



Benemérita Universidad Autónoma de Puebla

Facultad de Lenguas

Enseñanza del Inglés

**“ASSISTING ELEMENTARY SCHOOL STUDENTS IN THEIR ENGLISH
LEARNING PROCESS WITH THE CREATION OF DIGITAL AND ORIGINAL
MATERIAL DURING THE COVID-19 QUARANTINE”**

Thesis for the degree of English language teaching bachelor

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PUEBLA, PUEBLA

NOVIEMBRE, 2022

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CONTEXT

The present work is an inform about the experience acquired in the professional practicum that took place in an elementary school in Puebla in 2021; as well known, the professional practices are for students next to culminate their degree, it is also the first experience of the work environment, because it is the beginning of putting in practice the knowledge not only of the English language but also of planning classes, exerting group management, doing evaluations and dynamics, teaching combining skills, and more activities that are involved in teaching a class.

The specific program I was assigned to was English tutoring in public schools, which was in an elementary public school named Guillermo Borja Osorno (GBO). This school is attended by socioeconomic lower middle-class students, and it is located in an urban area in Puebla city. After I had an interview with the principal, we agree about the hours, groups, student number and other details. These professional practices took place from January to April 2021.

GBO is one of the 354 public elementary schools in Puebla city according to the page *Rankeando*, different from other schools, this one has only morning shift. In 2021 there were around 420 students enrolled, 12 groups (2 of each grade), 15 teachers and 12 classrooms. Before I started to teach classes, I had a meeting with the principal and teachers to give a sample class and introduced myself to the professors of each group; at the end of the sample class I obtained feedback, most of which was advice about managing the videocall class and rules for the class, for example: to explain to parents and students the rules about the time of tolerance to enter the videocall class, about the use of the microphone and digital tools and to establish a self-respectable image.

After all that, I introduced myself to the children's parents at the first class with each group and they welcomed me. In first grade, I had 19 students in one group and 22 students in the other one, most between the ages of five and seven years of age. In second grade, I had 7 students in one group and 23 students in the second one, with students of seven or eight years of age. Finally, with third grade, I worked with 18

students in the first group and with 25 in the second one, between the ages of eight to nine years of age.

The challenge was to maintain the attention and motivation of students, but now with online classes and with many distractions at home, a new challenge raised for us as teachers as we were not used to working with technology, because most public schools in México do not even have the necessary technological equipment or just because most teachers did not know how to create activities online.

DIAGNOSIS OF THE PROBLEM:

This practicum took place in 2021, a year after the beginning of the covid-19 pandemic had already started and the necessity for teachers, and most people to work online had passed. But even after one year of having to adapt our life into a digital environment, most of the population was not familiar yet with working or taking complete advantage of the different platforms and digital tools that can be used to work online in a better way. It is true that this sudden change into the digital field took us by surprise, but everything has its advantages and disadvantages. One advantage is the dynamic and creative digital material that can be created, and the disadvantage is the loss of motivation from the students in their classes mostly because in face-to-face modality they not only learn but also socialize and exchange different opinions in an organic way, they like to hear their classmates and be heard by them, something that is difficult to have in online classes.

I already had a year taking online classes myself as a college student and it was time to switch up the roles and prepare myself to give classes, I was going to change from passive to active participation. In my last semester, I worked with some platforms such as Google Classroom, Zoom, Microsoft Teams, Moodle, Google Meet and Edmodo; so, the professors used to send reading material and the classes were about discussing the main topic. In fact, I was aware of some inconveniences that teachers and students can have but mostly I knew how those platforms work, their advantages and disadvantages, the necessity to explore these apps and having to adapt to them in a short period of time was useful. In my experience as a student,

professors commonly choose one platform for communication between us, and another one to have the video conferences or classes as Google meet, Zoom or Teams. In my specific case, I gave classes to the 6 groups via Google meet and the duration of each group was one hour per week. At the beginning, as I was accustomed to the face-to-face classes, I started creating the material using basic programs I was familiarized with, such as PowerPoint and YouTube videos. Although, I was not satisfied with the material for children's learning, I had the feeling I may find a way to make it more colorful and interactive, so I tried to adapt activities, tools, games, and more resources to the digital environment. I had to dive in and tried many pages before selecting four that could let me create free games, exercises, worksheets, etc. All of this with the intention to make classes more dynamic considering the tedious long-time students had had during quarantine and the issue that, not all children like learning English. Knowing this and because I had a first attempt doing my practicum in face-to-face modality which was not completed because of the pandemic, I was aware of the fact that, for some students' comments, not all of students liked English classes, and that was the reason why they did not want to participate too much. Hence, I started to introduce games such as, crosswords, alphabet soups and guessing tools, hangman game, and I started to observe positive results in the participation of those students who had a harsh perception on English learning. With that experience, and the necessity to work online, is why I had to focus of my professional practicum of 2021 on the improvement in the creation of original digital material, which is the principal focus of this inform.

Before I started creating digital material suitable for elementary school students of the first grades, I had to explore different games, tools and exercises I could create, I looked for free pages which I considered creative, with the characteristic of meaningful and colorful games or that could give the option to use images, so that the students could be related to, and combine writing with listening or speaking. This was the main problematic I faced and had to deal with during my practicum.

After some trials, I selected four platforms where I began being more creative and adapting activities into the digital environment appropriate to students into their first, second and third grades.

