer true or false in each statement according to the video song. - The Mariana Trench, the deepest part of the sea, is located in the Atlantic Ocean. - The Atlantic Ocean is known for the Gulf Stream and the Bermuda Triangle. - According to the lyrics, the Indian Ocean is described as the warmest ocean. - The Southern Ocean is located near the Arctic Circle. Justify their answers.	T-S AV T-S AV	
		Provide students with electronic devices. Share a link with an online quiz relating to the previous song. Ask the students to work in pairs and guess general information about the oceans based on the questions answered on the previous quiz.	Open the link and complete the online quiz. https://quizizz.com/join?gc=894121 - What percentage of the Earth's surface is covered by ocean water? - Which ocean is the largest, covering a third of the Earth's surface? - The Atlantic Ocean is named after which Greek god? - Which ocean is known as the warmest ocean? - What unique feature is associated with the Arctic Ocean? Work in pairs and guess general information of the oceans based on the questions from the quiz.		
15 minutes	Post stage	Ask the students to work in group of four and look for new facts about the oceans and prepare a short presentation.	Work in group of four and look for new facts about the oceans and present in front of the class.	S-S	

class.

Wordwall

Oceans and seas distribution of the world's water, seas and oceans

This resource introduced the students to the vocabulary of the new topic in a dynamic way. Digitally, students had to guess the correct matching answers based on their prior knowledge, thereby working on their motivation, and prior knowledge of vocabulary, grammar, and speaking in English. Once the matching

ended, the results were used to practice the correct pronunciation of the new vocabulary.
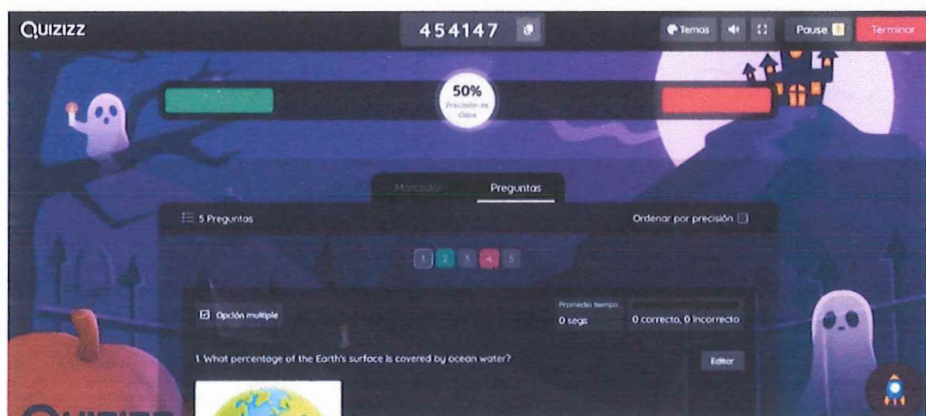
Video

Five Oceans Song
https://www.youtube.com/watch?v=X6BE4VcYngQ
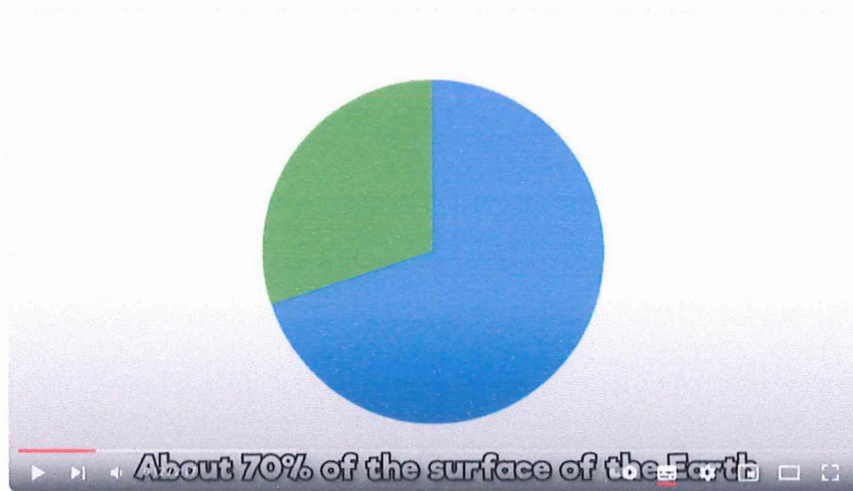
This resource allowed students to observe and understand the content of this new topic in a more musical way. The video is a song that explains the distribution of water and land on our planet, and it also covers the division of the five types of oceans, as well as certain characteristics of each.

