BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: The use of gamification to increase oral participation in an english class with middle school student

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"THE USE OF GAMIFICATION TO INCREASE ORAL

PARTICIPATION IN AN ENGLISH CLASS WITH MIDDLE

SCHOOL STUDENTS"

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Introduction

In the contemporary educational field, engaging students and fostering active participation in the classroom are essential for effective learning. One innovative approach that has gained significant traction in recent years is gamification. Gamification involves integrating game-like elements into non-game contexts to motivate and enhance engagement. For middle school English classes, where students are in a critical phase of language development, gamification offers a dynamic and interactive way to captivate students' interest and encourage active participation.

Gamification transforms traditional learning activities by incorporating elements such as points, badges, leaderboards, challenges, and rewards. These elements take advantage of the learner's natural instincts for competition, achievement, and exploration. English classes, in particular, can greatly benefit from gamification. Language learning often requires repetitive practice and active participation, which can sometimes be met with reluctance from students.

This research paper is a professional practice report that focuses on the use of gamification as a tool to increase the oral participatory skills of a third-grade group of Professor Jose Ciriaco Cruz High School in the state of San Luis Potosi, Mexico in the school year 2023-2024. This paper describes both the learning process of the students and the process of the teacher in training that was achieved thanks to the daily development of teaching skills in different educational scenarios.

1.1 Rational

During the last few years, gamification has become popular in different fields, such as the educational field. Horizon Report (2014) established that: "the Gamification of education is gaining support among educators who recognize that effectively designed games can stimulate large gains in productivity and creativity among learners".

The idea of researching and implementing gamification to improve student engagement came from the first intervention weeks, since I realized my students showed an apathetic attitude towards the subject. I kept wondering: how can I make learning more interesting to my students? and I thought about gamification. I consider that with the use of gamification, motivation and commitment will increase in the students. In order to help solve this difficulty, I find gamification useful since W. Hsin-Yuan Huang and D.Soman (2013) expressed that gamification affects students' behavior, commitment, and motivation, which can lead to improvement of knowledge and skills (as cited in Kiryakova, G., Angelova, N., & Yordanova, L. 2014).

1.2 Personal interest

I believe that this research topic is relevant to the educational field because sometimes, teachers forget about the student's needs, we tend to assign lots of work or activities which make students feel overwhelmed and just do in order to pass the subject. Also, I have noticed how students perceive English as a boring and unnecessary subject, so they show apathy towards it. It is for this reason that I consider that including gamification in my classes could be an alternative to change this reality.

I also consider that this research will help me as a future teacher to develop my research skills and that I will be able to discover and explore part of my teaching personality. As well as to exploit the technological resources at my disposal to make my didactic material. Personally, I feel that my research project will allow me to expand my creativity, which I have noticed has grown over the semesters, but has not yet reached its full potential.

1.3 Main Aim

- To reinforce the oral participation through Gamification in middle school students.

Subsidiary Aims

- To apply gamification techniques in order to motivate students towards the English subject in order to participate.

- To improve the classroom environment, making students feel more comfortable with others in order to participate.

1.4 Competences to develop

Generics:

- Solves problems and makes decisions using critical and creative thinking.

Professional:

- Develops proposals to improve the results of their teaching and their students' learning.

Disciplinary:

- Designs learning situations that involve the development of communicative competence in the target language according to the teaching approach.

1.5 Description of the content

The following document is structured as follows: In the first part, it includes the rationale where the reason why the topic was chosen, and the personal and professional interest of the research is expressed. Likewise, you can find the main and secondary objectives that are intended to be followed in the document. Likewise, you can find the main and secondary objectives that are intended to be followed in the document. It also includes the general, professional, and disciplinary competencies that were chosen for the process of my teaching practice.

The chapter entitled "Action Plan" describes the context in which I worked during the teaching period covering the 2023-2024 school year. It also talks about the group profile with which I worked (3rd grade D) to prepare this document, the elaboration of the diagnostic tests to identify the students and serve as a starting point to carry out my teaching plans and strategies, and the description of the problem that guided me in my search for a solution. Also, this chapter includes a schedule describing when the strategies were applied, the objective of each one and the evaluation tools for each one. And finally, a literature review that was essential for the research is shown, where the concept of gamification, its components, its main theories and the affective barrier that affects the ability to speak are explained.

The chapter entitled reflective development and evaluation of the improvement proposal includes the relevance of my proposal, how it was linked to the educational curriculum, how the chosen competencies were applied and of course, the description, analysis and results of the strategies applied using Gibbs' reflective cycle.

The last chapter of this document contains the conclusions of my research. It includes the experiences lived, the pros and cons of gamification, obstacles encountered, and findings made. As well as suggestions for the use of gamification. Finally, the references used in the research and its annexes are included.

Chapter I. Action Plan

2.1 Context

The Escuela Secundaria Oficial José Ciriaco Cruz is located at Av de las Artes No. 400 Col. Himno Nacional,San Luis Potosí, S.L.P. The school is near a busy avenue in the city, so noise is very constant. Convenience stores, an elementary school, a supermarket, a bakery, a church, and a stationery store can be found in the neighborhood of the school. The population of the schools is made up of teenagers around 12 to 15 years old. At arrival and departure time, it is common to see students arriving in the company of their parents or tutors. Most of the students arrive in a private car, but the rest arrive walking, so I assume that they live near the school or take public transportation. It is important to mention that parents are very present in the education of the students since it is common to see parents accompanying their children every morning or when the students present any personal or academic situation. The school has a relevant commitment with the parents, the principals and teachers try to be as much in contact as they can. Every time that a student has academic issues, personal issues that are affecting their academic performance, or perhaps a physical discomfort, the school administrators contact the parents and inform them about the problem of their children, therefore, it is common to see parents in the vice principal office or in the waiting area.

The school has a wide perimeter of approximately one whole block. In total, each grade has 6 groups ranging from A to F. This gives a total of 18 groups in the morning shift. Each classroom is made up of between 45 to 55 students. However, there are about 30 classrooms in the whole school. The school contains the following facilities; Library, Science Laboratory, English Lab, Media Room, Telematic Classroom, Auditorium. Volleyball Court, Basketball Courts,

Tachymecanography Workshop, Carpentry Workshop, Structures Workshop, Beauty Workshop, Food Products Workshop (Cooking), Electricity/Electronics Workshop, Cutting and Dressmaking Workshop, Computer Workshop, Technical Drawing Workshop and Ramps for handicapped people.
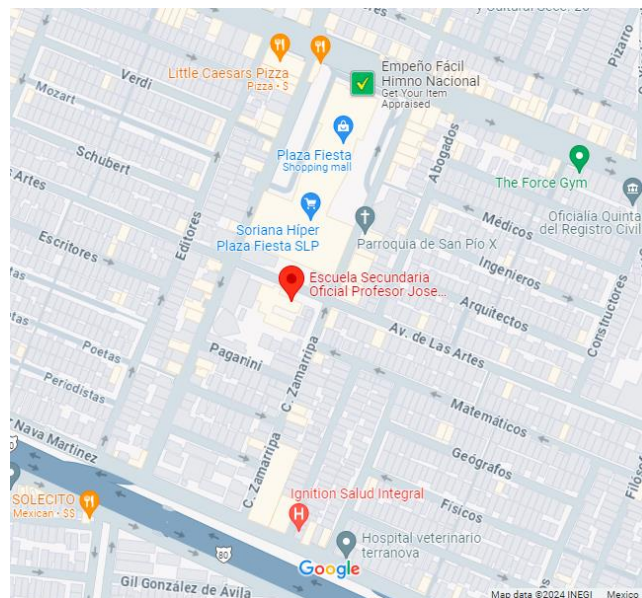
Figure 1. School localization

Figure 2. *School Facade*

Taken from Google Maps, INEGI, 2024

2.2 Group profile

My focus groups will be **3° D**. The group consists of 48 students of which 22 are girls and 26 are boys. 68.75% are 14 years old (34 students) and 31.25% are 13 years old. One of the characteristics of this group is that students follow instructions in the second language without much problem. There are 3 new students and one of them is a native speaker. There are six students with a higher level of the language (native speaker and 5 students who attend private classes). Students have three English sessions per week, and each class lasts 50 minutes. It is important to mention that every two weeks, students have a class in the English laboratory, and they take it on Mondays at the third class of the day which is from 8:40 to 9:30 am. In addition, there are some occasions where the class gets interrupted because of honors to the flag. Therefore, we can say that students have an average of 2 classes per week.

This group is very quiet when it comes to participation, however. Usually, there are small groups within the group, and it is very evident that this group is not the exception. Students sit according to their behavior, their assessor has arranged them like this because there are students who tend to distract their classmates, either by teasing them or by talking. In general, there is not a very good relationship between all the students, and they explicitly show it (especially with a specific student) since in the classes where the activities required work in pairs or teams, approximately 10 students were left without a partner mainly because no one near them chose them to work with. Sometimes I had to include them in pairs or teams already integrated and I noticed that they were not included at all. There is a specific student (L) that they isolate him, or he isolates himself. . In the last class I asked them to get together in pairs and he and a student behind him were left alone, so I asked them to work together. The student behind me (E) said: "Oh no teacher, I prefer to do it with him (pointing to another classmate). Likewise, L replied: "I'll do

it alone, teacher". Then a student (K) told me that the two of them (L and I) do not get along at all. I did not want to ask why they did not since the students were in the middle of the activity, but it is definitely something I will have to look into.

These kinds of comments let me see that the group does not have the best interaction. One of the reasons could be because it is a very large group, however, there are other groups that I work with that are the opposite of this one and are equal in number of students.

2.3 Linguistic needs (Diagnostic exam)

According to the new programs in basic education (Nueva Escuela Mexicana), the curricular proposal for the subject of Foreign Language English had to go through a process in which:

To determine the scope and breadth of the curricula, English proficiency and competency standards were created. These form the basis for exploring the role of language and other forms of communication in students' cultural and social lives as they progress through the educational system and into their knowledge of the world (p.2)

The Common European Framework is a great reference for English language learning, as it allows to locate the language level of a learner.

Likewise, the analytical program of the New Mexican School proposes that the teaching of English in public schools be divided into four cycles, with the secondary level being cycle four. Below is the distribution of the cycles mentioned.

Table 1. *English cycles Nueva Escuela Mexicana*

Nivel del MCER	Marco de referencia nacional	Nivel escolar	Ciclo	Grado (con su descriptor)[4]
B1.3	Consolidar	Secundaria	4	3°
B1.2				2°
B1.1.				1°
A2.2	Desarrollar	Primaria	3	6°
A2.1				5°
A1.2	Aproximar		2	4°
A1.1.				3°
Pre A1.3	Sensibilizar		1	2°
Pre A1.2				1°
Pre A1.1		Preescolar		3°

Taken from Educación Secundaria Campo Formativo. Lenguajes Anexo 1. Lengua Extranjera. Inglés Fase 6: 1°, 2° y 3° grados Programa Analítico. https://www.seg.gob.mx/wp-content/uploads/2022/02/14_Anexo_Ingle%CC%81s_Secundaria_CF-Lenguajes_10ene2022.pdf

Diagnostic tests are often used once a class has started as a way to target a particular skill that is emphasized in the class (Brown, 2004). In order to get a better picture of the language level of this group, a diagnostic test was applied on September 04th, 2023 which was in the first intervention period. The exam was adapted from a sample paper of the 2018 Movers Mock Exam of Cambridge for young learners. It was decided to apply this diagnostic since, being third year high school students, they should already have a certain level of English, as mentioned in the chart from the national programs.

This diagnostic considered the Cambridge recommendations and levels of language competency that the CEFR (Common European Framework of Reference) proposes. In this exam I considered the reading and writing skills (Appendix A). Unfortunately, due to the size of the class and the time, it was not possible to apply for a Speaking diagnosis exam.

There were twenty items in the assessment. The reading part included questions about vocabulary and grammar. The writing part included five questions where students had to answer about an image. The results are shown below.

Table 2. *Students' language level.*

No. Students	Level
35	A1
13	A2

Author's elaboration.

The A1 level, where the majority of your students currently stand, is characterized by a basic understanding of English. These students can manage simple interactions, such as introducing themselves, asking for basic information, and understanding routine expressions. However, they may struggle with more complex sentence structures and conversations that extend beyond familiar, everyday topics. On the other hand, the students at the A2 level have a slightly more advanced grasp of the language. They are capable of understanding and using phrases and expressions that are frequently used in areas of immediate relevance, such as basic personal and family information, shopping, and local geography. They can engage in simple, direct exchanges of information and handle short social interactions in familiar contexts. The fact that a large number of your students are at the A1 level suggests that most of them are still in the early stages of learning English. This means they need substantial support in building their foundational skills, including vocabulary, grammar, and basic communication abilities. It also indicates that they may require more time and practice to reach a level where they can comfortably engage in everyday conversations and handle more complex language tasks. The smaller group of students at the A2 level demonstrates a readiness to tackle slightly more challenging material. These students have

progressed beyond the basics and are starting to develop a deeper understanding of the language. They are likely capable of more advanced tasks, such as reading simple texts, writing basic sentences and paragraphs, and participating in brief conversations on familiar topics.

2.4 Learning styles

Learning styles is a concept referred to cognitive, emotional and physiological features used by students when they must deal with learning situations (Keefe, 1982). Learning styles refer to how students prefer to learn new knowledge. To identify the Learning Styles, the Honey Alonso CHAEA Questionnaire (Alonso, Gallego & Honey, 1997) was used (Appendix B). It consists of 80 statements divided into four sections of 20 items corresponding to the four learning styles (active, reflective, theoretical and pragmatic) (Appendix C).

Alonso et al. (1995) define learning styles as:

Active: People who are predominantly Active Style are fully involved without prejudice in new experiences. They are open-minded, not at all skeptical and undertake new tasks with enthusiasm. They are people of the here and now and love to live new experiences. Their days are full of activity, they start looking for the next one. They thrive on the challenges of new experiences and get bored with long deadlines. They are very group-oriented people who get involved in the affairs of others and center all activities around them.

Reflective: Reflective people like to consider experiences and look at them from different perspectives. They gather data, analyzing it carefully before concluding. Their philosophy is to be prudent, to leave no stone unturned, to look carefully before moving on. They are people who like to consider all possible alternatives before making a move. They enjoy observing the actions of others, listen to others and do not intervene until they have taken control of the situation. They create a slightly distant and condescending air around them.

Theoretical: Theoretical people adapt and integrate observations into logical and complex theories. They approach problems in a vertically staggered manner, in logical stages. They tend to be perfectionists. They integrate facts into coherent theories. They like to analyze and synthesize. They are deep in their system of thought, when establishing principles, theories, and models. For them if it is logical, it is good. They seek rationality and objectivity, fleeing from the subjective and ambiguous.

Pragmatists: The strong point of people with a predominance of Pragmatic Style is the practical application of ideas. They discover the positive aspect of new ideas and seize the first opportunity to experiment with them. They like to act quickly and confidently with those ideas and projects that appeal to them. They tend to be impatient with people who theorize.... They step on the ground when there is a decision to be made or a problem to be solved. Their philosophy always can be done better, if it works it's good. (p. 70-71).

In the case of my focus group, the predominant learning styles are shown below.

Table 3. *Students learning styles*

Learning styles	No. Students
Reflexive	12
Active	19
Pragmatic	9
Theoretical	8

Author's elaboration.

As it can be seen, 12 out of 48 students who answered the test have a reflexive learning style. 9 are pragmatic, 8 are theoretical and19 are active. Therefore, the predominant learning style is active. The 12 reflexive learners in the class are thinkers who prefer to take their time to reflect

on information before acting on it. They tend to observe, gather data, and ponder before drawing conclusions. These students thrive in settings where they can mull over ideas and consider different perspectives. They often enjoy activities such as reading, writing, and discussions where they can listen and then contribute thoughtfully. The largest group in the class, with 19 students, are active learners. These students learn best through action and participation. They enjoy engaging directly with material, whether through hands-on activities, discussions, or experiments. Active learners are often enthusiastic about group work and thrive in environments that allow them to interact with their peers and the subject matter dynamically. Among my students, 9 have been identified as pragmatic learners. These students are practical and focus on the application of their learning in real-world contexts. They are interested in how their knowledge can be used effectively and prefer tasks that have clear, practical outcomes. Pragmatic learners often appreciate activities that demonstrate the relevance and utility of what they are studying. The remaining 8 students in my class are theoretical learners. These individuals enjoy exploring concepts and theories in depth. They prefer structured learning environments where they can delve into the principles and ideas behind the material. Theoretical learners often excel in tasks that require critical thinking and enjoy activities that allow them to explore abstract ideas and complex concepts.

Figure 3. *Learning styles*
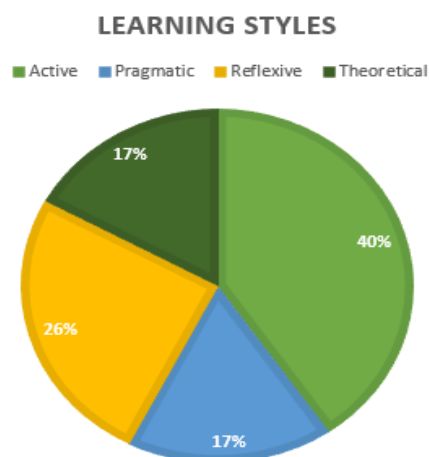
Author's elaboration.

2. 5 Description of the problem

The English class often is related with drills and grammar activities which leads students to develop a selfless attitude towards the subject. During the practice period, I noticed that the 3D group shows an apathetic attitude towards the English subject. For example, every time I asked for participation from the students, silence was the only response I got, even from the students with a good level. On some occasions, the students looked afraid to speak out loud. Students do not show enthusiasm to participate and even if they knew the answer, they prefer not to say it. In order to know why my students did not participate at all, I applied a survey in which I asked them why they did not participate. Out of 48 students, I received 25 responses; the results are shown below.