The next challenge was that not all students liked English classes because they could find it difficult, so they could get frustrated and bored. There were other children that got distracted by everything, the ones that always wanted to participate, and the ones who did not. That is why I began to analyze how digital material could motivate them and mostly how to keep their complete attention in learning English at their specific age because I was having some problems. Although the time was short, I saw the importance and need to make dynamic activities to promote participation of all students in the English language environment.

It should be noted that there were other factors that contributed to affect students' motivation and participation, and it was the home environment, where learning took place during the online classes. Teachers could not do much in relation to this factor; because in their home, students' families talked and argued, the pet played, their siblings bothered them, the tv was on or their toys were new distractions. All of the factors previously presented made learning English even more difficult since all those distractions challenged children's attention when trying to learn English.

OBJECTIVES AND ORIENTATION QUESTIONS

The main purpose of this report is to summarize the process of my own experience in the research and the creation of digital material which contributed to making activities more dynamic for elementary school students, promoted participation through the interactive exercises and kept the students' interest to attend classes and to learn English as a foreign language. There is a whole universe of technological and digital material on the Internet and that is why the following questions contributed to this research:

1. Which application or platforms are appropriate for children in elementary school that are taking classes in online modality?

2. How does the material that is perceived to be more creative and original contribute to our children's English learning process?

THEORETICAL REVIEW

The creation of digital material has increased and improved greatly in all over the world during the last decades and it has achieved a great deal of diversification due to the applications that have been created and which try to help the user with their grammatical and lexical ability. There are plenty of applications that can be used in the field of teaching, all of them with different characteristics that help teachers improve specific language abilities. During my practicum I focused on the ones which allowed me to create helpful and attractive material for children.

Digital material

Talking about the use of digital material in the pedagogical area and after looking for different resources and what is the meaning for academic objectives these days (Petri, 2006) states:

Digital learning material means all material that is designed for educational purposes, published in a digital form, and intended to be accessed by computer. A Learning object is, as the name implies, the smallest reasonable unit of learning material. Examples of this are a pronunciation sample from an English language-teaching program. Learning material can include such things as 1) a WWW page introducing the effects of image compression on the quality of an image, 2) a JAVA applet to practice touch-typing, 3) an individual learning module in a learning platform, the topic of which might be, for example, positioning decimal numbers on a continuum. Regardless of the type, each individual learning material has its own user interface, the usability of which can be evaluated, as well as a definable learning goal. (p.2)

Usability can, according to (Keinonen, 1998) be defined as a characteristic related to the product's design process, the product itself, use of the product, user

experiences of the product or user expectations. According to Nielsen's examples, an entertainment application (e.g., a game) is beneficial for users if they enjoy themselves with it, and learning material is usable if students learn with it. Nielsen further divides usability into learnability, efficiency, memorability, errors, and satisfaction, calling them usability attributes. *Learnability* depends on how long beginners' use a system before they learn the essential skills necessary to perform their tasks. *Efficiency* refers to how well experienced users can operate an application after they have mastered it. Memorability means the ability of an occasional user who has previously used the system to remember its operational principles.

Pedagogical Usability

Learning is a largely unobservable and uncontrollable process that happens all the time. Attributes attached to learning such as 'effectiveness' or 'informality' are both difficult to understand and measure. The term education, on the other hand, is easier to analyze because it is more often bound to observable artefacts such as books or computer programs that are related to a curriculum. (Petri, 2006)

How children learn

The material and dynamics for learning are definitively different for children than for teenagers or young adults. Children are creative and want to be active, so it is better to make use of their imagination and energy in games, songs, drawing pictures or puzzle-like activities (Biddulph, 1998, as cited in Uysal & Yavuz, 2015). Young students are more attracted by colors, games, and sounds.

The acquisition of our first language is an unconscious process of many stages "the native or first language (L1) is acquired during the first years of life through such primary faculties while children are rapidly expanding their linguistic knowledge" (Sakai, 2005, pág. 2). We basically learn how to communicate by listening and repeating after older ones in our environment. On the contrary, learning to write and read is a process mostly guided by teachers in the first years of school. The same

author said that an L2 (second language) can be achieved at any time in life although the L2 ability is rarely in the same level to the L1 one if it is acquired after an early infancy, meaning that similar processes happen when young learners start acquiring their second language. They do not need to learn grammar as teenagers or adults do, they learn by absorbing ideas and concepts directly, they use body language and repetition.

In my time as a teacher, I have noticed that children from elementary school at the age of 6 to 8 are naturally curious and enthusiastic, they learn from experiences, and I always tried to use examples from everyday situations that they could really relate to, I listened to their interests, their likes, dislikes, as well as their problems. Before the covid-19 pandemic, the classroom was a place where they developed part of their personality when they related with their peers but, with the pandemic they got a little isolated. It was not an easy task to deal with those isolation conditions, but online classes could be a safe place to share feelings and motivate learners to try or continue with new hobbies, especially because most of them were not going out nor did they talk with their friends, with some exercises teachers should promote teamwork because students need to socialize and improve that skill.