In addition, students required to take notes on what they heard and saw in order to answer, as a group, five multiple-choice questions related to the class topic. The musical video was played twice

Quizizz

In this interactive quiz, students were again organized into groups of five to answer five multiple-choice questions related to what they had seen and heard in the video, using the new vocabulary they had just learned.

This resource helped to assess students' understanding gained from viewing the musical video content.

The key lesson learned from this study is that integrating digital resources into education is highly beneficial for students' learning. As digital natives, they respond positively to lessons that are supported by technology, making the planning and design of such classes a crucial strategy in today's society.

This approach enhances content comprehension, making learning more dynamic and practical. In today's reality, where digital skills are essential, educators are pushed to become allies of technology, adapting their methods to meet the needs of current generations and preparing students for the future.

MILESTONE 3

Achievements Through the Implementation of the Proposal

Researched team observed positive and negative scenarios during the proposal implementation. See Table 7.

Table No 7. Positive and negative scenarios during the proposal implementation

Positive Scenarios	Negative Scenarios
Supportive Technological Resources Having internet access and a projector was instrumental in managing the different classes innovatively.	**Technical Difficulties** Connectivity issues hindered the smooth execution of online activities, limiting the effectiveness of class sequences.
Increased Motivation and Engagement Interaction with digital resources generated excitement among students, reflected in their enthusiasm for participating in interactive activities.	**Limited Access to Individual Learning Devices** The lack of sufficient electronic devices prevented students from participating individually in digital activities, limiting their learning experience.
Improvement in Vocabulary and Listening Comprehension in English Exposure to social studies topics in English through listening and reading activities showed how students quickly acquired new vocabulary and improved their listening comprehension. Each session gave them increased confidence to understand and respond in English, strengthening their skills in an academic context.	**Language Comprehension Gaps** Some students experienced challenges due to their level of English, occasionally leading to a lack of understanding of social studies content and slight discouragement.

Effective Collaboration in Diverse Teams	Resistance to Collaboration in Diverse Teams
Groups were organized by balancing English proficiency levels, fostering a collaborative environment and peer learning.	Some students showed resistance to assigned groups, and the more advanced students tended to dominate activities, affecting the balance of participation.
Rotation of Turns for Equitable Participation	**Participation Tensions Due to Differences in Response Speed**
The use of turns allowed each student the opportunity to participate in digital quizzes, ensuring equal engagement.	Students with higher language proficiency sometimes rushed their more reflective peers, creating discomfort and, in some cases, discouragement.

Throughout all class sessions, despite the various favorable and unfavorable scenarios, a notable improvement was observed in most students in terms of comprehension, language use, fluency, and organization of ideas in English. This improvement was assessed using four speaking rubrics applied to twenty-two students during the "justify your answer" activity. See table No. 8.

Table No 8. Speaking Rubric

CRITERIA	EXCELLENT (2.5)	GOOD (2)	FAIR (1.5)
JUSTIFICATION OF ANSWER	Clearly explains reasoning and provides multiple specific, relevant examples to justify answer.	Explains reasoning and provides some relevant examples to justify answer.	Attempts to explain reasoning but provides few relevant examples to justify answer.
LANGUAGE USE	-Uses a variety of complex sentences and grammar structures comparable to a native English speaker. - Employs abstract and content-based vocabulary effectively with few errors.	-Uses mostly simple sentences with occasional complex structures. -Uses vocabulary appropriate for the topic with some errors.	-Uses mostly simple sentences with errors in complex structures. -Uses basic vocabulary with frequent errors.
DELIVERY	Speaks fluently with proper pronunciation, intonation, volume and pace.	Speaks fairly fluently with mostly proper pronunciation, intonation, volume and pace.	Speaks haltingly with errors in pronunciation, intonation, volume or pace that sometimes interfere with communication.
ORGANIZATION	-Presents ideas in a clear, logical flow with smooth transitions. -Effectively structures response with an introduction, body, and conclusion.	-Presents ideas in a generally logical flow with some transitions. -Structures response with an introduction, body, and conclusion.	-Presents ideas in a disorganized manner with few transitions. -Lacks a clear structure or organization.

Evaluations conducted every three sessions, using the first class as the initial sample, classes five and nine as intermediate samples, and class twelve as the final sample. The following table provides a clearer view of the categories assessed in the speaking rubric to evaluate students' performance. See table No.9.