Table 4. *Student reasons for non-participation*
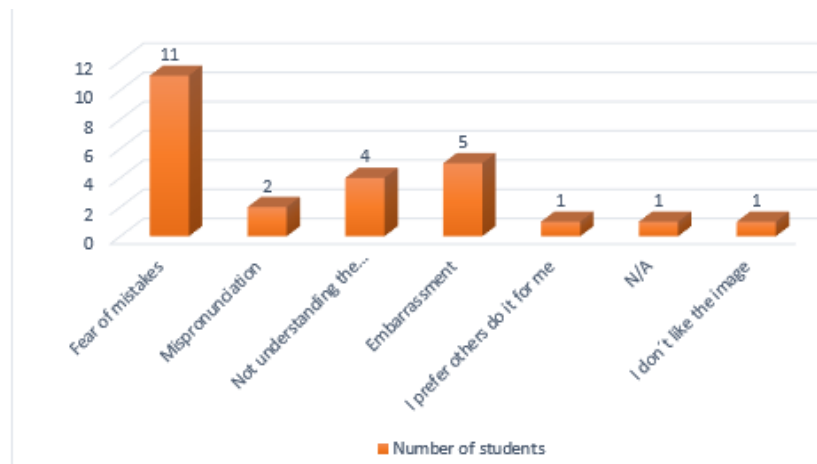
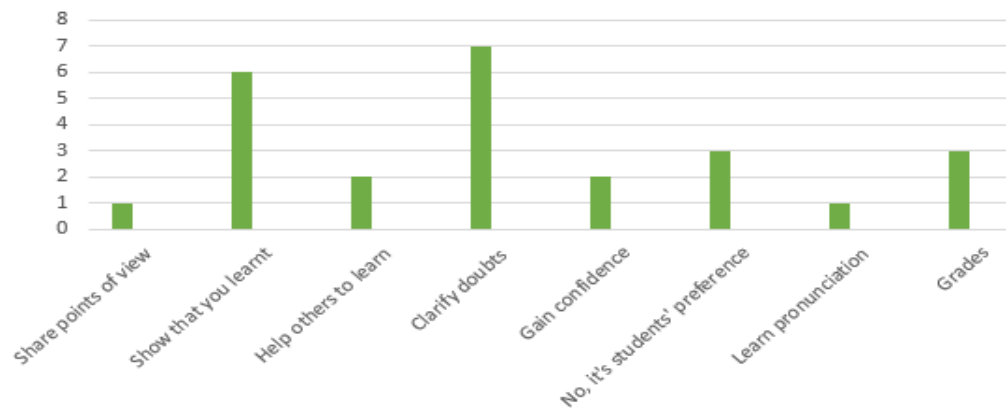*Author's elaboration*

The results showed that 44% of the students are afraid of making mistakes while 8% do not participate because they feel their pronunciation is not good enough. 16% say that they do not understand the language. 20% affirm that embarrassment does not let them participate. 4% prefer that others do it for them. 4% participate frequently and the other 4% don't like the language. It is

curious how 44% of the students who answered the survey say that they do not participate but they admit that participation is an important element of classes. The results were the following.

Table 5. *Reasons for participating in the classroom*

Author's elaboration.

During the second week of classes, I noticed that students find the activities tiring or boring. What happened was the following: "Teacher: Ok guys, the next activity is ...". Students: "oh no not anymore teacher, how boring". This attitude of the students let me see that they do not like the subject very much and they are not very engaged too. I noticed that there is not so much commitment on the part of the students with respect to work or activities. Approx. 20-25 students consistently comply, this means about 47% of the students are complying in a timely manner with the activities performed in the classroom or those assigned as homework.

As Stanislas D. (2020) establishes "Traditional lecturing, where students remain passive while the teacher preaches for fifty minutes, is inefficient (p.181). Students are used to learning by a traditional method where grammar structures and vocabulary are learned by heart and there is no room for students to be active in their own learning process. Improving the motivation and engagement from the students is a desire that most of the teachers have, and using traditional methods seems not to be the answer to motivating today's learners.

According to Weaver and Qi (2005) It is strongly believed that students who actively participate in the learning process learn more than those who do not (p. 570). Taking into account this, 3D is a group whose characteristic is apathy, and it is difficult for their teachers to make them part of the learning process due to their attitude.

This research seeks to apply strategies and activities that could help teenage students in order to improve their confidence speaking English, the learning environment in the classroom and the relationship with classmates.

2.6 Research questions

With this research, I would like to answer the following questions:

- How can I make learning more interesting for my students?

- How does gamification work in the learning process?

- What motivates my students?

- How can I reinforce oral participation in my students?

The questions established before were made in order to carry out this research, however, **the main question** to answer is:

- How can I improve the oral participation in the English subject through gamification in middle school students?

2.7 Action plan purpose

2.7.1 General purpose

The following purpose serves to help design and implement the action plan for my teaching intervention days.

- Developing the speaking confidence in a group of third graders of middle school through the use of gamification.

2.7.2 Specific purpose

- Designing and applying gamified activities in order to promote student's cooperation.

- Applying warm ups or icebreakers at the beginning of classes to improve the learning environment.

- Applying speaking activities to provide opportunities to observe the progress of the students.

2.8 Literature review

In order to have a theoretical background and the bases of this research, it is necessary to indicate what is known about this topic. In this section of the document, the relevant information is presented.

2.8.1 What is gamification?

According to Kapp (2012) gamification is "using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems." (p.10) Gamification is a method which serves as a tool in order to develop thinking skills, motivation, and commitment.

According to Marczewski (2013) Gamification is the use of game metaphors, game elements and ideas in a context different from that of the games in order to increase motivation and commitment, and to influence user behavior. In the education field, gamification has been used as an element to reinforce behaviors and help the learning process.

According to Coponetto et al., gamification in education refers to the introduction of game design elements and gameful experiences in the design of learning processes (As cited in Dichev & Dicheva, 2017). As education has been evolving, teachers had to use different methods, techniques or approaches that allowed them to have active students with high motivation and commitment/engagement to their learning.

2.8.2 Gamification elements

Gamification is the union of game elements. There are some distinctive features in this method. Those elements are a key part in this process. In words of Kiryakova et.al., the principal features that gamification uses are:

1. Users which are the participants. In this case, the students.

2. Tasks or challenges that participants complete in order to progress and achieve the goals.

3. Points gained through the competition of tasks.

4. Levels that participants pass with the points gained.

5. Badges refer to rewards for the participants. These are given for completing specific actions.

6. Ranking alludes to the position of the participants according to their points gained. (p.1)

The elements of gamification make this method come alive, otherwise the user would not find the purpose of simply playing the game. In addition, these elements allow the user to advance in the game and identify his progress during the game. According to Flores (2015), when game elements are used in L2 classes, learners take charge of their learning. In other words, learner autonomy is achievable through gamification. In recent years, the application of gamification in

education has been seen with the purpose of generating in the student that personal motivation to learn.

2.8.3 Gamification method

In order to use Gamification into the classroom, a series of steps need to be followed by educators. This method gives guidance to teachers so they can clearly plan their classes. The gamification method can be well understood by following the "Educational Gamification Five-Step Model" designed by Huang and Soman (2013). This model is shown below:

Figure 4. *Educational Gamification Five Step Model*
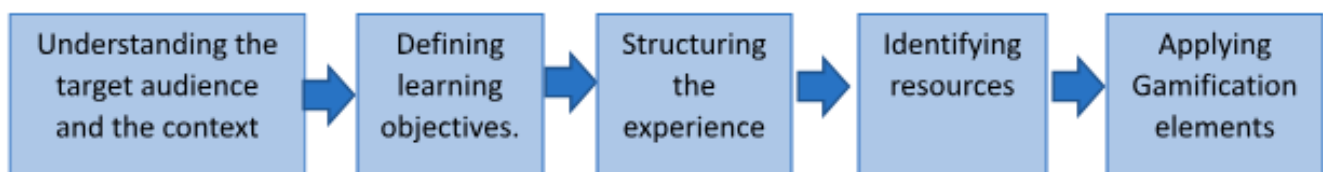
(Adapted by Huan and Soman 2013)

2.8.4 Theories behind Gamification

According to Perez (2023) to design effective game-based learning experiences, it is important to understand the psychology behind gamification (p.7). The root of gamification is not just based on having a leaderboard and adding points or badges to it depending on the response of the students to the learning tasks. The nucleus of gamification starts in understanding human motivation, engagement, and behavior. To understand gamification, we have to see it as a process that modifies the human being and its behaviors.

2.8.5 Motivation

It is understood that with motivation, humans are capable of carrying out any activity in their daily lives and that they are able to achieve the objectives they set for themselves. According

to Santrock (2002), motivation is "the set of reasons why people behave the way they do people behave in the ways they do. Motivated behavior is vigorous, directed, and sustained" (p. 432).

Motivation is an aspect that influences all areas of our lives, as it does in education. Jordan (1952) establishes that motivation is at the heart of the learning process (p. 76). Motivation should then be considered as the positive disposition to learn and continue to do so in an autonomous way.

Motivation is a key part of Gamification. It is necessary to underline that there are two types of motivation which are the intrinsic motivation and the extrinsic motivation. Both are relevant to understand the relationship that it has with the students and the gamification.

Intrinsic motivation

According to Lepper (1988) this is when a person undertakes an activity for its own sake, for the enjoyment it provides, the learning it permits, or the feeling of accomplishment it evokes (p. 292). A clear example of intrinsic motivation is when a student takes notes without the instruction of the teacher, they do not need the teacher to remind them because they already know that the information will be useful for them.

Extrinsic motivation

In words of Lepper (1988) extrinsically motivated behavior, by contrast, involved actions undertaken in order to obtain some reward or avoid some punishment external to the activity itself (p. 292). An example of this could be when the teacher says: "If you complete the whole page, you will get an extra point". Extrinsic motivation is based on doing an action because you want to obtain the reward, the motivation is concentrated only in what you will obtain.

In words of Brown (2007) Motivation is a star player in the cast of characters assigned to second language learning scenarios around the world (p. 168). Motivation will play an important

part in language learning since it is seen as a key to success. If a student is not motivated, they will not learn, but if they are, they will.

It is necessary to mention that there are motivational models which apply both types of motivation (intrinsic and extrinsic). According to Kapp (2012):

"The first model was developed for enhancing learner motivation within a traditional classroom setting. The second was designed to capture the motivation aspects of games. Third is a list of principles for developing motivating instruction. The fourth is The Taxonomy of Intrinsic Motivations for Learning. The fifth is operant conditioning, studied by B.F. Skinner. The sixth is Self-Determination Theory. All models have aspects that are applicable for gamification" (p.53).

Nevertheless, for this theoretical framework just the most relevant models will be explained here.

2.8.6 ARCS model

Keller (1987) said that "The ARCS Model of motivation was developed in response to a desire to find more effective ways of understanding the major influences on the motivation to learn, and for systematic ways of identifying and solving problems with learning motivation" (p.2). ARCS model the result of investigations in order to gather the aspects that influence learning and motivation. This motivational model was ordered by Keller (1987) as a series of steps in which an educator needs to follow in order to motivate their students. This models is arrange in the following way:

1. Catch and sustain students' attention.
2. State why the students need to learn the content.

3. Make students believe that they are able to succeed if they exert effort.

4. Help students feel a sense of reward and pride.

The ARCS model seeks to motivate the learner through recognition and praise, as well as by capturing the learner's attention and proposing clear objectives so that the learner sees a purpose for what he or she is learning.

2.8.7 Self-Determination theory

Kapp. K suggest that Self-Determination Theory (SDT) is a macro-theory which explains human motivation to perform a task, or an activity as being internally driven as opposed to the externally driven theory of operant conditioning (as cited in Ryan, R.M., & Deci, E.L. (2000)). On the other hand, Legault L. defines the Self-Determination Theory as a broad theory of human personality and motivation concerned with how the individual interacts with and depends on the social environment (pg.1). The Self-Determination theory explains how humans feel more motivated to do an action when they think that what they will do will have an effect on the results. The Self-Determination Theory argues that humans have three innate needs which are autonomy, competence, and relatedness.

The first element is Autonomy. In the words of Kapp (2012) autonomy is the feeling a person has that they are in control and can determine the outcome of their actions. It is the feeling of having control over one's actions and is an integral part of SDT (p.63). Autonomy is basically the power to choose what to do. For example, a student is having trouble understanding a topic and will soon have an exam. Using his autonomy, he decides to solve his problem by studying. Another very clear example is when mothers let their children choose the clothes they want to

wear, no matter if their outfit matches or not. Autonomy allows them to explore the ability to make decisions.

The second element is Competence. Kapp (2012) defines the concept of competence as a need for challenge and a feeling of mastery (p.64). Competition on the other hand is the desire to win something and to demonstrate to others that you have mastered what you competed for. To put competence into practice, a person needs to learn skills and master their activities.

Finally, the last element is Relatedness. Kapp (2012) argues that relatedness is experienced when a person feels connected to others (p.64). In simple words, relativity is the sense of belonging, that is to say that I feel connected or identified with someone else because we share one or more characteristics.

Legault (2017) also establishes that with the Self-Determination Theory people strive to expand and understand themselves by integrating new experiences; by cultivating their needs, desires, and interests; and by connecting with others and the outside world (p.1) The Self-Determination Theory is composed of other psychological theories that explain how human motivation is developed. In summary, the Self-Determination theory concludes that we humans need to cover three psychological needs in order to be motivated and therefore, determined to do something, as well as help us to construct relationships with others.

2.8.8 What is a reward?

According to White (1989) reward is often used to describe an event that increases the probability or rate of a behavior when the event is contingent on the behavior (p.45). In other words, a reward is understood as an incentive offered for the performance of a certain task. In this sense, the concept is associated with a prize or stimulus.

Games are often associated with prizes or reward structures. Kapp (2012) established that one of the most typical reward structures in a game designed to motivate players is the use of extrinsic rewards like badges, points, and rewards (p. 93). In games we can find different types of rewards, the most common of which are the reward mechanisms. However, there are games where the rewards can be tangible, for example in card games or gambling games such as bingo, the most common rewards are money.

The reward structure works pretty easy; win the game and obtain a prize or accomplish a goal and earn points. However, there are some problems with using only extrinsic rewards in the educational perspective. According to Kapp (2012) the main problems are listed below:

First, if the structure of the reward is not set up fairly and transparently, and sometimes even if it is, people may feel that they are being manipulated and resent the fact that they have to do something they don't want to do just to obtain a desired reward. (…) Second, especially in a learning situation, little or no transfer is likely to take place if the learner is only motivated by the reward at the end. (…) Once the extrinsic reward vanishes, so does the behavior, or extrinsic rewards might even interfere with internal motivation (…) (p. 93-94).

When using rewards in education, the educator may encounter some problems if he or she did not see them in advance. The first problem is that the participants (students) may feel manipulated by receiving rewards because they know that the instructor is doing it to get them to act in a certain way. The second problem could be that in the end, the learner is only motivated by the promised reward and the learning that was intended to be acquired is forgotten. And finally, when the instructor withdraws the rewards, the modified behavior will return to the beginning.

There are a number of studies that are interested in the impact of extrinsic rewards on intrinsic motivation. Kapp (2012):

A meta-analysis of 128 studies examined the effects of extrinsic rewards on intrinsic motivation. The study found that the following types of rewards significantly undermined free-choice intrinsic motivation:

- Engagement-contingent rewards—rewards where people have to work on the task to receive the reward.
- Completion-contingent rewards—rewards that are explicitly dependent upon completing the target task.
- Performance-contingent rewards—rewards which are given specifically for performing the activity well, matching some standard of excellence. (p.94)

According to the results of a study, three types of rewards were determined. The first type are those in which people receive them only if they work (Engagement-contingent). The second type are those that depend on the completion of the task (Completion-contingent). And the third type are those in which a level must be reached to obtain it (Performance-contingent). However, Kapp (2012) suggests that Gamification typically doesn't have tangible rewards (p.98).

Gamification seeks that the rewards it uses go beyond the tangible because when using them, the user could be motivating himself but not for the right reasons, but for the desire to get the reward. Tangible rewards are understood to be anything that involves something material (money, candy, gifts, etc.).

2.8.9 Speaking anxiety

As Skehan establishes in his article Individual Differences in Second Language Learning (1989) The ability to learn a foreign language is influenced by a wide variety of elements, including intellect, motivation, attitude, age, gender, personality, anxiety, and so on (as cited in Alazeer, A. N. M., & Ahmed, Z. A. (2023) (p.100). Learning a language is not an easy task, there are factors that influence whether a student succeeds or fails in the attempt. One of the factors that most affect language learning and interfere with the development of speaking skills is anxiety.

According to McCroskey (1977), speaking anxiety can be defined as "An individual level of fear or anxiety associated with either real or anticipated communication with another person or persons" (p.438). Speaking anxiety can be understood as the fear that an individual creates in his or her mind. Horwitz et al. (1986) define language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). This fear is usually accompanied by thoughts that others will make fun of him or her or that he or she might make a mistake. MacIntyre (1999) defines language anxiety as a feeling of stress, nervousness, emotional reaction, and worry that is linked to the process of learning a second or foreign language (p. 360). Anxiety leads the student to feel a series of negative emotions that negatively impact their learning.

Likewise, Horwitz et al. (1986) affirm that "Second language researchers and theorists have long been aware that anxiety is often associated with language learning" (p.125). Anxiety when learning a second language is not something new, it has been observed by specialists for a long time. That is why it is recognized and validated when a student feels it, because it is known that it is not something that is easily eliminated.