Young learners and technology

Games contribute to the development of children's personality and their learning process. Consequently, there should be various activities that allow young learners to acquire knowledge of English. Learning through games should have a specific pedagogical objective. As young learners have a lot of energy but minimum concentration, it is better to engage them in physical activities within a concrete environment as well as with colorful materials according to Scott and Ytreberg (1990) as cited in Hashemi & Azizinezhad (2011). Fortunately, English is a subject where teachers can apply fun dynamics and children can link learning a foreign language with enjoyment, therefore they are going to be motivated for the next classes. Hence, I had the task to adapt the material from traditional to digital to make our classes dynamic to keep students' attention. Although these adaptations online worked and

classes were positive to most parents, it is necessary to highlighted there are some concerns about online risks and dangers, addiction to videos, social isolation, and physical health issues as Jiang & Monk (2015) affirms cited in Dong, Cao, & Li, 2020. In my experience as an educator, what I can see as a problem now is that students that are children and who grew up in a digital era, are new in the face-to-face modality now, and they would be facing some social isolation, because to them to interact with their peers for the first time could be difficult because of fact that they had been in online classes only.

During the last years, process of adapting or including technology in classes has been slow, a fair example was the beginning of teachers using cd's to the listening exercises or videos to complement the student's book material. Now as Arnott & J.Yelland (2020, cited in Dong, Cao, & Li, 2020) said, the challenges remain in our understanding of childhoods in the 21st century and in integrating new technologies into children's learning culture. The pandemic may have accelerated this process but caught us off guard. Not many faculty members have a good relationship with technology and nowadays it is important to teach practitioners to use and take advantage of these tools. Arnott & J. Yelland (2020, cited in Dong, Cao, & Li, 2020) are not suggesting that children's experiences are better or worse than the previous generation but the fast adaptation of children to the evolving culture and technological advancements makes the continuous training of education personnel necessary.

Unfortunately, this incorporation of technology in public elementary schools in Mexico depends on a country with few resources. According to a 2021 press release from the INEGI (The Statistics National Institute) in our country, the three main devices to use the Internet are smartphones with a 96.0%, laptops in 33.7% and TV with Internet access 22.2%. With this statistic review, we can make sure the principal device on which internet is used are the smartphones. Many parents and teachers use these ones to take or give class, letting aside that is not the best advice for these tasks. Another issue is the internet quality because it affects enormously the effectiveness of the digital material in online classes, if one of these parts mentioned

are not adequately prepared, teachers cannot take the best out of the original digital material children need to learn a foreign language.

Developing listening and speaking skills

The ages from 1st to 3rd graders of elementary school are between 5 to 8 years old. In these first years of school, children learn to write and read in their native language. For this reason, it is better to learn English as a foreign language by developing speaking and listening skills because young learners use play-like activities and are less conscious when committing a mistake than teenagers or adults. Jalongo (1991) explains the parts which listening involves: interpreting, evaluating, and responding. The author said that putting these three parts together is when we can comprehend, interpret, associate messages with things we already know, organize, compare, and rely on feelings to appreciate language or empathize with speakers to give an appropriate response. All these levels of listening are the ones we want to improve in our students, according to their ages.

There are common theories about a long period of listening before the phase of production (speaking) to demonstrate the understanding and avoid premature production and its several negative effects (Postovsky (1977), Asher's (1969), Krashen and Terrell (1983) and Nord (1981) cited in Peterson, 2001). The author continues mentioning the comprehension phase where the listener must use their knowledge of the language to recognize meaningful sound units and recognize words. This is the perceptual processing, "Next the listener works with the words and phrases he or she has decoded to form meaningful units, which are stored in short term memory. This is the parsing phase." Anderson (1983) cited in in Peterson, 2001, pg 88). Finally, at the end, the listener searches in their long-term memory for ideas to relate with the new information, when a match happens, comprehension occurs. This is the utilization stage, depending on the practice, more connections and the process is more natural, even automatic. The topics must be interesting to the children, because of their ages they don't pay attention to something just

because the teacher tells them to see the information in a book, teenagers and adults have different needs and motivations to learn English as a second language, instead the children are more active and play with repetition of sounds.

There are four important goals for pronunciation instruction: functional intelligibility, functional communicability, increased self-confidence, and speech monitoring abilities (Otlowski and Fraser 1999 cited in (Egbert, 2004). It is well known that the English language has sounds we Spanish speakers do not have in our phonology, so it is acceptable to know that every bilingual person has different accents. As teachers. our goal must be to share with our students the knowledge to be able to communicate and emphasize this point of having an accent is a natural thing, because it is one of the most common reasons why students do not feel secure when they have to participate in classes. "About intonation certainly, it is crucial to provide continued exposure to real speech for listening analysis so that students can be aware of the contextual meaning of intonation choices" (Goodwin, 2001, pg. 120). This intonation for 1st and 2nd grades could be developed with songs, cartoons, drawings or stories about daily things, games, family, and friends all those are the principal matter in a child's life. Movie clips could work better for 3rd graders because they have already learned to read so the teacher can use role plays to imitate a scene giving the appropriate intonation to each line. As Goodwin' (2001) definition says, linking is a general term for the adjustments speakers make between words in connected speech. This aspect of pronunciation could be improved in later years once that children have the basic knowledge and are used to the English sounds. Tongue twisters or riddles could help the improvement of the little ones that may have difficulties with pronunciation. Anyway, Internet offers a wide array of resources for both teachers and learners of pronunciation, while not replacing CD-ROM programs, the Internet provides a continually expanding number of websites which can be mined for pronunciation instruction teaching, lesson plans, charts, diagrams, audio and video listening tasks, dictionaries with pronunciation features, and so on. There are several literatures that offer different techniques to develop listening skills with children. Li & Seedhouse (2010) talked about the story-based approach, involving use of storytelling techniques which consist of the following typical features:

At the pre-story stage, appropriate activities are used to get pupils ready for listening to the story (e.g., key vocabulary can be taught, puppets or pictures used to draw the pupils' attention, and asking questions related to the topic of the story to activate the pupils' background knowledge). At the in-story stage, pupils are helped to comprehend the story; besides, entertainment value is added, which in turn can lower the learners' anxiety. The authors continue saying that at the post-story stage, a variety of follow-up activities (e.g., story discussion, retelling the story, Total Physical Response, games and creating stories) are used to develop the pupils' thinking skills, to reinforce learning, and to stimulate their creativity.