Table No 9. Results Post-test

GENERAL SCORE – SPEAKING RUBRIC

Student	Gender	Pre-Test	Speaking Rubric 2	Speaking Rubric 3	Speaking Rubric 4	Total Score	Post Test	Changes
1	M	6	7	8	9	30	8	2
2	F	8	9	10	10	37	9.6	1.6
3	M	6.5	6.9	7.5	8	28.9	7.4	0.96
4	M	7	8	9	9.5	33.5	8.83	1.83
5	M	7.3	7.7	8	8.7	31,7	8.13	0.83
6	F	9	9.5	10	10	38.5	9.83	0.83
7	M	8	9	10	10	37	9.66	1.66
8	F	9.5	10	10	10	39.5	10	0.5
9	M	9	9	9	9	36	9	0
10	M	7.5	8	8.3	8.9	32,7	8.4	0.9
11	F	9.5	10	10	10	39.5	10	0.5
12	F	8	9	9	9	35	9	1
13	M	9	9.5	9	10	37.5	9.5	0.5
14	M	9	10	10	10	39	10	1
15	F	6	6	6	6	24	6	0
16	F	8	9	9	10	36	9.33	1.33
17	F	7.3	7.5	8	9.5	29	8.33	1.03
18	F	6	7.5	8	9	30.5	8.16	2.16
19	F	9	9	9.5	9.5	37	9.33	0.33
20	F	8	7	8.3	9	32,2	8.10	0.10
21	M	7	8	7.5	9	31,5	8.16	1.16
22	M	8	9	9	9.5	35.5	9.16	1.16

The following table demonstrates that, in each of the applied rubrics, 50% of the students experienced an improvement of 1.00 or more to their Total Score after having the aforementioned methods applied. It can also be highlighted that 40.9% of the students improved less than 1.00 to their Total Score after having gone through this study; however, it also reveals a that 9% percent of students did not experience any performance increase or decrease during this process.

Additionally, other positive change was increased interest and motivation during key moments, like participating in class activities, sharing opinions, and expressing doubts. Initially, many students felt a certain hesitation in pronouncing words or expressing their ideas in English, as receiving social studies lessons in this language was a new experience for them. However, as they interacted with the content in an innovative way through digital resources, this dynamic helped them overcome language barriers and participate more actively.

Most students began to engage more: they showed interest in new words appearing in videos, even those not included in the given vocabulary. They also started focusing on the correct pronunciation of new terms and developing analysis and comparison skills regarding what they saw and heard.

The most rewarding aspect was seeing a group of students volunteer to re-explain certain topics to classmates with less English proficiency, thereby facilitating their understanding of the instructions or explanations provided by the project facilitators.

The lesson learned through this study is that the implementation of this proposal, led to significant advancements in students' understanding, use, fluency and organization of ideas in English through four speaking rubrics covering twenty-two students in a "justify your answer" activity. More than 50% of the students scored more than 1.00 above the baseline and most of them showed greater interest in participating in class activities, accountable for sharing opinions and raising questions. Because learning social studies in English was a new experience, many students hesitated to speak words or ideas at first, of course until they began engaging with digital resources in creative ways. That interaction made them listen for how words are actually pronounced and start thinking critically about what they hear. One rewarding outcome of this was the development of peer support by students, who volunteered to help classmates with lower-level English, enhancing their understanding of the material and fostering a collaborative learning environment.

Conclusion

As a result of the research and implementation of the proposal titled *Innovation in Teaching Social Sciences in English Classes*, the following outcomes were achieved:

Students who were initially skeptical about learning Social Studies in English due to their limited language proficiency demonstrated a growing interest in improving not only their English skills but also their understanding of the subject matter. The integration of both physical and digital teaching materials such as audio-visual aids, technological devices including tablets, computers, projectors, and smartphones had a positive impact on student engagement and learning, as well as on the teacher's methodology.

Notably, seven students, representing 30% of the group, whose initial grades ranged from 6.0 to 7.5, showed an improvement of 14% to 30% in their performance. This translates to a grade increase of 1.4 to 3.0 points compared to their initial scores. Furthermore, a significant improvement was observed in students' English language skills, particularly in pronunciation and grammar. This methodology required students to focus on listening, pronunciation, and written accuracy, fostering a comprehensive approach to language acquisition.

However, two students, representing 20% of the group, did not show measurable progress in their language or subject mastery. Despite this, the overall outcomes were overwhelmingly positive, with the majority of students demonstrating notable advancements in both English proficiency and Social Studies content knowledge.

Given the validation of these results and the observed satisfaction and improvement in student learning, it is recommended that this innovative methodology be expanded beyond Social Studies to other subjects in the curriculum. Such an approach holds potential for fostering bilingual education not only in the participating school but also in other educational institutions in the city of Manta, paving the way for the promotion of bilingualism in future educational practices.

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