2.8.10 Solutions to speaking anxiety

In words of Madill (2016), he presents three techniques that reduce students' speaking anxiety. These techniques are shown below:

One way to do this is through cooperative learning. This involves structuring classes around small group tasks where students work together and learn together. This has added benefits in that students occasionally learn better from each other rather than their teacher because it is less stressful talking to their peers. Research shows that students learn better, remember concepts longer, and actually enjoy cooperative learning activities in the classroom compared to traditional teacher centered approaches. (…)

Another technique involves providing adequate preparation time before being required to speak in class. This has many added benefits such as a chance to practice, allowing for time to think, and lowering overall speaking anxiety levels. This can be as simple as allowing students a few minutes to think about their answer, brainstorm ideas, and practice in their head exactly what they are going to say before they say it. (…)

The last technique (…) involves creating a positive classroom environment that makes the students feel more comfortable in class. A big part of this involves the teacher and from day one, they must let students know that mistakes are acceptable in class, and they should reward students for effort, even if they are not correct. This has the positive effect of developing self-confidence, allowing students to learn from their mistakes, and makes them actually want to come to English class. (p.1)

Cooperative learning can help to reduce anxiety when speaking, because the student feels more identified and confident with his peers, so his anxiety levels are reduced, and learning is better remembered. The second technique is to allow the student to prepare in advance before he/she speaks in class. This will allow him/her to feel a sense of calm as he/she thinks about what he/she is going to say. And finally, providing a positive atmosphere in the classroom will help the student feel confident and above all comfortable. Letting students know that they are part of the learning process and that it is okay if they make mistakes will increase their self-confidence.

Bledsoe et al (2014) proposed eight key ingredients for educators to tackling students' fear:

I. Educate yourself about fear and its impact on students (p.35).

II. Recognize that some student fears may be associated with factors outside the classroom (p.36).

III. Educate your students about the anxiety they may be experiencing and provide guidance in learning to manage it (p.36).

IV. Create a nurturing environment for your students (p.37)

V. Be proactive in communicating with your students outside the classroom both as a group and individually (p.38).

VI. Provide icebreakers and other activities to reduce stress and anxiety and repeat as needed in the semester. Do them in a way that takes the emphasis off individual achievement (p.38)

VII. Incorporate active learning strategies into your normal teaching routine in order to promote a stress-free environment (p.39)

VIII. Be aware of campus resources to help students (p.39).

By taking these eight points into consideration, students' anxiety may be diminished in their learning, which will provide them with a desire to learn the language. In addition, there are two ways that could add to the decrease in anxiety and increase interaction. According to Sato (2003) there are two valuable techniques for lowering anxiety and increasing communication. These two techniques are selective error correction and group work (p.10)

2.8.11 Appropriate error correction

Sato (2003) expresses that appropriate error correction can greatly reduce student anxiety and increase meaningful classroom exchanges (p.10). This means that the teacher has the ability to help the student reduce his or her anxiety levels by selecting the correct way to choose the student. Brown (1996) writes that making errors is the only way to self-correction and that teachers need to encourage students to take risks (p. 175). A student who does not make mistakes will not learn. Mistakes are part of the process, and part of the normalization of this lies in the hands of the teacher.

Sato (2003) error correction needs to be done selectively, because too much correction may discourage students from voluntarily speaking out, depriving them of self-confidence (p.11). The teacher has to know how to choose when to correct the student and when to let those mistakes go, since constant correction can cause the student to feel discouraged and not want to participate again voluntarily.

Nevertheless, it is sometimes difficult for the teacher to know when to correct. Crookes (2001) suggests that the traditional concept of error correction in EFL was to correct every error which learners make, whereas the more recent concept puts stress on limited advice and correction that is provided only when meaning is incomprehensible (p. 40). This means that correction will

only be necessary when the student is unable to get the message across, that is, when the meaning is lost. Therefore, teachers should avoid correcting errors such as mispronunciation or grammatical errors that do not interfere with the message.

Group work

In the words of Sato K. (2003) group work can also help achieve the two goals of anxiety reduction and meaningful communication for the purpose of fostering speaking ability (p.16). Group work can kill two birds with one stone, on the one hand it helps the learner feel more confident and anxiety is reduced, and on the other hand, it allows the learner to use or practice the second language.

Students are afraid of looking silly in front of other students though they do have a desire to improve their English. However, once they are in a small group, where they realize their peers feel the same, Doyon believes, there is a tendency for students to try to use more of their target language (p. 19).

Doyon (2000) agrees that generating a classroom mood which leads to a friendly atmosphere is the most effective thing that we can do (p. 19).

Sato K. (2003) suggests four key tips for successful implementation of group work:

1. Considerable preparation ahead of time by the teacher.
2. Accessibility and engagement of the teacher once the activity is in progress.
3. Individual role assignments for each student.
4. Careful consideration of the relationships among students including changing of groups and assignments within the groups. (p. 18)

2. 9 Intervention plan

The principal purpose of my action plan is to apply gamification elements in the classroom context in order to promote oral participation. A variety of activities were designed in which the students develop one or two principles that guide this method. In addition, this action plan seeks to implement icebreakers at the beginning of each class so that the classroom environment improves, and the student performs better.

The teacher has an invaluable weapon which is reflection. Without reflection there is no learning. For this reason, to analyze my teaching interventions, I will use Gibbs' (1998) reflective cycle, which consists of six phases: description, feelings, evaluation, analysis, conclusion, and action plan.

2.9.1 Action plan approach

In education, an action plan is an anticipated guide designed by the teacher or school for the purpose of implementing a new program or proposal for improvement in the institution or classroom. In order an action plan can be carried out successfully, it needs essential parts which are the goals, the stages to follow and to achieve those goals, resources, and a timeline to cover the stages.

Reason and Bradbury (2006) describe action research as an approach in which people try to work together to address key problems in their communities or organizations – some of which involve creating positive change on a small scale and others of which affect the lives of literally millions of people. (p.1) Applying an action plan can change the course of action and can lead to significant results.

In the words of Lewin (1946) an action plan proceeds in a spiral of steps, each of which is composed of a circle of planning, action and fact finding about the results of the action (p. 206).

Taking into account this, an action plan is an endless circle that involves planning and executing actions following steps in order to obtain results.

Reason and Bradbury (2001) explain, the primary purpose of action research is to produce practical knowledge that is useful to people in the everyday conduct of their lives (p.2). Therefore, it can be said that the purpose of an action plan is for the researcher to obtain knowledge and make use of it in day-to-day situations and experiences.

Taking into account the above definitions, I conclude that an action plan is one of the main components of a research as it is a series of steps that help to solve a specific problem in an educational setting. These steps are organized in a systematic way in order to achieve the research objectives.

The Gibbs reflective cycle is a model developed by Graham Gibbs in 1988 to help people learn from experiences, allowing them to learn and plan depending on whether things went well or not. The cycle has six phases: description, emotions, evaluation, analysis, conclusions, and action plan.

- Description of the experience
- Feelings and thoughts about the experience
- Evaluation of the experience, both good and bad
- Analysis to make sense of the situation
- Conclusion about what you learned and what you could have done differently
- Action plan for how you would deal with similar situations in the future, or general changes you might find appropriate. (*Gibbs' Reflective Cycle*, 2020)

Figure 5. *Taken form Gibbs' Reflective Cycle, 2020, by The University of Edinburgh Retrieved from https://www.ed.ac.uk/sites/default/files/styles/landscape_breakpoints_theme_uoe_tv_1x/public/thumbnails /image/gibbs_cycle_600x600.png?itok=l6NuR551*

2.9.2 Action plan timeframe

Throughout the process of this research paper, I conducted the necessary research to learn about the principles of gamification, as well as its advantages and disadvantages when applied in the classroom. On the other hand, I also researched oral participation and the factors that help or interfere with students developing the confidence to speak in class.

Taking this starting point as a reference, I was able to design some gamified activities to apply them in my teaching intervention days, being able to implement oral participation and gamification in my planning. Once the design part was ready, the evaluation tools served as a great reference point to evaluate and reflect on what worked and what did not work in the activities to be carried out. Likewise, I was able to reflect on the areas of opportunity that need to be improved

in future classes.

Table 6. *Action plan timeframe*

Activity	Date	Evaluation	Description	Goals
Leaderboard introduction	First intervention of practice Monday, November 13th, 2023	Observation	Teacher will present the leaderboard to the students. She will present and explain the dynamics for it. Then, she will give it to the team members. Students will give time to the teams so they can decide their team names and their alter egos. In a piece of paper, they will write their names using an image provided by the teacher. Teacher will ask for their team names.	By the end of the class, students will know the rules for the leaderboard activity. The idea of explaining to the students how the leaderboard works was to let them know what was expected of them, its rules and above all the rewards they would get.
Comparatives and superlatives race	First intervention of practice Friday, December 01, 2023	Observation Observational task	Students will complete the chart of the previous studied adjectives. Each team will have four adjectives and they will classify them in the correct group (-er then, more then, the -est, the most). The first team who finishes first will have a reward (10 points). After that, students will complete an individual chart using the same adjectives.	By the end of the class, students will be able to use the comparative and superlative adjectives to describe objects/people. The purpose of this activity is that through teamwork, students are able to know how to organize and solve problems to reach a common good, which is to win. Also, the student was expected to remember the grammatical rules or to put them into practice while playing.

Unscramble love story. Grammar focus: present perfect	Fourth period of practice Friday March 1st, 2024	Observation chart Observation Scrivener task "	Students race to put words in the correct order to make present perfect sentences about a love story. This game helps students practice present perfect sentence structure and word order. Teams race to put the words in the first sentence on their worksheet in the correct order. The first team to show and read out the sentence in the correct order scores three points. At the end, there will be a speaking activity.	By the end of the class, students will be able to use the present perfect in short sentences about their experiences. In carrying out this activity, it was expected to observe how teamwork can help students learn. It was also expected to see the interaction that the teams had and how they solved problems as a team. .
Tic tac toe Grammar focus: Present perfect	Fourth period of practice Monday March 11th, 2024	Observational chart Video	Students will meet in pairs.The teacher will provide a paper sheet with a tic tac toe. In the tic tac toe there are verbs in each grid. Students will mark with an O or with an X a verb. To win the game, when students mark the verb they want, they must use it in a sentence.	By the end of the class, students will be able to use affirmative, negative and interrogative sentences using the present perfect. In carrying out this activity, a dynamic was applied to create random teams so that the student could work with more of his peers. It was also given the opportunity to create his own material to play with, solving one of the needs of the self-determination theory which is autonomy.

Board game Have you ever… Grammar focus: present perfect	Fourth period of practice Monday March 22nd, 2024	Observational chart Video Observation Scrivener task "	Students will play a board game in order to practice all the structures studied (affirmative, negative, interrogative). This activity will be played in teams of 4 people. Feedback will be given at the end of the class and the winners will get points.	By the end of the class, students will be able to use affirmative, negative and interrogative sentences in present perfect tense. In carrying out this activity, students were given the opportunity to make the teams in which they would be working, but only those who had accumulated points on the leaderboard (reward application). The main objective of this activity was to apply the second and third necessity of the self-determination theory (Competence and Relativity), as well as to help struggling classmates and mainly to allow the student to practice what he learned through a board game, allowing him to make mistakes and learn from it.

Running dictations Grammar focus: present continuous for future arrangements	Fifth period of practice Monday April 22nd, 2024	Observation chart Video	Students will make teams made of 6 people. One of them will be the secretary and the rest of them will be the delivery guys. The idea of the game is that there will be an envelope with a number of words in disorder. One by one, students will run and memorize the word, and then they will come back with the secretary and tell them the word. The secretary will write it down. After all the words are finished, the secretary and the team will have to order the sentence. The first team to order the sentence correctly will earn a point.	By the end of the class, students will be able to practice present continuous by ordering sentences.Students will be able to express their future plans using present continuous. For this activity, a team building dynamic was used. One of the purposes was for students to develop their ability to solve problems as a group, as well as their way of relating to their peers. It also sought to develop the second need of the theory of self-determination (competence).

Label chairs	Fifth period of practice Monday April 29th, 2024	Observationa l chart	Teacher reads sentences with correct and incorrect grammar (verb tenses, pronouns, word order, etc.) and asks students to determine if the sentences are correct or incorrect and explain why. Require the seated student to explain or justify their answer choice to earn an additional point. If an incorrect answer is chosen, allow the opposing team member to explain why the answer is incorrect to earn a point for their team.	By the end of the class, students will be able to use practice present continuous by correcting mistakes in short sentences. Students will be able to express their future plans using present continuous. During the activity, teamwork and decision making were developed to reach a common goal (winning). Also, after this activity, a speaking activity was carried out to observe if there was an increase in speaking.

Author's elaboration.

2.9.3 Research tools

With the purpose of obtaining reliable results and reflections of the practice, I plan to use a series of instruments in order to gather the necessary data that this document will result in.

● Diagnostic test:

In order to start with the research, it is necessary to make some diagnoses, because this will allow us to see which are the problems that we can find in the context to which we arrive. In this case, the diagnosis is fundamental to know what previous knowledge the students have. As mentioned by Brown and Harris (2021) Diagnostic, or drill-down, assessment plays an important role in how teachers identify and understand learning strengths and needs in specific skill areas.

Two diagnostics were applied to the study group. The first was the English language level (Appendix A), and the second was the learning styles test (Appendix B). As mentioned by the authors, the assessments allowed me to get to know my students better and to take their characteristics and knowledge into account when designing the activities.

The English proficiency test was based on the Common European Framework of Reference (CEFR). It was modified by me due to the fact that I used some questions from a diagnostic exam that my head teacher gave me. Her diagnostic exam is made by the school's English academy, so the test included the questions of the Cambridge exam for young learners and the middle school exam.

- Observations

As Canals (2017) establishes: "Observations in classrooms where the researcher is also the teacher, or a participant in a project, are one of the most widely-used methods for research in language education. Researchers can make use of observation guides that will help them focus on what they need to know". Observation is one of the principal tools in action research since it allows the researcher to notice what is happening during the class. In addition, observation will allow me to reflect on the situations that arise in the classroom, which will give a more qualitative result to the research. Observation will be used in those classes where gamification is implemented and where students have the opportunity to participate orally (Appendix D).

Nevertheless, the observation will also be non-participant because having a second point of view will help me to consider those aspects that I did not consider or that I did not notice. The observations of my teacher and fellow trainees will be taken into account. It is important to mention that it was not possible to obtain an external observation on all occasions for reasons beyond my

control. However, their opinions were very useful to reflect on my practice and improve aspects of it. The observation format was taken from Scrivener, 1994, Learning teaching (Appendix E). The format to be used was the observational task number 7, titled "The Learners", which focuses on:

A. Choose a random two-minute period. Write a narrative description of what he/she is doing.

B. Chase a random two minute period. Write a narrative description of what you imagine he/she is thinking/feeling

C. Towards the end of the lesson, write the student's own description of what has happened in the lesson. Have you enjoyed it? Have you learned something? What helped you? What would you have preferred? What worried you, annoyed you? hindered you? How are you feeling?

This format was selected because it allowed us to observe the student's body language, to see their reactions during the activities and to know their point of view on the activity. For me, it was very important to know what my students felt during the experience, because the activities were always designed for them and without them this research project would not have been possible, they were the protagonists of this document and therefore the importance of taking them into account.

● Surveys

Surveys will be helpful in this research since it will allow me to collect opinions from my students about how they felt during the activities, suggestions they may have and their perspective about the use of gamification (Appendix F). In words of Balamurugan V. (2023) survey questions must be thoroughly scrutinized and standardized, they provide similar definitions to all of the

individuals who will be filling out the surveys. As a result, the data gathered may be measured with better precision. Likewise, Adams et all., (2007) establishes that surveys are also suitable for accessing a large number of participants and asking standardized questions. Considering that my study group is very large, the use of a questionnaire will allow me to standardize the answers given by the population, which will lead me to a better analysis of my didactic proposal.

- Video recording

Cunningham (1985), in Hubbard & Power (1999), says that "video is a natural choice for data collection". I consider video recordings to be a valuable tool in action research because it is possible to observe the verbal and nonverbal language of the students, their expressions and other things that happen while the activities are being carried out. According to Jewitt, C (2012) Video data recordings can be used effectively to support empirical comparison of strategies, style, and interaction across a data set, as well as historical comparison between data sets (p.7). Recording classes where my students have opportunities to participate will let me observe those details that I missed during the class. As Raffel (1979) mentions that video recording enables researchers to re-visit a moment 'not as past but formerly present (as cited in Raffel, 1979).

Chapter II. Development, reflection, and evaluation of the proposal.

3.1 Relevance and consistency of the proposal

Gamification is not a new concept in the areas in which it is applied. Since we were kids, we have been doing gamified tasks where when we completed an activity, we received a kind of reward, and this with the purpose of keeping us motivated while doing a task. "St. Jerome used letters of boxwood or ivory so that the child would learn to know them, instructing through play; Erasmus made letters of candy for children to learn the alphabet; Rabelais made Gargantua handle cards to instruct him in numbers for entertainment and fun." (Payá, 2007, p 14). The techniques implemented by different pedagogues have given value to the use of play as an educational resource.

I consider my proposal a challenge for me and my students. It is important to mention that before my first practice period I made observations that allowed me to detect the problem and honestly choosing this group among the others was a personal challenge, since I had the hope of being able to change the apathetic attitude of my students.

At the beginning when the first leaderboard was applied, the students showed a change of behavior in the delivery of activities, however this behavior ended once the tangible rewards were gone.

Nevertheless, the use of the leaderboard continued, and more gamified activities were applied. Gradually, these helped to get more students to participate voluntarily, however, it was very difficult to get absolutely everyone to participate.

Despite this, there was an increase in student engagement in class, especially in the games that involve being outside the classroom.

Likewise, the speaking activities that took place after the games, sometimes took two

classes to complete because the class time was not enough to do a gamified activity and a speaking activity, so I had to modify my didactic sequence to try to take advantage of as much time as possible and give the students enough time to create productions with the language.

3.2 Curricular approaches and their integration in the design of sequences and/or proposals

According to the analytical program of the new Mexican school, at the secondary level the student is in cycle 4 where the purpose is to consolidate the knowledge already acquired throughout preschool and elementary school. At this educational level, the student should have a B1 level according to the Common European Framework of Reference. The main objective of teaching English in secondary school is :

The teaching of English in Cycle 4 seeks to ensure that students, at the end of this educational level, have the necessary tools and skills to be able to sustain interactions and adapt their actions based on a series of experiences with oral and written texts in various communicative situations (p.4).