PROPOSED SOLUTION

Having explained the specific problems that resulted from the particular teaching conditions during the covid-19 pandemic when I did my practicum, I will now explain the actions that I needed to take to improve my classes and help my students. The reason I looked for different platforms was for the urgency to create exercises which were visually attractive for children and that allowed me to work with specific vocabulary. For example, I knew that the hangman game and images were attractive for children, fortunately I found a web site that allowed me to work with them.

I looked for the common exercises as fill-in the gaps, linking images, alphabet soup, etc. that students did not have to print, or buy a subscription for since I knew students were from a public school and either did not have knowledge about technology or resources for the material. Looking for apps or platforms which were free of subscription, that allowed me to create attractive activities (using images, sounds, etc.), and that not necessarily had to be printed were three factors that helped me discard some platforms or websites and stay with the ones that will be mentioned later as a proposed solution to create more attractive material for my children.

Following, the platforms and applications I searched and chose in 2021 will be described because they greatly improved my digital material in online classes for elementary school students. These applications and websites are the following: *Educaplay*, *Canva*, *Learningapps.org* and *Liveworksheets*.

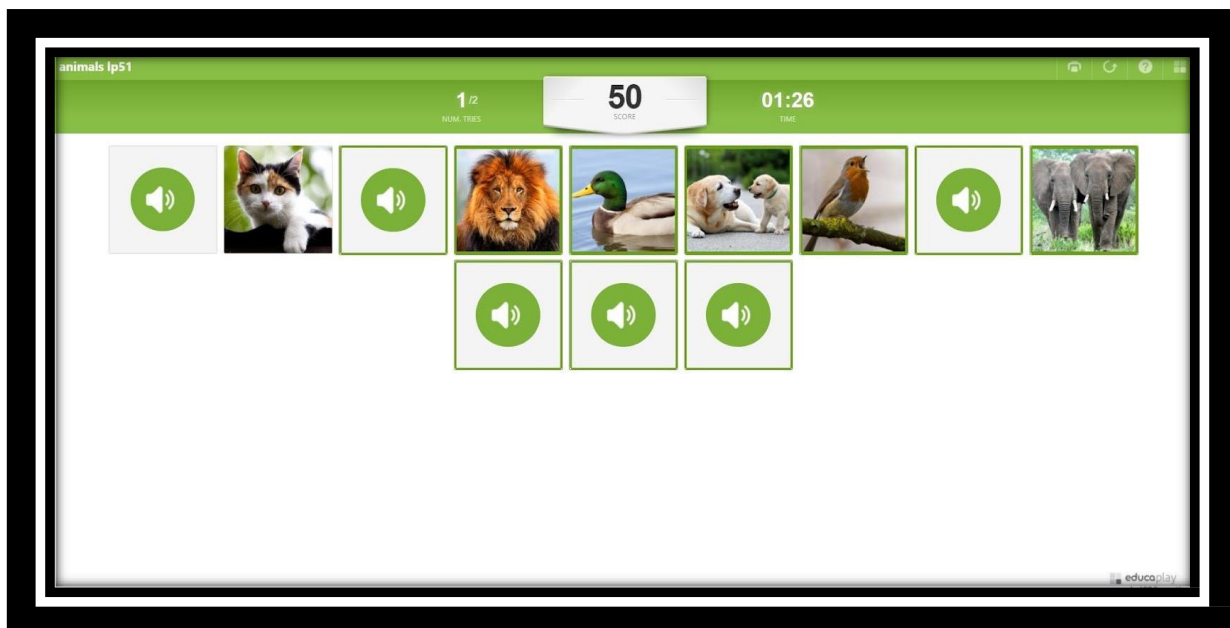
Educaplay

The first platform I used is Educaplay which is a digital platform which allows teachers to create distinct types of multimedia activities as alphabet soup, dictations, and tests, order the words, link the images, roulettes, etc. The premium subscription is optional. There is no publicity. The use of the activities in Google Classroom and Microsoft Teams is an advantage. In the free version, the register can be easily done with an E-mail or a Facebook account. Students can access the activities with a link, or teachers can share the screen in the video call, in this opinion there is almost not a difference between the free and premium versions in that sense. The design of the page and the activities are a little simple in design, but the exercises that educators can find or create are from many subjects like History, English, Italian, etc., and from different levels, from kindergarten to high school. As any digital platform, this one keeps being improved, and recently three more new activities were added extending the advantages of this platform.

With Educaplay, I began to work with alphabet soups, crosswords, memory games, roulette, and linking images, jumping with the frogs, among other. Although the design is not too colorful, there is the option to add images and audio which make the exercises more personalized. Tests, maps, dialogues, and dictation are examples of activities that can be found in that platform. It is a friendly page even for teachers or practitioners that are not used to working with technology because each exercise has tutorials that explain how to create them and has parameters, so they regulate how much vocabulary there is in the activity, so it is not too long or too short. Also, this year I found a link where the Ministerio de Educación Pública (the authority which regulates all about Education) explains more about the platform and some examples of activities for each level of basic education:

Figure 1

LP 51



Source: own elaboration in Educaplay.com

The exercises created with Educaplay began to promote positive results. It was possible to observe that practicing vocabulary in a playful way, took the pressure off on young students and the evidence was on the increase in the participation when even the shy students wanted to participate without me or their parents asking them to do it.

Canva

Having explored the possibilities and results obtained with Educaplay's activities and following my own sense of improvement, I had the task to look for a program or web site where I could create more engaging slides and flashcards for my students, so I chose to use Canva.

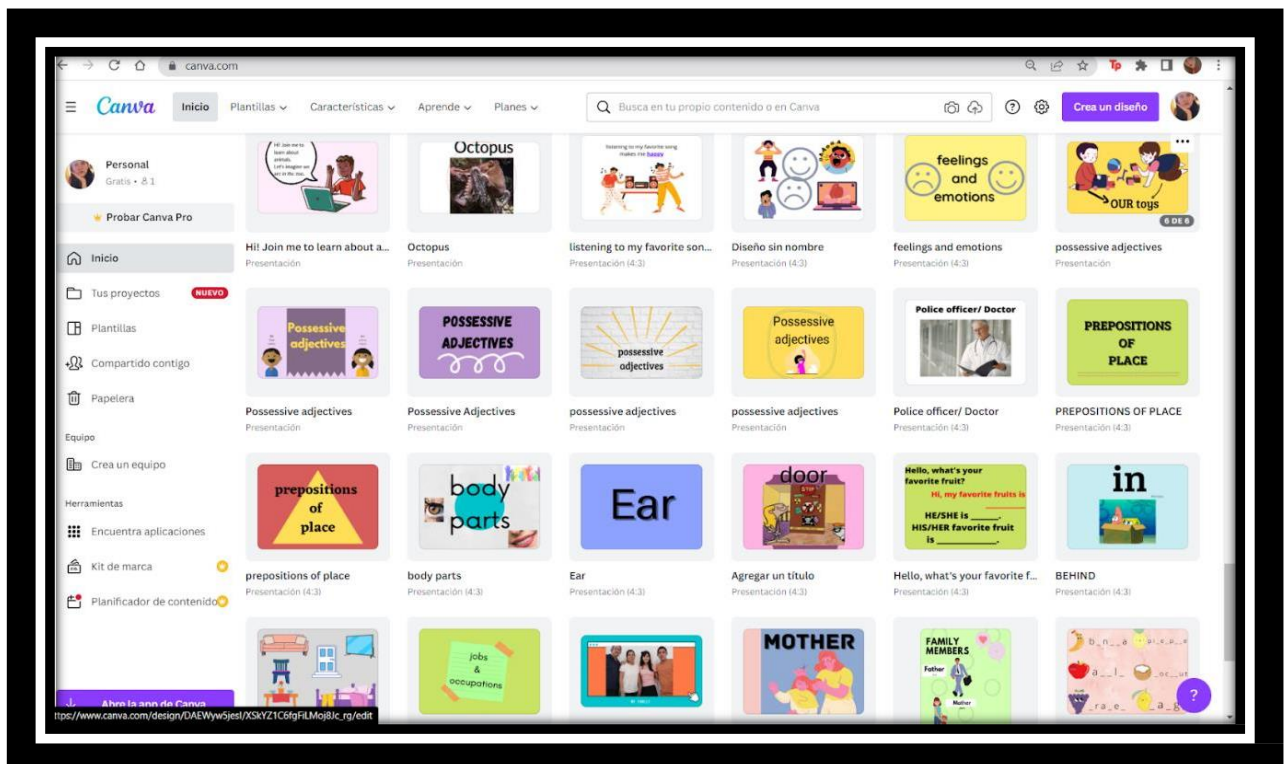
Canva is a software and a web page of graphic design tools. It allows you to show off creativity with thousands of images, stickers, fonts, colors, gifs. It has the option to add short video clips and it also has templates that help the teacher guide

themselves because they can be edited. Canva has its free and premium version. The differences are in the amount of the images, stickers, effects on a photo and the storage space. In general, the content does not change much, and the free version is very complete for creating teaching material.

Another significant advantage of this tool is that it allows teachers to present vocabulary in a colorful and animated way. Besides, teachers can add the information that they have gathered about their students, their likes and needs, which makes the presentation more authentic and relevant for the students. The application is suitable to practice vocabulary with these types of exercises because children like to play and even those who are too shy want to be included. It is up to every teacher to complement the games with more activities or to ask students examples applying the vocabulary learned.