In other words, a secondary school student needs to develop the linguistic skills that will allow him/her to communicate orally and in writing depending on the context. Likewise, the objective that the junior high school student should achieve is:

Understand and exchange opinions on the general meaning, main ideas and some details of various clear oral and written texts in standard language when they deal with familiar matters (work, study, free time, etc.)

and current affairs. Knows how to interpret and act in many of the situations that occur in the community, in those that can and even in some unexpected situations. Describes and justifies in a basic way experiences, events, desires and aspirations, as well as understands

and expresses indications, and briefly explains his/her plans and points of view. Develops empathy for other cultures through ludic and literary activities (p. 21)

3.3 Competencies deployed in the execution of the action plan

During the elaboration of this document, competencies were established that would be developed throughout this research. Likewise, these competencies allowed me to improve my teaching practice. The competencies are divided into three categories: generic, professional, and disciplinary. The choice of my competencies to be developed was made on the basis of the skills I was able to acquire during the course of my degree. Some others were chosen because I wanted to develop them during this process of teaching interventions. According to the concept of competency provided by DGESuM (2018):

Competency results from the strategic mobilization of knowledge, skills, attitudes and values, as well as the capabilities and experiences that an individual performs in a specific context, to solve a problem or situation presented to him/her. It is an articulation and integration of learning that will operate in a differentiated manner depending on the interests of the different subjects involved in a specific school or educational context (p.5).

In other words, a competency will allow the teacher in training to be able to solve the problems that arise in the classroom, taking into consideration his or her context and resources. However, although this document provides the trainee teacher with the opportunity to develop competencies specific to his or her field, a large part of this research was designed to develop and improve a problem encountered in the classroom. The students, for their part, also developed competencies that went beyond increasing oral participation.

At the time of detecting the problem, the students did not use the language in English class, so when they were asked to participate the students tended to remain silent. Considering this is

why I made the decision to give the students time to think or write down what they wanted to say and reduce the feeling of fear. This led to a small increase in participation.

One of the objectives of gamification is that it seeks to help develop the three basic needs of the human being, which are competence, autonomy, and relativity. These needs were taken into account when designing the activities and the dynamics of the game for the students. As a result, students were able to practice conflict resolution, cooperation and teamwork. In the words of Huang, W. H. Y., & Soman, D. (2013):

Gamification directly affects engagement and motivation, and it indirectly leads to acquiring more knowledge and skills. Gamification encourages students to perform an action; for example, motivating students to practice computer programming will increase their skill and motivating students to memorize consistently can increase their knowledge (p.15)

Having said that, during this document one of the planned objectives was to increase student motivation and engagement. By using gamified activities, the student was able to generate interest in the class, which led to developing motivation. It is important to remember that motivation is a necessary competence for learning. According to Najero M. (2009), at the educational level, motivation should be considered as the positive disposition to learn and continue doing it in an autonomous way (p.153).

3.4 Relevance in the use of different resources

During the application of the didactic sequences, didactic material was used to support the activities. I used different presentations elaborated by me as visual support in the instructions of

the games. This was a great help because they were useful to explain the dynamics of the activities, as well as they helped the students to understand without the need for me to translate.

Also, resources such as a digital and a physical leaderboard were used. The digital leaderboard was used during the second intervention from November to December. Google sheets and Google slides were used for this leaderboard, linking both tools so that each time the student made progress, the teacher could record the progress and the student would be able to see it in real time.

On the other hand, the physical leaderboard was applied on the third and fourth day of practice from February to April. This leaderboard gave the students the opportunity to design their own avatars that would represent them, as well as to move their avatars around the board according to their progress.

Likewise, the presentations were useful for the speaking activities, as they allowed the students to read what they were expected to produce, since they were provided with an example as well as being shown the questions in written form and with the support of images. However, one of the resources that were most relevant to the proposal were those that were implemented in the gamified activities, such as flashcards, worksheets and board games. The use of the aforementioned material provided the student with an immersion in the context of the game and its mechanisms, since without them, the game would not have been possible.
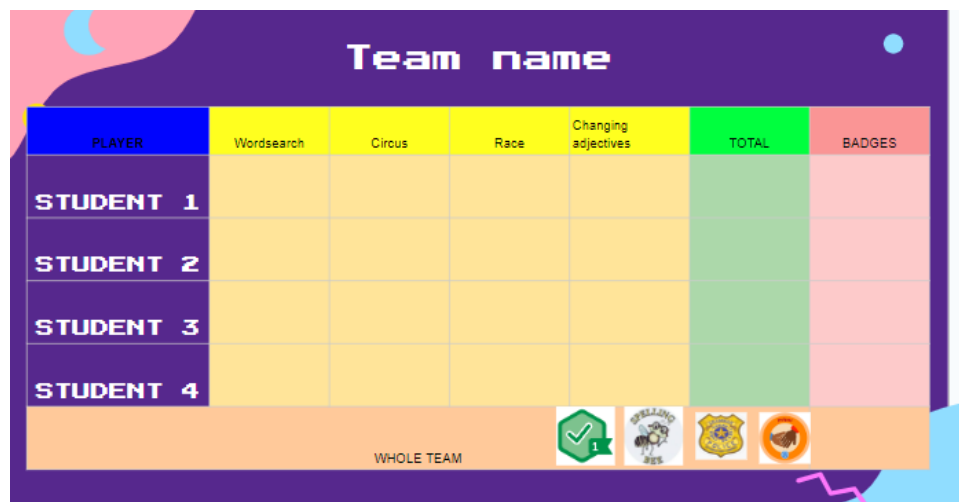
3.5 Description, analysis of the sequences, and results.

3.5.1 Introduction leaderboard

Stage 1. Description

This class was applied on November 13th, 2023 from 7:00 to 7:50 am. To begin with the class, I explained the rules of the gamification leaderboard. I started by asking: "Do you know Harry potter?" I could see the enthusiasm on their faces. It surprised me that LG (the shyest student of the class) had to ask for silence from the rest of their classmates. That reaction was surprising for me because it seemed that LG was interested.

Figure. 6 *Digital leaderboard*

Author's elaboration.

The leaderboard consisted in working together to collect points during the classes. The teams were made for the teacher trainee and I took into consideration the students' levels. I group the students in a way that their English levels are balanced (1 student with a higher level, 2 regular students and 1 with a poor level). Then, I gave 5 to 10 minutes to the students in order to decide a name for their team. Students came with their names. One student approached me and said:

K: Teacher, hizo los equipos de acuerdo a nuestras calificaciones? Por eso somos el último equipo?

That comment made me think that students probably thought that their team number was based on their previous performance. So, I continued by saying that the teams were made randomly. After that, I applied to the first activity which was a wordsearch. As soon as I gave them and explained it, I told the students that the activity would be worth 5 points. All students started to work, they were really quiet and made an effort to answer within the time limit.

Figure 7. *Wordsearch*

Author's elaboration.

All the students finished in time, so I gave them 5 points and I promised to give them the reward next class (candy). At the end of the class, I counted the number of activities and I received 33 out of 48 students.

Stage 2. Feelings and thoughts

During this class I felt nervous because I did not know how my students would react to the proposal I was bringing. I also felt a bit anxious because I was worried that I would not explain the dynamics of the leaderboard well and that the students would have doubts about it. For a

moment I thought that my students would give me some excuse because they didn't want to work in the team they were assigned, and that maybe they would want to form their own teams.

Stage 3. Evaluation

I believe that the strategy I showed attracted the attention of the students and that made it easier for them to pay attention to me when I was explaining. Also, giving them the freedom to name their team gives them a sense of belonging and autonomy. However, something that I don't like was that we lost a lot of time organizing the teams, as well as explaining the leaderboard.

Stage 4. Analysis

In analyzing this class, I realized that one of the main factors that helped the class go well was that showing the students how we would be working awakened their interest, since the teachers they have had not used any resources of this type. As well as the fact that I was excited to work with them, it allowed the students to catch my enthusiasm. However, the time management was not adequate, as a lot of time was wasted while the teams were settling in and agreeing, although I also believe that this is part of the process.

Stage 5. Conclusion

What I learned from this class is that the leaderboard can help me to motivate my students, because I noticed a different response to the one, I always got. I also need to improve my time management and group organization skills to avoid wasting time.

Stage 6. Action plan

If I had to apply to this class again, what I would do would be to be more concrete in my instructions and to save time, I would instruct the students to choose a name during the course of

the week and to give it to me in the following class. Regarding the activity, I feel that I could have chosen some other activity that was not only vocabulary, maybe a reading comprehension activity.

3.5.2 Comparatives and superlatives race

Stage 1: Description

This class was developed on December 1st in the first hour of class which was from 7:00 to 7:50 am. For this class I had to arrive earlier since the activity would take place in the school yard and I had to paste the material I brought with me (posters with classifications).

I started the class by greeting the students and asking them how their week had been. Sadly, only two students answered me: " Bien teacher". To activate the students, I decided to apply a hot potato. The person who caught the ball had to answer a question I asked them. We started the round and the first one to answer was I. The question I asked him was:

T: Do you remember what we saw last class?

I: ¿Me lo puede decir en español?

T: ¿Te acuerdas de lo que vimos la clase pasada?

I: Ah sí! Leímos una lectura sobre unas personas del circo

T: Excellent! Thank you! Pero que tema vimos? alguien se acuerda

B and E: Comparativos y superlativos

T: Exactly! Thank you!

The game continued and it was AS who got the ball. So I asked her:

T: How do you form the comparatives? Como formas los comparativos?

AS: ¿Puedo ver mi libreta? Es que no me acuerdo.

T: Yes! Go ahead

AS: Ah ya! Le ponemos -er en los cortos y more en los largos.

T: ¿en los cortos y largos qué?

AS: adjetivos teacher

T: Well done AS!

In the next round it was E's turn to participate. I asked him how to form superlatives and he answered that by putting the -est to short adjectives and the most to long adjectives. To continue with the class, I told the kids that today we would have the activity pending from last class and that for this activity we would go out to the playground. All the kids got excited, and their reaction was evident. I asked them to be quiet to give the instructions and it was enough only once for them to do so. I proceeded to explain the activity which consisted in that by teams (previously formed) they would have to organize themselves and classify the adjectives that I would provide them (flashcards). In teams they would have to discuss whether the adjective was short or long and paste it into the correct classification of comparatives and superlatives. However, one rule of the game was that students were not to run until their teammate returned to the line (relays). The first 4 teams would earn 5 points.

Figure 8. *Presentation race rules*

Author's elaboration.

Before heading to the field, I asked the boys if anyone was unable to run because of a condition and to my surprise S raised his hand and said he had asthma. So, I asked S not to run in this activity or if he wanted, he could walk when it was his turn to participate. After this, we headed to the court and I organized the teams by rows. The game started and I noticed that not all teams were following the rule that they had to wait until their teammates returned. Also, several teams were not doing the correct analysis of the adjectives, as I noticed how they placed the flashcards wherever they wanted and did not discuss with their teammates the possible options.

Another thing that happened while the kids were playing, was that the material started to fall down in the middle of the game (posters), however the kids kept playing and tried to pick up the material, but it kept falling down. Gradually the teams were finishing, and, in the end, the winning teams were 3. I asked the kids to go to the dining area and told them that to close the activity they would have to complete a table using the adjectives we used in the game. To complete the table, they would have to conjugate the adjectives with their correct form in comparative and superlative. This activity was done in teams and my initial idea was that as a group we would correct the adjectives in the game, to see if they were well placed or not, in order to complete the

table. Unfortunately, I didn't have enough time and there were only 10 minutes left in the class. The kids were still working, and I gave them the help they needed. I handed out the rewards (marker) to the winning teams and finally, the bell rang, and the class ended.

Figure 9. *Students' activity*

Autors elaboration

Stage 2. Feelings and thoughts

One of the most recurring feelings throughout the class was frustration, as things did not go as expected. I also felt a little sad when I saw that my students did not return my greeting, it made me wonder if maybe they don't like me. However, I put those thoughts aside and decided to continue as I believe that much of that attitude is the personality of the group. Another reason I was frustrated was that during the activity the material fell down and the activity was somewhat affected, as the students did not know what to do because there was nowhere to stick the flashcards. In my opinion, this activity was chaotic.

Stage 3. Evaluation

I think what worked for the students' willingness to participate in the activity was that it would be a competition and would involve physical activity. However, I think there were more

factors that negatively affected the development of the class. For example, the instructions, the material and the time. These factors made the activity feel messy.

Stage 4. Analysis

Looking back on this experience, I realize that it was likely that things did not go as planned, because this was my first gamified activity and not having the experience, I think I missed some details necessary for the development of this. Starting with the instructions, I think I was not clear enough, because my students were not following the rules of the game, so maybe I did not use the right words when explaining. Regarding the material, I think it could have been easier if I had just stuck the titles of the classifications on the wall and had the students stick the flashcards under the titles, because the poster I used was not the best material, as it did not resist the weight of the flashcards. And finally, the weather. I consider that this was one of the factors that most affected the development of the activity, because I did not measure well the time for each stage of the class, what happened was that the end of the class felt very rushed and I could not give the correct closure, where there was an opportunity to give feedback to the students.

Stage 5. Conclusion

The biggest learning, I got from this class is that time management is indispensable when including this type of activities, because if we do not time each phase, we lose the opportunity to complete our didactic sequence. Also, I notice that we need to work on the instructions so that misunderstanding situations can be avoided. In addition, I consider that the activity may not have been clear to the students since we had not had class for about two weeks, so the topic we were studying was no longer clearly remembered.

Stage 6. Action plan

If I could do something different it would be that before starting the activity, I would ask the students to explain the rules of the game to me in order to see if the instructions were clear and that for those students who did not pay attention or who missed some important aspect, they would listen again, and the information would reach everyone equally. Another thing I would like to do is to first put some review activity a little more friendly for the students, because I noticed that when I asked questions about grammar, the students looked very confused and overwhelmed because they could not remember the topic that had been seen a few weeks ago.

3.5.3 Unscramble Love Story

This class was applied on March 1st, 2024 during the first hour of class which was from 7:00 to 7:50 am. To start the class, I arrived early and wrote on the board the names of the teams that had been previously formed in the previous class. Then I asked them to get together in teams so that I could give them their material. I also created a table to record the teams' scores as they accumulated them.

Figure 10. Unscramble love story material

Author's elaboration.

Then I explained to the teams what the activity was about, which consisted of the students having to put the sentences in order, but that we would go in order and one by one, and that they would have a time limit to answer. The teams that raised their hands within that time limit would be allowed to participate. I asked them to be attentive to the number I gave them since that would be their participation number. At the beginning of the activity, after I gave them the indication, I noticed that some students remained without doing anything, so I asked them to stop and asked them if the indication was clear, to which they answered no. 10 teams said yes, but 4 said no. I explained again but this time I asked them to stop. I explained again but this time it was in Spanish so as not to waste so much time and I tried to be more specific in the instruction. I told them that they could use their notebook to check their notes in case they needed support. From there, we proceeded to review the first sentence and I have to say that I realized that the activity was not very fair for everyone since there were students who had a little more of an advantage than others. I noticed that the teams that finished first were made up of students with a higher level in English.

For example, the team where the native girl is, her team was one of the first to finish, so I think it is difficult because there are students who have more advantage than others. Another thing I noticed is that the students were upset because they wanted to pass before others, they did not respect the place of others and some said that I had given them a number before, but it turned out that the number belonged to another team, so there was some disagreement with that. There were only 3 teams with higher scores and there were also teams that did not score at all. Another thing I noticed when LG's team was participating, LG said: "I read it ", I got a little closer because he spoke very softly and then LG mispronounced a word. What surprised me was that HA looked at Luciano with an annoyed face because he had made a mistake. I told LG not to worry, to do it the best he could. I felt that this activity did not appeal to all students because there were students who

let their "know-it-all" peers answer the activity and they were left to do nothing. I noticed that and made some comments that everyone should be participating with their peers. The students tried but ended up leaving it to someone else. After that, we played 5 more rounds and the class was over.

Stage 2. Feelings and thoughts

During the class I felt a bit worried because I noticed that the students were having difficulties to order the sentences, since I noticed that the topic was not clear at the moment, they were saying them. Also, I felt a bit overwhelmed when students would say to me: "No teacher, we raised our hand first" or "Teacher we were going first". Obviously, since there were too many students, I could not remember the order of everything, so I assigned them a number, but the students did not follow that order and that created a certain kind of displeasure. In the course of the activity, I realized that the students with a higher level of English have a lot of advantages over those who do not, so that made me think that the students might perceive it as unfair or that perhaps they did not want to participate because they are aware of their disadvantage.

Stage 3. Evaluation

I think the things that went well was the visual support on the worksheet, as I thought the students might not understand the meaning of all the words, however by using pictures the students were able to deduce the meaning of the sentence. On the other hand, something that did not go so well was that not all students were participating in the activity, that is, only those students with a higher level in the language were the ones who were participating, leaving aside those who are not so comfortable with the language.

Stage 4. Analysis

Looking back on the experience I can say that things did not go very well as the activity was not clearly thought out. For example, the teams were made up of 4 members and each team only had one material. I think that for this reason only one worked, because four could not be using the same sheet of paper. Also, I think that the topic that was seen in this activity (present perfect) was a difficult topic for the level of most of my students (A1), however, I could not stop seeing it since my teacher provided me with the contents that I should see. I believe that not planning for what would happen when I assigned turns to participate made the atmosphere feel tense between the students and the teacher, which may affect future activities as there are students who may hold resentment

Stage 5. Conclusion

I conclude that this was not one of my best classes, as I saw that most of the students did not enjoy it and that the objective, I had was not fulfilled either. The students were not able to solve problems as a team, everything was left to a partner and the others just watched. I think this could be an area for improvement, maybe it is necessary to make smaller teams so that each student has the opportunity to participate. I think that another thing I could have done was to use a digital tool, maybe an application like Wordwall and thus reduce the task of being aware of who raised his hand first, and thus avoid unpleasantness with the students.