Figure 2

Digital material in *Canva*

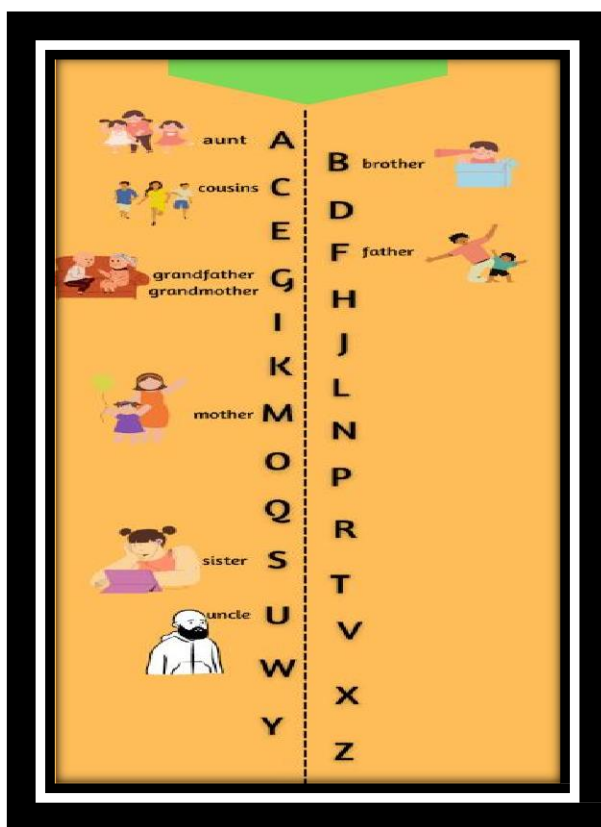


Source: Screenshot taken from my personal account.

Canva is suitable to generate more creative slides than in PowerPoint, I used colorful stickers, gifs, video clips, and text with different effects to make it attractive for my students. I also implemented infographics to present the topic in a different way. I made flashcards and combined vocabulary, for example the alphabet with vocabulary of family. Slides with the format of “a tour guide in the zoo” to present wild animals with a tool of Canva page, I was able to add video clips and facts to make it more interesting. Below, some material about the alphabet with family vocabulary is presented in two different formats, one in a flashcard format and the second one in an infographic way to show variation with just one topic.

Figure 3

LP 15



Source: Own elaboration in Canva.com

Figure 4

LP 12



Source: own elaboration in Canva.com

With these colorful materials I got the student's attention. Plus, with this topic I complemented the images with questions about their family like their names, appearance, age, or anecdotes about them. The questions were always in relation to each topic. Depending on the topic were also the images I added. I also took the time to look for series, movies or cartoons they mentioned in class the most popular according to their ages so they can relate and be more into the topic.

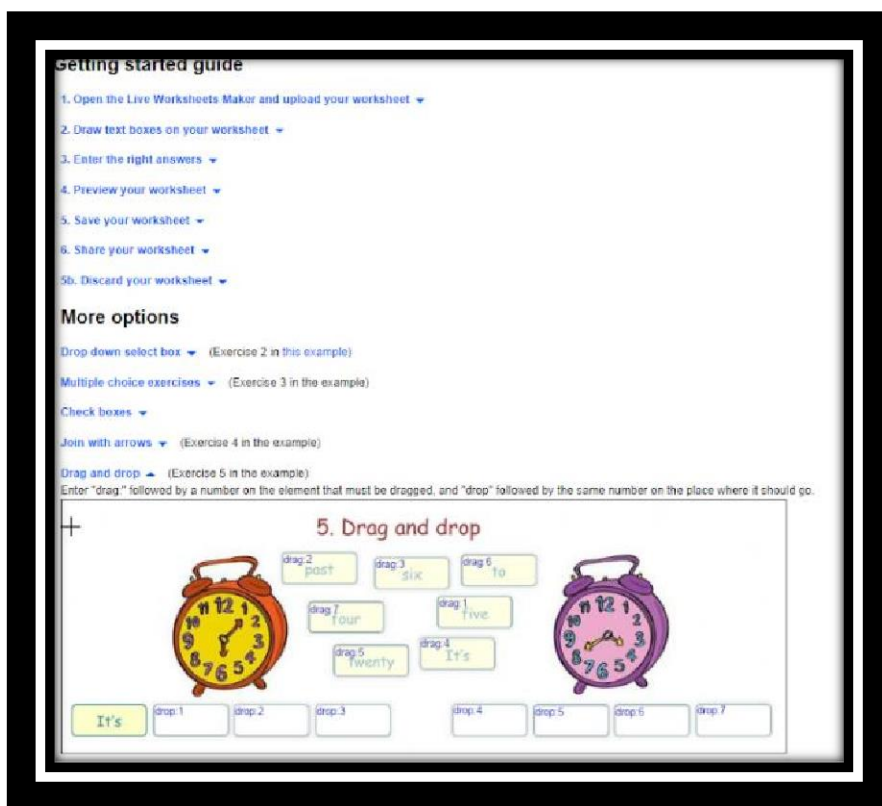
Liveworksheet

In the following weeks after working with those two tools mentioned above, I witnessed a good advance, but I kept looking for to find more variety in other exercises I created. After doing some more research, I discovered Liveworksheet. This is a website where teachers can transform the traditional worksheets into interactive material with self-correction. There are many ways to use it, one of them is creating your own material (the account can be opened with an Email for free) or just use anyone else's work from the large catalogue the web site has.

This website works sharing the worksheets with students there is the option to create a private workbook and they can access it with a keycode, teachers can check students' work, make notes, and assign homework or they can just answer the worksheet, click in "Finish", and send their answers to the teacher's email, the answers will be deleted after 30 days.