Stage 6. Action plan

What I could notice in the structuring of the sentences was that not all the teams understood the topic of the present perfect, as it was very scattered, I feel that I could have included a warm up before where they could review what we had seen on Monday because it is evident that from Monday to Friday what you see, you can forget. It is a challenge for me to do this type of activity

because there are so many students, and it is difficult to keep them engaged because I can't keep track of everything that is going on. However, what I would like to do is maybe take them out on the field because I feel like this was just another activity and there wasn't as much interaction between them. I consider that using a digital tool could save a lot of trouble in these types of activities.

Figure 11. *Activity's result*
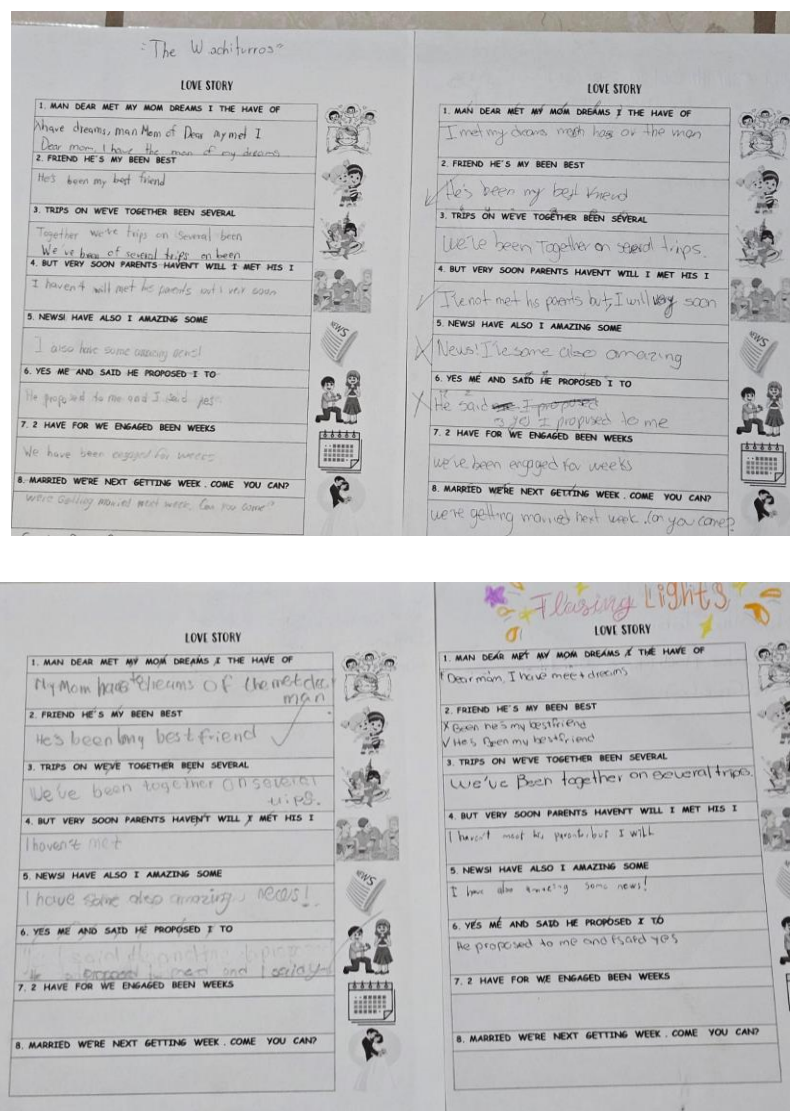
3.5.4 Tic Tac Toe

This lesson plan was applied on Monday, March 11th, 2024 at 7:00 am. To start the class, I applied a warm up called hugs. In this activity the students had to walk in a circle, when the teacher shouted a number, the students had to form teams of that specific number. To make the dynamic a little more energizing, I decided to play music while the students walked. The last number to be called out was two (Appendix G). The students and I returned to the classroom and I asked them to pair up with that person. It took the students about 5 minutes to arrange their chairs, which was faster than it usually takes them to arrange themselves.

I started by asking the students:

T: Today we are going to play a game that is called TicTacToe. Do you know this game? Tic tac toe? Do you know it?

S: Si

I then went on to say that the idea of tic tac toe was that to win they had to write an X or an O in the boxes, but to win they had to use the verbs that were in the boxes. I also mentioned that the person who won would get one point per round and that they would have to keep the paper where they did the tic tac toe. At the end, the winner would be the person with the most points.

After that, I showed them the example of how the game was played, for this I made some sentences in the affirmative, and I also showed them how their grid had to look (with the verbs written). I emphasized that they could make sentences in the affirmative, negative or questions but using the present perfect tense, which was the topic we studied last class. To continue, I projected to the students a list of verbs conjugated in the past perfect tense that they could use during the game (Appendix H). To see if they were understanding me, I asked them:

T: Entonces si en cada cuadro vamos a escribir un verbo, ¿Cuántos verbos serían el total?

S: Nueve

T: Very good! So, is the activity clear?

S: Yes.

I provided the students with sheets and stressed to them that they could use the verbs from the presentation, or their verbs that they had on their verb chart. I gave the kids the indication that they could start playing and, in the meantime, I proceeded to monitor the teams. While monitoring I checked that the students understood the instructions and if the students were confused, I explained to them individually. However, after five minutes there were 3 teams that told me that they had not understood what they had to do. So, I proceeded to explain again but this time in Spanish, I asked the kids:

T: ¿Han jugado al gato?

S: Si.

After receiving that answer I told the students that it was the same thing but they had to use the verbs to make sentences and win. I gave them another demonstration of how they had to play and even wrote the examples on the board. Once explained, the students started to play. During the time allotted to play, I spent time monitoring the kids and observing how they played. After 15 minutes, I told the kids that time was up and asked the students who the winners were, and they proceeded to raise their hands. I asked the winners to stand up because they had won 25 points and had to move their avatar on the board. I instructed the students to move their avatars row by row, but they ignored the instructions and they all piled up, so I had to emphasize that it was by rows (Appendix I). It took 5 minutes for the students to pass and advance on their board, so the last 10 minutes were dedicated to the speaking activity. For this activity, the students had to write two truths and a lie about experiences they have had. To make it easier for the students, I provided

them with an example of what their written production was expected to be. As the students were writing their sentences, one student asked me if the sentences were in pairs and I told her no, they were individual, so I made the comment for everyone. I noticed that this student made a face of annoyance, because she wanted to do the same as her classmate. After 5 minutes, I told the students that to play this game they had to read their sentences and the rest of the group would guess which one was the truth and which one was a lie. If they were able to guess the lie of their classmates, they would write a point in their notebook. To encourage the students, I shared my truths and my lies, and we voted on each sentence to see which one was the lie (Appendix J). After I finished sharing my production, I asked the students:

T: Who wants to participate? ¿Quién quiere participar?

S: (silence)

T:Or do I choose?

K: Maestra yo

T: Ok chicos, guardamos silencio y escuchamos a K.

K: ¿pero que leo?

T: Tus oraciones.

Unfortunately, before K could speak, the bell rang and the class ended.

Stage 2. Feelings and thoughts

At the beginning of the class, I was very excited about the activities to be done, because I had never before implemented an activity like this to organize teams and I think the fact of having the students go out to the playground and get active while listening to a happy song, put them in a

good mood. I liked to see that when we returned to the classroom and I was explaining, the students were very respectful and kept quiet while I gave the instructions for the game.

During the class I noticed that the students were really trying to make sentences, some struggled more than others, but I was happy to see that those who had difficulties, preferred to write first before saying them.

Stage 3. Evaluation

I think one of the things that didn't go so well was giving the students the freedom to do their own material because I realized that they didn't know if it was right or not the way they were doing it and therefore, it took them more time. Also, something that did not go so well was the time management, as the students were not able to share their production. On the contrary, something that was useful for the students was to have given them examples of what they were expected to do, as well as providing them with resources to support them in the elaboration of their material.

Stage 4. Analysis

I think one of the reasons why this activity caught the interest of my students was because Tic tac toe is a game, they all know and have played at some point in their lives, so it was easy for them to understand the rules of the game. In addition, the students developed a sense of competition, so the desire to beat their partner made them move and act (create sentences) in order to win. However, I still have problems managing the time of the activities, I still can't measure the time of each stage. I feel that I am taking the longest to give the instructions, maybe I am not being consistent and maybe I am over-explaining.

Stage 5. Conclusion

My biggest learning from this class is that sometimes simple games can be modified for an educational purpose, and that it doesn't always take a lot of preparation of materials to do an activity like this. Also, I learned that students enjoy competing with each other, rather than in a team with more members. Evidently, I am still lacking in time management skills and I believe that in classes where students participate, time is what allows more students to do so and without feeling the pressure or rush to move forward. I feel that I also need to be a little more rigid with my students and set more rules, as in this class the students did not follow my instruction to pass in an orderly fashion and that created some chaos in the class.

Stage 6. Action plan

If I could modify this class and reapply it, I would like to change several things. For example, I would like to give my students the option to choose if they want to make their own material, or if they prefer that I provide them with one made by me previously. I believe that giving the student that freedom to choose, can make the student's disposition change and the results be better, since he or she knows how to work better. Also, I would work better on my timing and my sentences, so that I can develop the speaking activities.

3.5.5 Board game "Have you ever...?

This class was held on Friday, March 22nd, 2024 at 7:00 am. To start the class, I greeted the students and asked them if they were excited to get out of class, to which they said yes. But as always when I greet the students, I see a lot of apathy, only 3 students respond to my greeting and to the question I asked them.

After greeting them I put a dynamic called Clap, Up, Touch, which consisted of working on physical coordination. In pairs, the students had to take turns saying the numbers one through

three. Then instead of the numbers they would do the actions of clapping (one), putting their hands in the air (two) and finally touching their legs (three). The intention of the dynamic was to wake up the students since it was the first hour. In my opinion the activity worked because it was a bit challenging for them. One thing I noticed in this class as in the previous one, was that after using a Warm up, the students stay quiet and listen to me. I noticed this because as soon as we did the dynamic, I proceeded to explain the rules of the board game. All the students were silent and paying attention and I think the instructions were clear because while I was monitoring, I realized that the students were following the rules. After explaining the rules, I proceeded to tell them who had the right to form their teams freely. I took their position on the leaderboard as a basis and those students who had no points were those who had no right to choose who to team up with, so I set up the teams with these students. Something that caught my attention was that at the moment of organizing themselves into teams, the students took about three minutes when in previous occasions it took them five minutes or more. There was a moment when I struggled to get LG to join with someone, as he had a reluctant attitude and told me that he wanted to be alone. To decide which team to send him to, I asked him:

- LG, who do you get along with?

to which the student answered:

-Conmigo mismo.

His answer surprised me because I did not expect him to answer something like that, besides, I realized that he is a boy who has a hard time socializing. I decided to explain to LG why it was important for him to join a team and I chose to give him options of which teams he could join.

- LG, would you like to team up with E, FJ and HA?

LG replied:

-Si, mejor con ellos.

I asked the students if there was a problem with their partner being integrated and they said no. I noticed during the game that they did include him in the activity, although LG was very close to wanting to participate with others. During the game I noticed that they did include him in the activity, although LG was very reluctant to participate with the others.

After having all the teams organized, I proceeded to hand out the material (Appendix K) and ask the students to make their tokens. To my surprise, the students already knew what to do and as soon as they had the material, they were already deciding what was going to represent them on the tablet. There were even teams that were already playing before I gave the instruction that the game had started, the students were already playing. Which surprised me because it shows that they had an interest in playing.

During the twenty minutes they played, I noticed the students were very engaged. However, there was one team where they were not answering in English, but simply rolling the dice and advancing on the board. So, I had to tell them that they had to answer in English.

I was surprised that there were other teams that had their notebook outside and were using it as a support to answer the game and advance. I thought this was wonderful because I had told them that they could support each other but they decided to do it on their own. I was glad to see them do it without having to tell them. Likewise, I was glad to see that my students were trying to answer even if they got it wrong. In the moments when I detected a mistake, I would go to them

and try to make them realize where they had made a mistake so that in the future, they could avoid that mistake.

I realized that I only had 10 minutes left and I realized that I no longer had time for the students to move their avatar from the board. However, I asked the students who had won and immediately the winners stood up and went to the leaderboard to move their avatar. This action made me realize that my students already understood how the board worked, as well as how excited they were to move up the board. I decided to omit that and chose to do the speaking activity instead. For this part I asked the students:

-Tell me guys, what have you done recently?

I gave them 3 minutes to think and write their answer. To my surprise, the first person to participate was the native speaker.

T: M, what have you done recently?

M: I have gone to a pool party

T: Oh nice! Thank you! Anyone else? Ok, C go ahead.

C: Yesterday I have do my homework.

T: Ok very good but try to say, "I have done my homework".

C: Ah! I have done my homework.

T: Very good C! Thank you!

T: Anyone else? OK E and then A.

E: This morning, I have gone to school.

T: Excellent! Thank you E! A go ahead

A: I have played video games.

T: Great! Thanks! Anyone else?

As she participated, the others were encouraged to participate (4 students). Since no one else wanted to participate, I decided to use the hot potato game. Although the students made mistakes, I tried to correct them on the spot to avoid repeating them in the future.

Stage 2. Feelings and thoughts

I honestly felt very happy because I could see that my students were very immersed in the game, however I feel that there were some details that I missed. Initially, I felt a bit discouraged by the lack of response from the majority of the students to the greeting, indicating a potential lack of motivation or engagement. However, there was a sense of accomplishment and satisfaction as the "Clap, Up, Touch" activity successfully engaged the students and created a more attentive atmosphere. In addition, I felt concern and empathy when dealing with LG, who displayed reluctance to join a team, but also a sense of relief and success when LG agreed to participate. During the board game, there was likely a sense of pride and satisfaction in seeing the students' proactive approach and their enthusiasm for the activity. There was also a moment of pride when students showed a willingness to support their learning by using their notebooks. The speaking activity made me happy as the students actively participated and showed improvement.

Stage 3. Evaluation

Some of the reasons why I consider that this class was successful was the warm-up activity since it is effective in engaging students and preparing them for the lesson. Students demonstrated

attentiveness and understanding during the explanation of the board game rules. Team organization was smoother and quicker compared to previous classes. Students showed initiative and enthusiasm for the board game, with some starting to play even before the official start. The speaking activity saw good participation, especially with students correcting their mistakes and using the language. However, what did not turn out so great was the initial lack of response to the greeting suggests a need for strategies to increase overall engagement and enthusiasm from the start. Managing students who are reluctant to participate, like LG, requires more tailored approaches to ensure they feel included and motivated. Ensuring all teams consistently use English during activities to reinforce language learning

Stage 4. Analysis

The initial apathy from students might stem from the early hour and the routine nature of the greeting. Introducing a more interactive or unexpected element at the start could capture their attention better. LG's reluctance to join a team suggests that some students may feel isolated or disconnected from their peers. Providing more opportunities for students to interact in smaller, more manageable groups might help foster a sense of belonging. The students' use of notebooks to support their learning during the game demonstrates their ability to take initiative and apply learning strategies. This is a positive sign of their developing autonomy and resourcefulness. The speaking activity's success shows that students are becoming more comfortable with participating in class and are willing to correct their mistakes.

Stage 5. Conclusion

The class had several successful elements, such as effective engagement through physical activities, proactive learning behaviors, and good participation in speaking exercises. To build on

this success, I consider I could explore more interactive and engaging ways to start the class to overcome the initial apathy. Providing additional support and encouragement to students like LG could help them feel more included and motivated to participate. Continuing to encourage the use of English in all activities and reinforcing this expectation will enhance language learning.

Stage 6. Action plan

Next time, I will Introduce more interactive and stimulating activities at the start of the class, such as quick games or thought-provoking questions to capture students' interest from the outset. I also think I need to develop strategies to support reluctant participants, like offering choices and emphasizing the benefits of group work and creating more opportunities for small group interactions to build confidence and social skills.

3.5.6 Running Dictations

Stage 1: Description

This activity was held on April 22nd, 2024. 7:00 - 7:50 am. I began by greeting the students as usual and handed out colored paper to each student. Then I explained that they would form teams with the people who had a piece of paper of the same color as them. I asked the teams of a certain color to stand up so they could see who they would be teamed up with.

After that I explained the instructions of the game. The game was that the team had to designate a partner as the secretary. Their job was to write down all the words that their teammates said to them. The rest of the team had to run to a letter that had a jumbled sentence, the students had to memorize the word, go back and say it to the secretary. Evidently, the sentences had an order so that the student knew which word to memorize. Once the students had the words written down, as a team they had to put them in order and form the correct sentence.

To verify that the students understood the instructions, I asked them:

T: Are the instructions clear?

S: Si

T: Ok, entonces quien me puede decir, que vamos a hacer?

S: silence...

T: E, tu dijiste que entendiste el juego, verdad?

E: Si teacher.

T: Muy bien, cómo se juega?

E: Tenemos que elegir a una persona que sea el secretario y los demás tenemos que correr uno por uno y memorizar una palabra usando el orden en el que vienen. Después corremos y le decimos al secretario la palabra y así hasta que ya hayamos escrito todas. Al final ordenamos la palabra y se la decimos a usted para saber si está bien.

T: Exactamente E, thank you very much! So, is it clear?

S: Yes!

Before heading to the court, I provided the students with a sheet of paper per team where they could write and order the sentences. We headed to the court and I organized the material needed (Appendix L).

I arranged the teams in rows and instructed them that they could not run until their other teammate had returned. The game started and I could see the kids were excited to run. At the end of the 1st round the first team came up to me and gave me their answer which was correct. I gave two other teams a chance and their answer were also correct. We continued to play another 2 rounds. The winners were the red, green, and orange teams. I asked the students to go to the lunchroom area and there I gave them a worksheet which consisted of the students having to write down on a schedule, 7 activities that they would do.

Figure 12. *Students working on the activity*

 I provided them with a vocabulary list to make it easier for them to support themselves. After that activity, the students would have to ask their classmates what they would do on a certain day and at a certain time, the other student would have to answer if he/she had an activity planned or not. In case they were free, I would have to say; "Nothing, I'm free" and the student who asked the question would write his partner's name in the box for that activity and vice versa. I could tell that even though I gave the students 5 minutes to write their activities, they took an extra 5 minutes. The bell rang and we were unable to complete the second speaking activity.

Stage 2: Feelings

At the start of the class, I felt optimistic and excited to introduce a dynamic activity. The students' initial silence when asked if they understood the instructions caused me some concern, but this was relieved when E correctly explained the game. So, I felt satisfied and relieved that the students grasped the concept. During the game, I felt a mix of excitement and pride seeing the students enthusiastically participating and successfully completing the task. Even though I had a sense of accomplishment in observing the teams working well together and achieving the objectives. In the lunch area, I felt a bit of frustration or disappointment when the students took

longer than expected to complete the worksheet, leading to the second speaking activity being cut short. However, I understood that the activity was engaging and required more time than anticipated.

Stage 3: Evaluation

In the positive aspects of the class, I can say that the team-based activity was engaging and encouraged physical movement, which helped energize the students. The students understood the game rules clearly after the initial explanation and actively participated. Teams demonstrated good collaboration and completed the tasks efficiently. And the follow-up worksheet activity was well-received, and students were actively involved in asking and answering questions about their schedules.

However, I think that I have some room for improvement since I noticed that the initial silence when checking for understanding indicates a need for more interactive or varied methods to ensure all students comprehend the instructions. The extended time taken for the worksheet activity made me realize the need for better time management or adjusting the activity's complexity to fit the available time. And the inability to complete the second speaking activity highlights the importance of assigning sufficient time for each activity or having flexible alternatives.

Stage 4: Analysis

The initial silence when asking if the instructions were clear may have been due to the early hour or students' hesitation to speak up. I noticed that more interactive methods, such as asking different students to summarize parts of the instructions or using a quick practice round, could help ensure comprehension. The excitement and engagement during the game indicate that

incorporating physical movement and team competition is effective in maintaining student interest and motivation. The efficient completion of tasks by the teams suggests that clear instructions and structured activities can lead to successful outcomes. The extra time taken for the worksheet activity suggests that the students were genuinely engaged and took the task seriously. However, it also shows the need for realistic time management and flexibility in the lesson plan.

Stage 5: Conclusion

The class was successful in engaging students through dynamic and interactive activities. The team-based game fostered excitement and collaboration, while the follow-up worksheet activity encouraged meaningful interaction among students. It is important to make sure that all students understand instructions clearly and that time management is effectively planned to adapt to the different durations of activities. In addition, I conclude that incorporating varied methods to check for understanding, allowing for more flexible lesson timing, and having backup plans for activities that run over time will help improve the overall effectiveness of the class.

Stage 6: Action plan

I will continue using team-based and physical activities to maintain student engagement and foster collaboration. I need to consider rotating team roles to give all students an opportunity to lead and contribute. I also notice that I need to plan for more flexible timing in activities and be prepared to adjust the lesson plan based on how long students take to complete tasks. I am considering a simplified or shortened version of activities as a backup.

3.5.7 Choosing sides

This class was applied on April, 29th, 2024 at 7:00 am. I started the class by greeting the students and applying a warm up. This warm up is called Clap, Stomp, Jump Down. The idea of this introductory activity is that the students will have to do the actions following the order given to them. Subsequently, instead of saying the verbs, they will say 1 (clap), 2 (stomp), 3(jump) and 4(down). As we were playing, I noticed that the students looked tired and did not make much of an attempt to participate in the activity, so I decided to stop the activity and thanked them for their participation. To continue with the class, I told the students that we were going to have an activity in the schoolyard and that it would consist of a competition between two teams. I proceeded to divide the room in half and pointed out that one would be team 1 (left) and the other team 2 (right).

Having said that, I explained to the students the instructions for the activity, which consisted that in pairs, the students would have to listen to the sentences that the teacher would say and when they knew if the sentence was correct or incorrect, they had to run to the side where the check mark was (correct) or to the cross (incorrect). To get another point, the students had to say why it was correct or incorrect.

We started the game and at the beginning I saw that I had the attention of the students, however in the second round I noticed that not everyone was paying attention, they were scattered during the activity and the students who were even behind were distracted and playing with each other, so I had to call attention repeatedly. We played 10 rounds and the winning team turned out to be team 1 (left).

Figure. 13 *Students during the activity*

Author's elaboration

We moved back to the classroom and I reapplied the activity from last class, which consisted of completing the schedule and then asking their classmates about their upcoming activities. However, for this class we were dedicated to finishing the second part which was about practicing the speaking part. To make the activity easier, I provided some dialogues with useful language for the students to use. I gave them 10 minutes to ask each other questions and gave them the option to write below the dialogues what their classmates asked (Appendix M).

However, as I monitored the activity, I realized that not everyone had understood the activity, as some pairs were not doing it the way it was, or others were asking me questions about what they had to do. Those pairs were explained individually and mostly in Spanish so that they could complete the activity in the remaining time. After the 10 minutes of practice, I proceeded to ask: Who wants to participate? As usual, no one answered. There were two students who were not paying attention, so I asked them to participate. Evidently, their response was that they had not. I thanked them and chose two other students who had been talking during the class, but their answer

was correct. I was about to pull out my ball to play hot potato and choose the next pair, however E and LS wanted to participate on their own. After their participation I asked again: who wants to participate? And no one answered me, so I chose two couples who were talking while their other partners were participating. One of those participations was correct, but the other one was not. Finally, I asked again: Who wants to participate? And to my surprise 3 more couples wanted to participate simultaneously. They participated in order, and then, the class ended.

Stage 2: Feelings

At the beginning of the class, I felt optimistic, hoping the warm-up would energize and engage the students. However, I noticed the students' fatigue and lack of enthusiasm and it caused a bit of disappointment. During the schoolyard activity, the initial attention from the students likely brought a sense of satisfaction and anticipation for a successful competition. However, I felt frustration and concern when students lost focus and became distracted, so I had to use repeated calls for attention. In the classroom, when students struggled with the activity instructions, I felt empathy and frustration, understanding their confusion but also recognizing the need for clearer communication. The lack of volunteers for participation might have caused some frustration or disappointment. However, the willingness of E and LS to participate and the eventual interest from other students brought me a sense of relief and accomplishment, ending the class with a positive attitude.

Stage 3: Evaluation

I noticed some good aspects of the class, for example; the initial warm-up demonstrated an effort to energize the students and engage them early in the class. The activity in the schoolyard captured the students' attention initially and provided a dynamic and interactive way to reinforce

learning. The follow-up activity in the classroom allowed students to practice speaking and interact with each other, fostering language use in a practical context. My willingness to explain the activity individually ensured that most students could complete the task and understand the expectations and the eventual volunteer participation and increased interest towards the end of the class.

However, some things that did not went so well were the loss of focus during the schoolyard competition made me realize that I need to look for strategies to maintain attention and manage classroom behavior more effectively. And the confusion during the follow-up activity indicates that my instructions might need to be clearer and more accessible.

Stage 4: Analysis

I feel that the initial warm-up activity might not have matched the students' energy levels or interests, leading to their lack of enthusiasm. The competitive schoolyard activity initially engaged the students, suggesting that dynamic and interactive games can be effective in capturing attention. However, maintaining that focus can be challenging, indicating I need strategies to keep students engaged and reduce distractions. Breaking the activity into shorter, more varied segments or incorporating more immediate feedback and rewards could help maintain attention. The confusion during the follow-up activity highlights the importance of clear instructions and the potential need for additional support or scaffolding. The reluctance to volunteer for participation suggests that students may need more encouragement or a safer environment to feel comfortable participating. Creating a more supportive atmosphere, perhaps by praising participation regardless of correctness or incorporating more collaborative activities, could help increase student willingness to engage.

Stage 5: Conclusions

The class demonstrated the importance of adapting activities to student energy levels and interests to maximize engagement. While the competitive game was initially successful, maintaining student focus requires effective classroom management and engagement strategies. Clearer instructions and more supportive participation environments are crucial for effective learning and student involvement. To improve future classes, it's important to consider students' energy and engagement levels when planning activities, maintain focus through varied and interactive tasks, provide clear and accessible instructions, and foster a supportive environment that encourages participation.

Stage 6: Action Plan

In reflecting on this class, I realize the importance of adapting activities to match my students' energy levels and interests to maximize their engagement. The competitive game showed initial success, but I understand now that maintaining student focus requires a combination of effective classroom management and engaging strategies. I also see that providing clearer instructions and fostering a more supportive environment for participation are crucial for effective learning and active involvement. Moving forward, I aim to be more mindful of these factors and adjust better support and engage my students in future classes.

3.6 Evaluation of the proposal

During this research, the main objective was to reinforce the oral participation of third year high school students through gamification. In order to analyze whether the objectives established in this research were met, several observation tools were used. Thanks to these tools, I was able to realize the progress made with the students throughout the 5 months of work. After having used and applied different gamified activities, as well as providing opportunities for

the student to participate in class, it was frustrating to see that the chosen method did not provide a positive impact on the student's oral participation. Nevertheless, there were other kinds of findings in this research.

One of the questions I asked myself during the research was to know what motivates my middle school students, because when working with gamification, one of its mechanisms is rewards. To find this out, I decided to apply a survey (Appendix F) to my students at the end of the first intervention I conducted with them (November-December). In this survey the students were asked about the type of rewards they would like to receive in the future if the Leaderboard mechanism were to be used again. In total, 23 out of 48 responses were obtained. The answers were varied, however, for the practicality of the analysis, the responses were classified into material, extra points, creativity, time and no proposals.

In the Material category we can find answers such as candy, chocolates, money, stuffed animals, soda, stickers, etc. In extra points, the students showed interest in converting the accumulated points into real points that would benefit their grade. In creativity we found answers that allow working on this characteristic of the student, such as the use of mandalas. In the time category, students proposed that they be allowed to talk before the class ended or watch a movie in the hour class. Finally, in the category of non-proposals, the students did not express any opinion.

As shown in the graph below, out of a sample of 25 students, 44% prefer material rewards. 30% preferred rewards where they would benefit academically. 13% choose not to propose any

ideas. 9% prefer recreational time and 4% prefer rewards where they can explore their creative side.

Based on the results, we can say that almost 50% of the students are willing to learn only if the reward they get is something tangible

Table 7 . *Students' answer 1st survey in December.*

REWARDS

■ Material ■ Extra points ■ Creativity ■ Time ■ No new proposals

Author's elaboration

Upon receiving feedback from my students, I decided that perhaps one way to motivate the student would be to generate a genuine interest in learning, not needing to receive a tangible reward and opting for rewards that would allow them to interact with their peers. The options I gave them in the second intervention (February-April) were the following:

25 points- Sit with a buddy/friend

50 points- 10-5 extra minutes for break

75 points - An extra class to deliver homework

Similarly, at the end of the intervention day, another survey was administered but, in this survey, a different statement was made, and the answers were using a Likert scale. This statement was: The rewards were motivating. The results are shown below.

Table 8.   *Likert scale opinion about rewards*
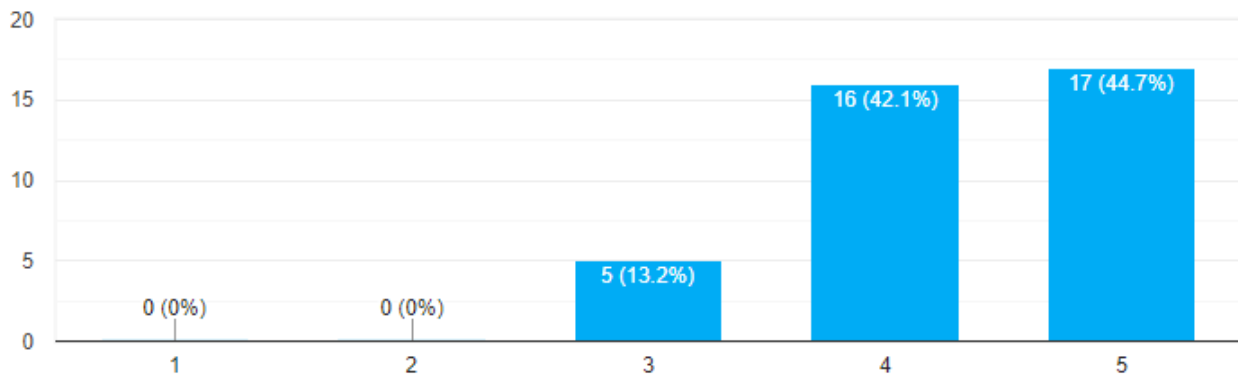
Author's elaboration

As we can see, out of a sample of 38 students, 13.2% of them consider that the rewards were neutral, that is, they did not motivate them enough, but they did not demotivate them either. On the other hand, 42.1% agree that the rewards were motivating. And finally, 44.7% of the students totally agree that the rewards were motivating. This means that almost 50% now prefer rewards that have to do with socialization and time.

However, to get a broader view and to see if the students really changed their minds, I asked the students if they did not agree with the rewards they were given, to let me know what they would like to receive. Similarly, their responses were categorized according to the types mentioned above (material, time, extra points, and creativity). Out of a total of 12 responses, the

results were the following. As we can see, 58% of this small sample continues to choose to receive material rewards. 25% prefer to be rewarded with extra points on their grades. While 17% choose to be given extra time for recess or to talk among peers. And finally, 0% choose to be provided with a creative activity.

Table 9.   Rewards Survey April

REWARDS 2ND INTERVENTION

■ Material   ■ Extra points   ■ Time   ■ Creativity
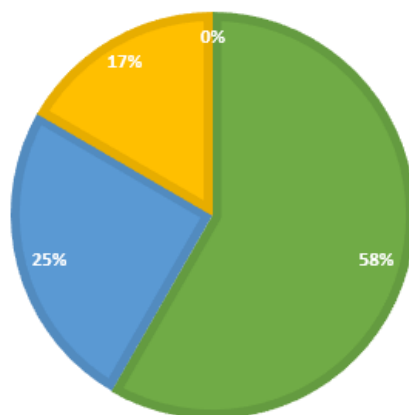
Author's elaboration

These results let me see that there was a significant change in the type of reward the learner desires to obtain. However, to analyze in detail the patterns in the students' changes, below is a table with the individual responses of each of the students.

Table 10. Comparison Rewards

No	Student	Survey 1- ¿Qué recompensas te gustaría obtener? (Realistas)	Survey 2 - ¿Qué te hubiera gustado recibir de recompensa

			para que esta sea motivante?
1	V	Actividades que beneficien al alumno	De acuerdo
2	R	No answer	De acuerdo
3	PV	No answer	De acuerdo
4	FJ	No answer	De acuerdo
5	MJ	No answer	De acuerdo
6	AR	Juguete pequeño	No answer
7	KY	De acuerdo con las propuestas del docente	De acuerdo
8	LG	No answer	No answer
9	EA	No answer	Punto extra
10	AE	No answer	No answer
11	HA	Sabritas/Refresco	De acuerdo
12	FM	No answer	Punto extra
13	AS	Stickers	Dulces
14	JJ	No answer	De acuerdo
15	J	De acuerdo con las propuestas del docente	De acuerdo
16	C	Stickers	De acuerdo
17	E	No answer	No answer
18	AS	Chocolates blancos	De acuerdo
19	XA	Puntos extra	No answer
20	IE	Puntos extra	Una gorra
21	HD	Chocolates	Dulces
22	JA	No answer	De acuerdo
23	G	No answer	Pegamento/marcador

24	C	No answer	De acuerdo
25	E	No answer	No answer
26	JS	Puntos extra	De acuerdo
27	CI	No answer	No answer
28	VC	No answer	De acuerdo
29	S	Sabritas	No answer
30	KY	No answer	De acuerdo
31	A	No answer	Punto extra
32	SI	Punto extra	De acuerdo
33	D	No answer	De acuerdo
34	DA	No answer	De acuerdo
35	CE	No answer	De acuerdo
36	BC	Punto extra	De acuerdo
37	NG	Clase de películas	Tiempo para platicar
38	T	Poder platicar	De acuerdo
39	SS	No answer	Peluche
40	K	Dulces	De acuerdo
41	EE	Puntos extra	Tiempo extra receso
42	D	No answer	De acuerdo
43	LS	No answer	No answer
44	KA	No answer	Un peluche
45	IA	De acuerdo con las propuestas del docente	De acuerdo
46	HD	Mandalas	Un peluche
47	IA	No answer	Un peluche
48	JP	Dulces	De acuerdo

Author's elaboration

As can be seen in the table, there are students who went from having a tangible to an intangible response (S 11, S 18, S 26, S 32, S 32, S 36, S 40, S 41, S 48). However, there are also cases that went from having an intangible to a tangible response (S 46). There were also students who continued to opt for a tangible reward (S 13, S 20, S 21).

The main objective of this research was to reinforce oral participation in secondary school students. In order to keep a record of the participations, an observation guide was implemented where they were classified in 7 categories (Appendix D). At the beginning of the second intervention, I made an observation that would allow me to make a comparison between this class and the last one. The table is shown below.

**Table 11**. Observation chart Feb. 12th, 2024

No.	Name	Type
13	AS	ICA
40	K	ICA
17	E	ICA
36	BC	ICA
11	HA	ICA

(VCA) VOLUNTARY CORRECT ANSWER
(VIA) VOLUNTARY INCORRECT ANSWER
(ICA) INVOLUNTARY CORRECT ANSWER
(IIA) INVOLUNTARY INCORRECT ANSWER
(VP) VOLUNTARY PARTICIPATION
(IP) INVOLUNTARY PARTICIPATION
(SSI) STUDENT-STUDENT INTERACTION

Taken from Kaya, M. (1995). The relationship of motivation, anxiety, self-confidence, and extroversion/introversion to students' active class participation in an EFL classroom in Turkey (Master's thesis, Bilkent Universitesi (Turkey)).

The table shows that in the February 12 class, only 5 students participated. Although this participation involved nothing more than reading, it was very evident that no one wanted to participate and that I had to choose the participants, in other words, it was involuntary. Below is a

graph with the results obtained during the classes where some speaking activity was applied, and the student had to answer freely.