Figure 5

Guide to create interactive activities



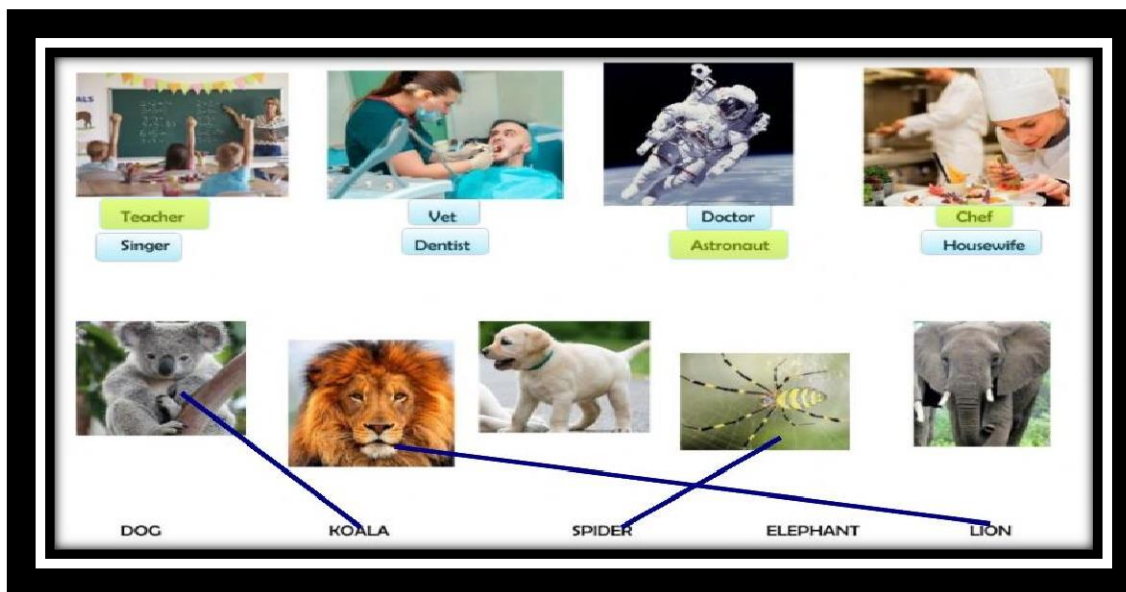
Source: Screenshot from

<https://www.liveworksheets.com/lwsmaker/gettingstarted.asp>

Liveworksheet provides a tutorial for each of the activities which are multiple choice, join with arrows, drag and drop, word search puzzles, listening and speaking activities, and, as well, there are videos that guide you to upload and edit the files before publishing your activities.

I received positive comments from parents about these types of activities from Liveworksheet since they did not have to print them which was of great help as my students were from a public school, and most of them came from a low social class which was affected by the loss of employment and the economic problems that each family experienced due to the economic recession during the pandemic.

Figure 6



Source: own elaboration in Liveworksheet.com

Learningapps.org

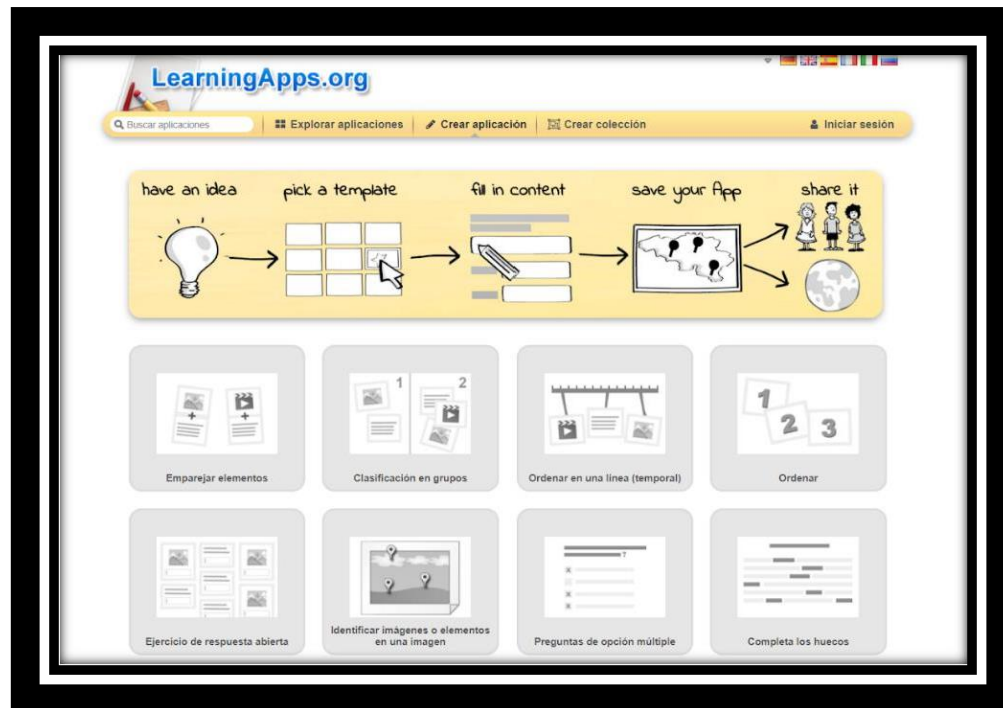
The last site I used to create my last digital material was *Learningapps.org* which is an app created to help in the process of teaching and learning. It can be used with the accompaniment of a teacher or by the students themselves. They can check their answers which also promotes autonomous learning. In the same way as the other websites, Learningapps.org is also free and easy to create an account with just an email.

The site has a better design than Educaplay and has more exercise variation. Besides crossword, alphabet soup and memory game, it also has maps, match the

words or images, timeline, identify vocabulary in a picture, hangman, tables and more.