**Table 12.** Increased participation
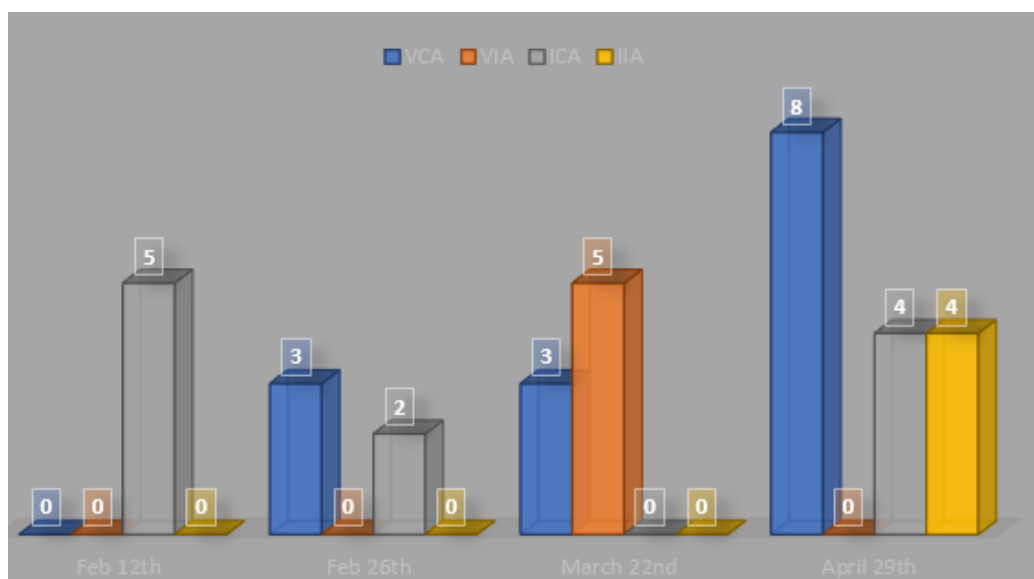
Author's elaboration

In the first class that took place on 12 February, it can be seen that all 5 participations correspond to the Involuntary Correct Answer classification. In the second activity there were a total of 5 participations, of which 3 belonged to the Voluntary Correct Answer category and the other 2 were Involuntary Correct Answers. In the third activity, which took place on 22 March, a total of 8 participations were registered. There were 3 participations in the Voluntary Correct Answer category, and 5 in Voluntary Incorrect Answer. Finally, in the fourth activity applied on 29 April, a total of 16 participations were obtained. Eight of these belonged to the Voluntary Correct Answer category. Four belong to the group categorized as Involuntary Correct Answer and the other four participations correspond to the Involuntary Incorrect Answer group.

What I can notice from the results of the observation and from the graphs is that at the end of the interventions, there was more voluntary participation. I think that one of the factors that increased this number was that in the case of the last activity applied, this was in pairs, so that the students could feel some security in doing it with someone else, and not individually. According to Brown, 2001; Davis, 1997; Willis, 1996 Learners may feel less anxious and more confident when interacting with peers during pair or small group activities than during whole-class discussions (As cited in McDonough, K. (2004). (p.208)).This means that pupils prefer to participate in pairs as doing it with someone who is at their level can make them feel less anxious and nervous.

Gamified activities were the main strategy of this paper, so analyzing their effectiveness and success is relevant to this research. Over the two teaching interventions, a total of 5 activities were implemented. The activities ranged from racing activities, board games and worksheet competitions. It is indisputable that each student has preferences for work, some students prefer activities that make them think, while others may enjoy more active activities.

Taking into account the above, a survey was made to the students asking them what their favorite activity had been. In the first period of the intervention, the result was as follows.

Table 13. Students answers favorite activities

Author's elaboration
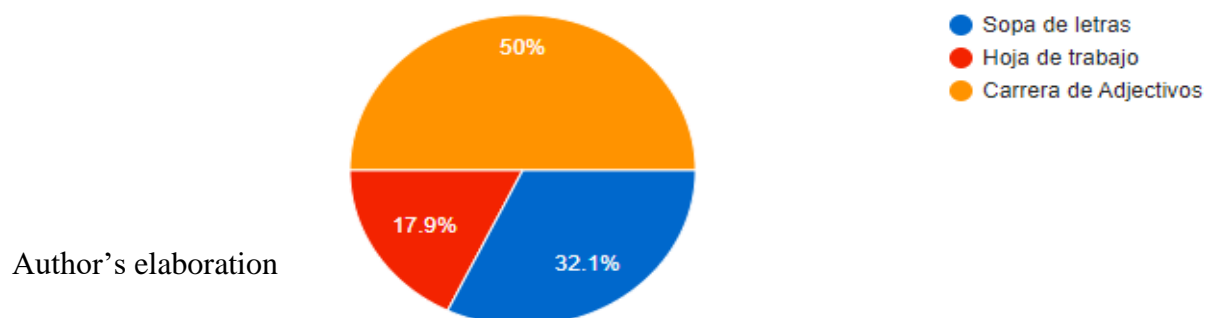
Out of 28 responses, 14 students felt that their favorite activity was the adjective race. 9 students chose the alphabet soup as their favorite. And 5 students opted that their favorite activity was a worksheet. On the other hand, in the second intervention I asked the same question, and the results were the following.

Table 14 . Students Answers favorite activities 2nd Intervention

● Tic tac toe
● Juego de mesa
● Carrera Ordenar oraciones
● Oraciones correctas/incorrectas
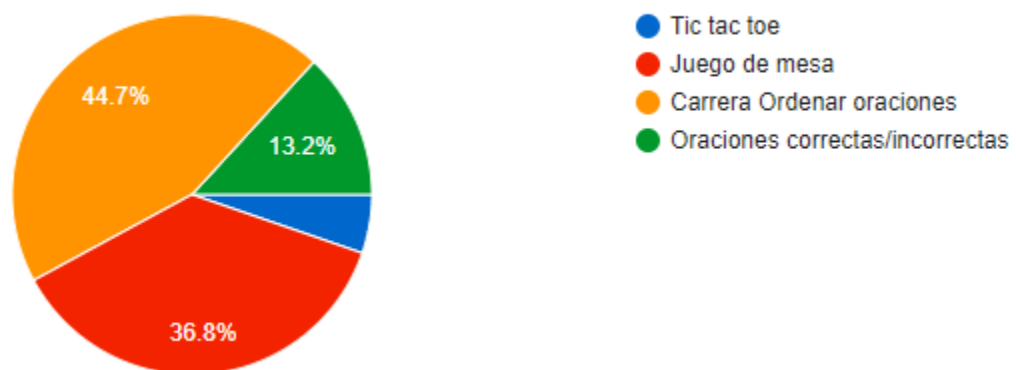
Author's elaboration

Out of 38 responses, 17 students said that the sentence sorting race was their favorite. 14 students mentioned that the board game was their favorite. 5 students marked the option of Right/wrong sentences as their favorite. And 2 students preferred tic tac toe. In both interventions, it can be seen that the activity with the most votes was the one that involved physical activity and a certain level of challenge. In order to understand what the students liked most about the activities, the questionnaire included the question: What did you like most about the games? The students' responses are shown below.

**Table 15.** Students' preferences about the games.

No	Student	¿Qué fue lo que más te gustó de las actividades?
	MJ	Salir a los patios
	K	Los premios
	C	Que nos sacaban al patio y así
	A	Las dinámicas
	IA	Que fueron interactivas
	D	Fueron divertidas ganando aprendizaje
	C	Me gustó que fueran dinámicas y que salimos a la cancha.
	HD	Juntarnos en equipo y ponernos de acuerdo entre todos
	AS	La mayoría eran en equipo o parejas así que teníamos la oportunidad de socializar.
	EA	Que la maestra fue muy buena onda y nos apoyó en cualquier cosa que no entendiéramos y nos tuvo mucha paciencia
	AS	Que es muy dinámico,con este tipo de actividades me siento más activa y despierta
	EE	Q salimos a las canchas a divertirnos
	FM	Que nos divertíamos
	SI	Como se emplearon
	JS	que fue en equipo
	D	Que fueron muy variadas y se usaban diferentes métodos para aprender
	NG	Que nos llevará al patio
	VC	Lo dinámicas que son y lo sencillas pero que nos ayudan a comprender el tema
	V	Que nos sacarán afuera
	T	Que puedes estar haciendo la actividad tranquilamente y sean en equipos
	J	Que trabajamos en equipo y eran actividades en las que

		hablábamos y nos la pasábamos bien
	C	Las dinámicas y la forma de trabajo de la maestra
	IE	Que fueran creativas y divertidas
	JA	Correr con amigos ordenando las oraciones
	PV	Que todos podíamos participar
	K	De la actividad que escogí que es la de carreras en la cancha fue cuando corrimos y el momento de sentirnos como tensos de q no nos equivocamos y asi
	KY	La convivencia
	FJ	Lo interactivas e inusuales q eran
	JP	La jugabilidad
	DA	correr para ser el primero en llegar y ganar
	G	La energía de la maestra y paciencia :v
	IA	Que fueron muy didácticas y entretenidas
	HA	Fueron creativas
	JJ	La creatividad de las clases
		Trabajar en parejas
	R	Que fueron muy prácticas y dinámicas
	BC	Salir
		las dinámicas de activación

Author's elaboration.

In order to be able to analyze the data better, it is necessary to classify the responses. The following graph shows the results of table 15.

Table 16. Classification
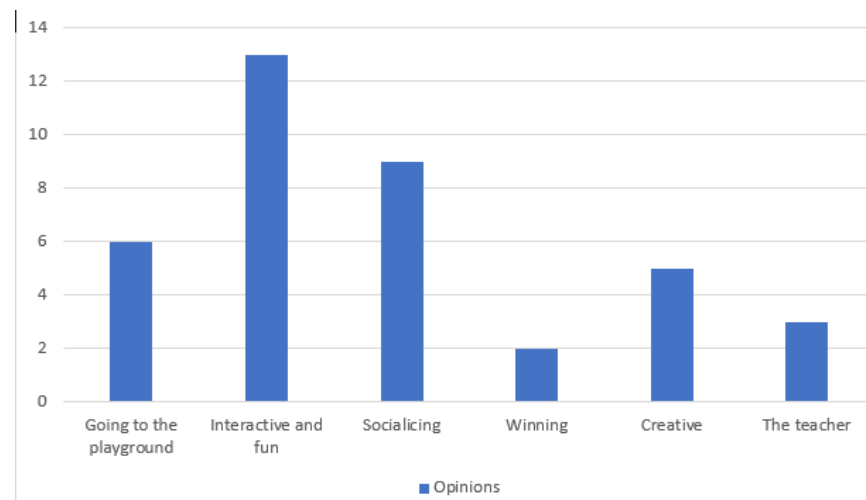
Author's elaboration

The graph shows that out of 38 students, 13 students liked the activities as they were fun and interactive. According to Mokhtar, N. et. al (2023). adopting an approach to education that emphasizes having fun might not only boost students' overall involvement but also their levels of motivation and curiosity, all while fostering an environment that is both favorable to learning and pleasurable. I can deduce that one of the reasons why my students liked the gamified activities, is because they have an active learning style. One of their characteristics is that it is boring to deal with long term plans and consolidate projects, they like to work surrounded by people, but being the center of the activities. Active learners learn best when they do an activity that challenges them, when they do short activities with immediate results and when there is excitement, drama, and crisis. So, these activities fulfilled one or more characteristics, making them enjoyable for the student.

Chapter III. Conclusions and recommendations

The main objective of this research was to reinforce participation with the use of gamified activities. However, for this, the level of the students was taken into account, it was not expected that the students would be the most fluent in speaking, but that their confidence would increase and so, the number of participations. I usually tried to do speaking activities that the students could answer and consider providing them with the necessary material for their participation.

I decided to use gamification because one of my objectives was to motivate my students, and this method is characterized by engaging and motivating users through game mechanisms. In my proposal I applied gamification principles during my classes. The theory used was the theory of self-determination and sought to cover the three needs that a human requires, which are autonomy, competence, and relativity. By implementing these principles, I wanted the student to feel motivated and therefore, participate in class.

Students felt they had control over their learning and can make decisions. In the context of gamification, offering them the option to choose an avatar that represent them in a leaderboard and by choosing how and when to participate in oral activities can increase their sense of autonomy. My results show that students who perceive greater autonomy through gamification were more motivated to participate orally.

Gamification can provide immediate feedback and a sense of progress, which reinforces learners' perception of competence. Gamified games and activities can make students feel that they are improving in their speaking skills. However, my research shows that there was a very small increase in oral participation, it is possible that this is because students did not feel more competent and confident in their skills but not because of the gamification structure, but because of their

previous knowledge and experiences in the subject.

Gamification often involves teamwork and collaboration, which can strengthen relationships among students. The sense of belonging and social support can motivate students to participate more in oral activities, as they feel more comfortable and supported by their peers. Based on the results obtained, I can conclude that gamification helps students to integrate into classroom activities, which improves collaboration and socialization. One of the findings that I can rescue, is that when the student participates orally together with one or more peers, these are more developed and show greater interest in participating voluntarily.

I believe that using gamification to increase oral participation in high school is consistent with self-determination theory, as this theory emphasizes the importance of meeting the needs for autonomy, competence, and relatedness to enhance student motivation and engagement. Gamification can be an effective tool for creating a learning environment that meets these needs and therefore encourages greater oral engagement. However, my results suggest that when implementing gamification elements, not all students felt more motivated and engaged, resulting in little improvement in their participation and oral communication skills.

As I mention, the results obtained were very few and the progress that was made was not the desired one. At the beginning of the research, I thought that using games and elements of this, would create the perfect scenario for my student to be willing to learn and participate, however, with this research I realized that many times, the teacher can do his best, but if a student is not willing to learn, he will not do it. Motivation can be intrinsic or extrinsic, but for learning to occur, ideally the student should already have that intrinsic motivation developed. It is very difficult for a single teacher to ignite the flame of intrinsic motivation, and it takes more time than we had in

this research to achieve progress.

Another finding I had is that gamification promises that by applying it, the user (learner) will feel a certain commitment to participate in it as the level of motivation will increase. However, I realized that gamification could become behavioral when using rewards, since during the first intervention, the number of work deliveries increased to almost 100%, but when the tangible rewards were removed, this behavior disappeared.

One of the most revealing findings of my gamification research was observing how my students responded positively to tangible rewards, such as candy and extra points. This enthusiastic response to material rewards allowed me to better understand students' perceptions of studying. Evidently, for many of them, the motivation to participate and make an effort is closely linked to immediate and palpable incentives, which made me reflect on the importance of integrating motivational strategies that not only foster short-term learning, but also promote an intrinsic and sustained appreciation for knowledge. Furthermore, this finding led me to consider how extrinsic motivation can be a valuable tool for engaging students initially and, at the same time, a challenge for developing a deeper connection to learning. I realized that while tangible rewards can be effective in capturing attention and enhancing engagement, it is crucial to complement them with activities that foster curiosity and genuine interest in learning. This experience has given me a broader perspective on the need to balance external rewards with pedagogical approaches that help students find a sense of personal satisfaction and value in their academic performance.

Likewise, implementing gamification in a group of 48 students was quite a challenge, requiring a lot of mental and physical work on my part. I think that one of the skills I developed was to be tolerant to frustration, because there were activities that did not turn out as expected and

to a large extent, I believe that this is due to the number of students, as several authors indicate that overcrowding in the classroom directly affects student learning and the teacher because the latter cannot pay attention to each student individually.

The educational context in which I found myself during the implementation of the gamification activities was marked by a high number of class suspensions, which had a considerable impact on the development of my research. These frequent interruptions disrupted the continuity and consistency of the planned activities, making it difficult to create a stable and progressive learning environment. As a result, it was challenging to maintain students' enthusiasm and motivation, as each interruption required restarting the process of immersion and adaptation to the gamification dynamics. In addition, these suspensions affected the opportunity to consistently observe and measure the impact of tangible rewards on students' oral participation, thus limiting the depth of data collected and the scope of conclusions I was able to draw about the effectiveness of gamification in this particular context. To mitigate these challenges in the future, I would recommend implementing a gamified activity system that is flexible and adaptable to disruptions. For example, using digital platforms that allow students to access activities from home can help maintain progress and engagement, even in the absence of regular face-to-face classes.

Time management is an indispensable factor in the implementation of gamified activities that were carried out in the classroom, as these tend to be very time consuming. I have found that these activities, such as board games or team challenges require considerable dedication and meticulous preparation, which means that it is crucial to have an entire class to do them effectively. This not only allows students to fully immerse themselves in the experience, but also ensures that

there is sufficient time for active participation, reflection and feedback. Without proper time planning, there is a risk that activities will remain incomplete or feel rushed, which can significantly diminish their educational and motivational impact. Therefore, it is essential for the teacher to carefully structure class time to ensure that gamified activities can be fully developed, thus providing a rich and effective learning experience.

Planning gamified activities and caring about engaging my students has been a transformative experience that has significantly improved my skills as a teacher. Throughout this process, I have learned to design activities that not only capture the attention of my students, but also actively engage them in their own learning. Gamification has forced me to be more creative and innovative in my educational approach, developing strategies that are both engaging and effective in promoting learning. In addition, the need to plan these activities meticulously has refined my organizational and time management skills, allowing me to maximize the use of each class session and ensure that each activity runs smoothly and effectively. Through this process, I have gained greater confidence in my ability to adapt to different educational situations and challenges, strengthening my commitment to the continuous improvement of my teaching practice. In summary, the experience of implementing gamified activities and working hard to capture the interest of my students has been one of the most important driving forces in my development as a teacher, allowing me to grow both professionally and personally and strengthening my passion for teaching.

As I conclude my research on gamification and its impact on my high school students' oral engagement, a variety of research questions arise for me to explore related areas, understand the results more deeply, and consider new research directions

- How does gamification affect students' motivation and oral participation in long-term?

- What elements of gamification are most effective compared to traditional teaching approaches in terms of increasing oral participation?

- How do individual learning styles influence response to gamified activities?