Figure 7

Part of the activities available in *Learningapps.org*

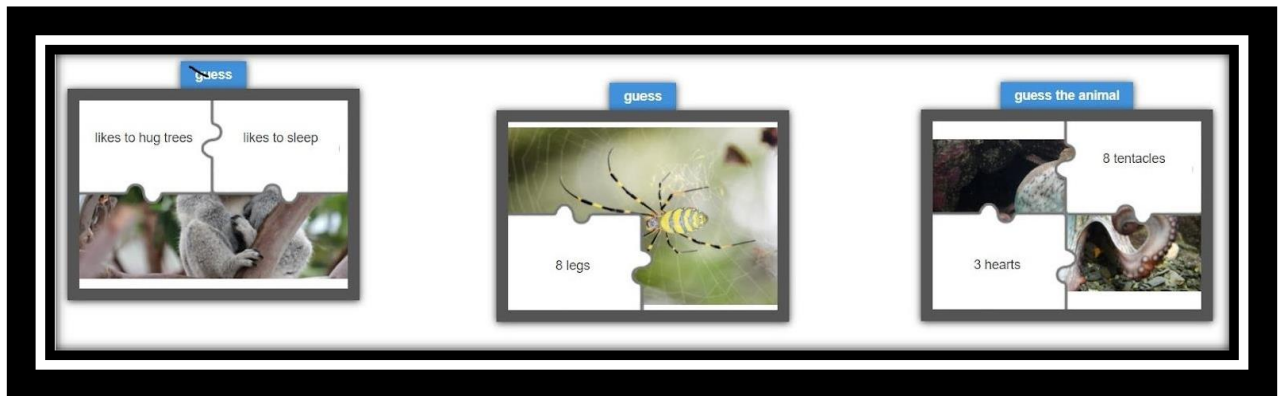


Source: Screenshot taken from <https://learningapps.org/createApp.php>

The activities can be private or public and although this page does not have tutorials, it has examples and the option to preview the activity before publishing it to make an adjustment if necessary. Below is an example of one of the activities that I created:

Figure 8

LP 54



Source: own elaboration in Learningapps.com

This original material is a complement in the class. I also applied tongue-twisters, brainstorming, riddles, asking students for an anecdote related with a topic, describe an image, I created videos, flashcards, infographics, presented the topic with a story, anecdotes. I presented a topic as if my students were in the zoo to learn curious facts about the animals, I created interactive worksheets with multiple options, link images, fill the gaps, which were useful because the parents did not have to print the activity either.

Besides the digital material, applications and websites, there were also a few points to improve until I had the complete result I was expecting with these activities, which was the participation of students respecting their turns and everyone being able to observe the exercise. Therefore, what I did was, to adapt a tablet as an extra resource for presenting the material, making male students compete against female students to incentive participation, to explain the rules of the games and to add or subtract points if someone of the team did not respect the rules. I also had to control the chat in the video call and the interventions of some tutors. More information will be given about these points in the following paragraph.

Technological and other Challenges

Talking about the devices of the elementary school students, some of them used computers or tablets but the most were taking the classes on smartphones, so they were not able to see the material well enough or effectively. Related to this issue was their internet connection, because in countries such as Mexico to pay for a good internet broad connection could be an expense that not all families can afford, so when it was time to share an activity on my screen, some students could not see the exercise, or the video/audio was out-of-time, and I could not leave anyone out.

The solution to solve those problems was to make use of a digital tablet, placed it close to the camera and to show the material as the videos, slides, flashcards, exercises, worksheets, alphabet soups, etc., and no one had extra problems with their internet connection. The second matter to work out was teaching to the students about respecting their turns to participate, which wasn't easy at the beginning. In the first group everyone turned on their microphones and talked at the same time. With the next ones, I waited to share the screen and show the exercise until I finished giving all the rules and instructions to play. Even then, there were some students that didn't respect the turns, so I started "resting" points or not counting their participation.

CONCLUSION:

With the whole material I created, I was able to observe the importance of presenting topics in a different way, so classes did not become a tedious routine or to avoid students getting bored and as a teacher not to get used to just one type of method because there are different needs in each classroom.

I learned that children of elementary school prefer dynamic activities such as alphabet soups, crosswords, hangman, link the images and with these types of exercises even the shy students tended to participate more. I was able to see students' reaction when I used examples they could relate to their personal

experiences; such as, images of movies, superheroes, artists, singers, or cartoons that they recognized, instead of the generic ones from the books.

Another important thing that I learned is that first-grade students enjoyed and learned more through videos, activities about drawing, hangman play, and join with arrow activities; meanwhile the second and third graders got used to working with flashcards, multiple options, crosswords, alphabet soups and worksheets. With these kinds of activities, it was also possible to promote values as respect between classmates. Competition was necessary to incentivize children's participation, although few groups needed that little push. It was also crucially important not to forget students' social needs which were considered by making students bond together in the different competitive activities I created for them.

The parents gave me good feedback for the material, and for the activities because children enjoyed learning in an interactive way, which contributes greatly to their English learning process. With the results of seeing an increase in the participation and motivation in classes and comments from parents I can say that creative materials support children to learn English. If they feel identified with the examples, if they see that the vocabulary can be used in their daily life and if they find funny to learn they get motivated and feel less shy.

As I needed to keep their whole attention on the screen, leaving aside the distractions and disruptions at home each student had, I accomplished to make interesting activities for children using my own digital creations with cartoons, with big and colorful text, short animal videos, with real audios, and I complemented the attractive material by asking students to show photos related to the topic, asking their opinion and examples, asking their help to read vocabulary and giving them the option to ask for help to a classmate if they weren't sure about their responses. What made a significant difference was that they felt included and taken into account.

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