These questions arose a new opportunity where I can grow as a teacher. I will continue trying to answer the questions during my teaching practice and noticing how they support and improve students' confidence and their learning.

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V. APPENDICES

Appendix A. Diagnostic test

EXAMEN ESCRITO-DIAGNOSTICO

Name: _____ Group:_____

Reading and writing

Part 1: Look and read. Choose the correct words and write them on the lines. There is one example.

a nurse | a field | an island | a driver

a band | tea | a sandwich | a city

Example

The people in this sometimes sing or play guitars.   a band

Questions

1. This person helps people who are not well in hospital.   _____
2. Some people put milk or lemon in this drink.   _____
3. There are a lot of cars, buses and people in this busy place.   _____
4. You can put cheese or meat between bread to make this.   _____
5. This is a part of a farm where you often see vegetable plants.   _____

Part 2: Read the text and choose the best answer.

Example

Paul: What did you do last night, Daisy?

Daisy: A) I watched television

                 B) I'm watching television.

                 C) I don't watch television.

Questions

1. Paul: Did you see the film about pirates?

   Daisy: A) Yes, so do I.

                    B) Yes, it was great.

                    C) Yes, that's him.

2. Paul: Which was your favorite pirate in the film?

   Daisy: A) I liked it best.

                B) She was a pirate.

                C) Ben Bluebeard

3. Paul: Was he the one with long, curly hair?

   Daisy: A) No, he hasn't

                B) Yes, that's right.

                C) He 's got one.

4. Paul: I like films which are funny.

   Daisy: A) Me too.

                B) It 's all right.

                C) Do they?

5. Paul: How about going to see 'Treasure Train' at the cinema? That's very funny

   Daisy: A) It's nice.

                B) What a good idea!

                C) Fine, thank you.

Questions

1. Where are you from?

   A) Work.

   B) I am from Dublin.

   C) I don't know.

2. A: Rob, this is Amy.

   B: _____ to meet you, Amy.

A) Fine

B) Nice

C) I don 't know.

3. My uncle's son is my _____.

   A) cousin

   B) niece

   C) aunt

5. I usually _____ some toast for breakfast.

   A) drink

   B) have

   C) run

6. My brother _____ to work because he was ill

   A) doesn't go

   B) didn't go

   C) didn't went

Part 3: Look and read and write.

Examples

The dog is playing in some
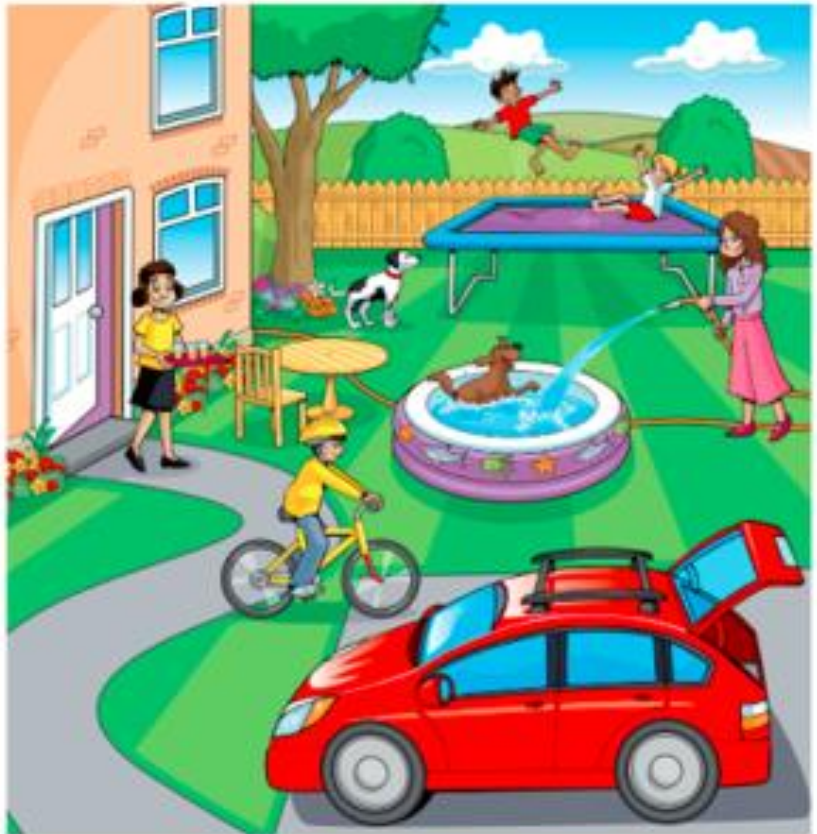<u>water</u> .

Complete the sentences.

1. The boy on the bike is wearing
   gray _____.

2. One dog is black and white and
   one dog is _____.

Answer the question.

3. Where are the flowers?

Describe something about the picture.

4. _____.

Appendix B. Diagnostic learning styles

Cuestionario

Instrucciones: Marca los enunciados que describen tu comportamiento

☐ 1.- Tengo fama de decir lo que pienso claramente y sin rodeos.

☐ 2. Estoy seguro(a) de lo que es bueno y lo que es malo, lo que está bien y lo que está mal.

☐ 3. Muchas veces actúo sin mirar las consecuencias

☐ 4. Normalmente trato de resolver los problemas metódicamente y paso a paso

☐ 5. Creo que los formulismos coartan y limitan la actuación libre de las personas.

☐ 6. Me interesa saber cuáles son los sistemas de valores de los demás y con qué criterios actúan.

☐ 7. Pienso que el actuar intuitivamente puede ser siempre tan válido como actuar reflexivamente

☐ 8. Creo que lo más importante es que las cosas funcionen.

☐ 9. Procuro estar al tanto de lo que ocurre aquí y ahora.

☐ 10. Disfruto cuando tengo tiempo para preparar mi trabajo y realizarlo a conciencia.

☐ 11. Estoy a gusto siguiendo un orden, en las comidas, en el estudio, haciendo ejercicio regularmente

☐ 12. Cuando escucho una nueva idea, enseguida comienzo a pensar cómo ponerla en práctica.

☐ 13. Prefiero las ideas originales y novedosas aunque no sean prácticas.

☐ 14. Admito y me ajusto a las normas sólo si me sirven para lograr mis objetivos.

☐ 15. Normalmente encajo bien con personas reflexivas, y me cuesta sintonizar con personas demasiado espontáneas, imprevisibles.

☐ 16. Escucho con más frecuencia de lo que hablo.

☐ 17. Prefiero las cosas estructuradas a las desordenadas.

☐ 18. Cuando poseo cualquier información, trato de interpretarla bien antes de manifestar alguna conclusión.

☐ 19. Antes de hacer algo estudio con cuidado sus ventajas e inconvenientes.

☐ 20. Crezco con el reto de hacer algo nuevo y diferente.

☐ 21. Casi siempre procuro ser coherente con mis criterios y sistemas de valores. Tengo principios y los sigo.

☐ 22. Cuando hay una discusión no me gusta ir con rodeos.

☐ 23. Me disgusta implicarme afectivamente en mi ambiente de trabajo. Prefiero mantener relaciones distantes.

☐ 24. Me gustan más las personas realistas y concretas que las teóricas.

☐ 25. Me cuesta ser creativo(a), romper estructuras

☐ 26. Me siento a gusto con personas espontáneas y divertidas.

☐ 27. La mayoría de las veces expreso abiertamente cómo me siento.

☐ 28. Me gusta analizar y dar vueltas a las cosas.

☐ 29. Me molesta que la gente no se tome en serio las cosas.

☐ 30. Me atrae experimentar y practicar las últimas técnicas y novedades.

☐ 31. Soy cauteloso(a) a la hora de sacar conclusiones.

☐ 32. Prefiero contar con el mayo número de fuentes de información. Cuantos más datos se reúnan para reflexionar, mejor.

☐ 33. Tiendo a ser perfeccionista.

☐ 34. Prefiero oír las opiniones de los demás antes de exponer la mía.

35. Me gusta afrontar la vida espontáneamente y no tener que planificar todo previamente.

36. En las discusiones me gusta observar cómo actúan los demás participantes.

37. Me siento incómodo(a) con las personas calladas y demasiado analíticas.

38. Juzgo con frecuencia las ideas de los demás por su valor práctico.

39. Me agobio si me obligan a acelerar mucho el trabajo para cumplir un plazo.

40. En las reuniones, apoyo las ideas prácticas y realistas.

41. Es mejor gozar del momento presente que deleitarse pensando en el pasado o en el futuro.

42. Me molestan las personas que siempre desean apresurar las cosas.

43. Aporto ideas nuevas y espontáneas en los grupos de discusión.

44. Pienso que son más consistentes las decisiones fundamentadas en un minucioso análisis que las basadas en la intuición.

45. Detecto frecuentemente la inconsistencia y puntos débiles en las argumentaciones de los demás.

46. Creo que es preciso saltarse las normas muchas más veces que cumplirlas.

47. A menudo caigo en la cuenta de otras formas mejores y más prácticas de hacer las cosas.

48. En conjunto hablo más de lo que escucho.

49. Prefiero distanciarme de los hechos y observarlos desde otras perspectivas.

50. Estoy convencido(a) que debe imponerse la lógica y el razonamiento.

51. Me gusta buscar nuevas experiencias.

52. Me gusta experimentar y aplicar las cosas.

53. Pienso que debemos llegar pronto al grano, al meollo de los temas.

54. Siempre trato de conseguir conclusiones e ideas claras

55. Prefiero discutir cuestiones concretas y no perder el tiempo con charlas vacías.

☐ 56. Me impaciento cuando me dan explicaciones irrelevantes e incoherentes.

☐ 57. Compruebo antes si las cosas funcionan realmente.

☐ 58. Hago varios borradores antes de la redacción definitiva de un trabajo.

☐ 59. Soy consciente de que en las discusiones ayudo a mantener a los demás centrados en el tema, evitando divagaciones.

☐ 60. Observo que, con frecuencia, soy uno(a) de los(as) más objetivos(as) y desapasionados(as) en las discusiones

☐ 61. Cuando algo va mal, le quito importancia y trato de hacerlo mejor.

☐ 62. Rechazo ideas originales y espontáneas si no las veo prácticas.

☐ 63. Me gusta sopesar diversas alternativas antes de tomar una decisión.

☐ 64. Con frecuencia miro hada delante para prever el futuro.

☐ 65. En los debates y discusiones prefiero desempeñar un papel secundario antes que ser el(la) líder o el(la) que más participa.

☐ 66. Me molestan las personas que no actúan con lógica.

☐ 67. Me resulta incómodo tener que planificar y prever las cosas.

☐ 68. Creo que el fin justifica los medios en muchos casos.

☐ 69. Suelo reflexionar sobre los asuntos y problemas.

☐ 70. El trabajar a conciencia me llena de satisfacción y orgullo.

☐ 71. Ante los acontecimientos trato de descubrir los principio y teorías en que se basan

☐ 72. Con tal de conseguir el objetivo que pretendo, soy capaz de herir sentimientos ajenos

☐ 73. No me importa hacer todo lo necesario para que sea efectivo mi trabajo.

☐ 74. Con frecuencia soy una de las personas que más anima las fiestas.

☐ 75. Me aburro enseguida en el trabajo metódico y minucioso.

☐ 76. La gente con frecuencia cree que soy poco sensible a sus sentimientos.

☐ 77. Suelo dejarme llevar por mis intuiciones.

☐ 78. Si trabajo en grupo procuro que se siga un método y un orden.

☐ 79. Con frecuencia me interesa averiguar lo que piensa la gente.

☐ 80. Esquivo los temas subjetivos, ambiguos y poco claros.

Appendix C. Diagnostic results

PERFIL DE APRENDIZAJE

1. Rodee con una linea cada uno de los números que ha señalado con un signo mas (+).

2. Sume el número de círculos que hay en cada columna.

3. Coloque estos totales en la gráfica. Así comprobará cual es su Estilo o Estilos de Aprendizaje preferentes.

I ACTIVO	II REFLEXIVO	III TEÓRICO	IV PRAGMÁTICO
3	10	2	1
5	16	4	8
7	18	6	12
9	19	11	14
13	28	15	22
20	31	17	24
26	32	21	30
27	34	23	38
35	36	25	40
37	39	29	47
41	42	33	52
43	44	45	53
46	49	50	56
48	55	54	57
51	58	60	59
61	63	64	62
67	65	66	68
74	69	71	72
75	70	78	73
77	79	80	76

Totales:

Appendix D. Observational Participation chart

No.	Student	Type

Classification types

- (VCA) Voluntary Correct Answer
- (VIA) Voluntary Incorrect Answer
- (ICA) Involuntary Correct Answer
- (IIA) Involuntary Incorrect Answer
- (VP) Voluntary Participation
- (IP) Involuntary participation
- (SSI) Student-Student Interaction

Appendix E. Observational task 7

The learners

This task may help you to see a lesson from a student's point of view.

As you arrive in the classroom, choose (privately!) one student to focus on in your observation. Watch this student throughout the lesson and make notes under the headings below.

A. Choose a random two-minute period. Write a narrative description of what he/she is doing.
B. Choose a random two minute period. Write a narrative description of what you imagined he/she is thinking/feeling.
C. Towards the end of the lesson, write the student's own description of what has happened in the lesson. Have you enjoyed it? Have you learned something? What helped you? What would you have preferred? What worried you, annoyed you, hindered you? How are you feeling?

Source: Scrivener,J. 1994.Learning Teaching. Heinemann

Appendix F. Surveys

Participación en clase

1. Del 1 al 5 ¿Que tanto te gustan las clases de inglés? (en general, no con algún maestro en particular)   1-Nunca 2-Raramente   3-Ocasionalmente 4-Frecuentemente 5- Muy frecuentemente

2. ¿Qué tan frecuente participas en clase de Inglés? 1-Nunca 2-Raramente   3-Ocasionalmente 4-Frecuentemente 5- Muy frecuentemente

3. En caso de que tu respuesta sea Nunca/Raramente/Ocasionalmente. ¿Por qué no te gusta participar en clase?

4. ¿Crees que la participación en clase es importante? ¿Por qué?

5. ¿Cual es la habilidad en Inglés que encuentras más difícil de desarrollar en tu aula de clases?

   A. Escuchar

   B. Leer

   C. Hablar

   D. Escribir

Leaderboard 2da intervención

1. Del 1 al 5 ¿que tan interesante encontraste los leaderboards?

2. De todas las actividades que realizamos en clase ¿Cuál fue tu favorita?

   A. Sopa de letras

   B. Hoja de trabajo

   C. Carrera de adjetivos

3. ¿ Consideras que las actividades realizadas te ayudaron a entender mejor el tema de Comparativos y Superlativos?

A. Si, me ayudó a entender mejor el tema.

B. No, no me ayudó mucho.

C. Aun tengo dudas

D. Otra

4. ¿Por qué crees que las actividades te ayudaron (o no) a entender el tema?

A. Porque ya conocía el tema.

B. Porque me gustaron las actividades.

C. Porque fue otra manera de aprender.

D. Porque las actividades fueron difíciles para mí.

E. Porque faltó tiempo de clases para que pudiera entender el tema.

F. Otra

5. Si pudieras modificar algo de los leaderboards, ¿qué sería?

6. ¿Qué otras recompensas te gustaría que hubiera? (Realistas)

Leaderboard 3era Intervención

1. ¿Cuál fue tu actividad favorita?

A. Tic tac toe

B. Juego de mesa

C. Carrera ordenar oraciones (Running dictations)

D. Oraciones correctas/incorrectas (Sides)

E. Otra

2. ¿Qué fue lo que más te gustó de las actividades?

3. Al inicio de clases, las actividades o dinámicas me ayudaron a sentirme más despierto,

concentrado o a relacionarme mejor con mis compañeros. 1- Totalmente en desacuerdo

2- En desacuerdo 3- Neutral 4- De acuerdo 5 Totalmente de acuerdo

4. El uso del leaderboard me ayudó a motivarme durante las clases. 1-Totalmente en desacuerdo 2- En desacuerdo 3- Neutral 4- De acuerdo 5 Totalmente de acuerdo

5. Las recompensas me parecieron motivantes. 1- Totalmente en desacuerdo 2- En desacuerdo 3- Neutral 4- De acuerdo 5- Totalmente de acuerdo

6. En caso de que no estés de acuerdo con la pregunta 5, ¿Qué te hubiera gustado recibir de recompensa para que esta sea motivante?

7. Si pudieras cambiar algo de las actividades que realizamos, ¿Qué seria?

    A. Nada, me gustó como se llevaron acabo

    B. La organización de los equipos

    C. Mas actividades en el salón

    D. Otra

8. Me siento cómodo participando en mi clase de inglés. 1- Totalmente en desacuerdo 2- En desacuerdo 3- Neutral 4- De acuerdo 5 Totalmente de acuerdo

9. Me siento calmado y seguro de mi mismo cuando hablo inglés en la clase. 1- Totalmente en desacuerdo 2- En desacuerdo 3- Neutral 4- De acuerdo 5 Totalmente de acuerdo

10. Mi inglés es tan bueno como el de mis compañeros de clase. 1- Totalmente en desacuerdo 2- En desacuerdo 3- Neutral 4- De acuerdo 5 Totalmente de acuerdo

11. Confío en mi habilidad para rendir bien en mi clase de inglés 1- Totalmente en desacuerdo 2- En desacuerdo 3- Neutral 4- De acuerdo 5 Totalmente de acuerdo

12. No me importa que otros compañeros se burlen de mis errores en inglés. 1- Totalmente en desacuerdo 2- En desacuerdo 3- Neutral 4- De acuerdo 5 Totalmente

de acuerdo

13. Siento confianza en mí durante la clase de inglés. 1- Totalmente en desacuerdo 2-
En desacuerdo 3- Neutral 4- De acuerdo 5 Totalmente de acuerdo

14. Deja alguna sugerencia de algo que te gustaría en las clases de inglés, algo que te
guste de la clase o algo que sientes que podría mejorar

Appendix G. Hugs activity forming pairs

Appendix H. Tic tac toe presentation

Authors elaboration

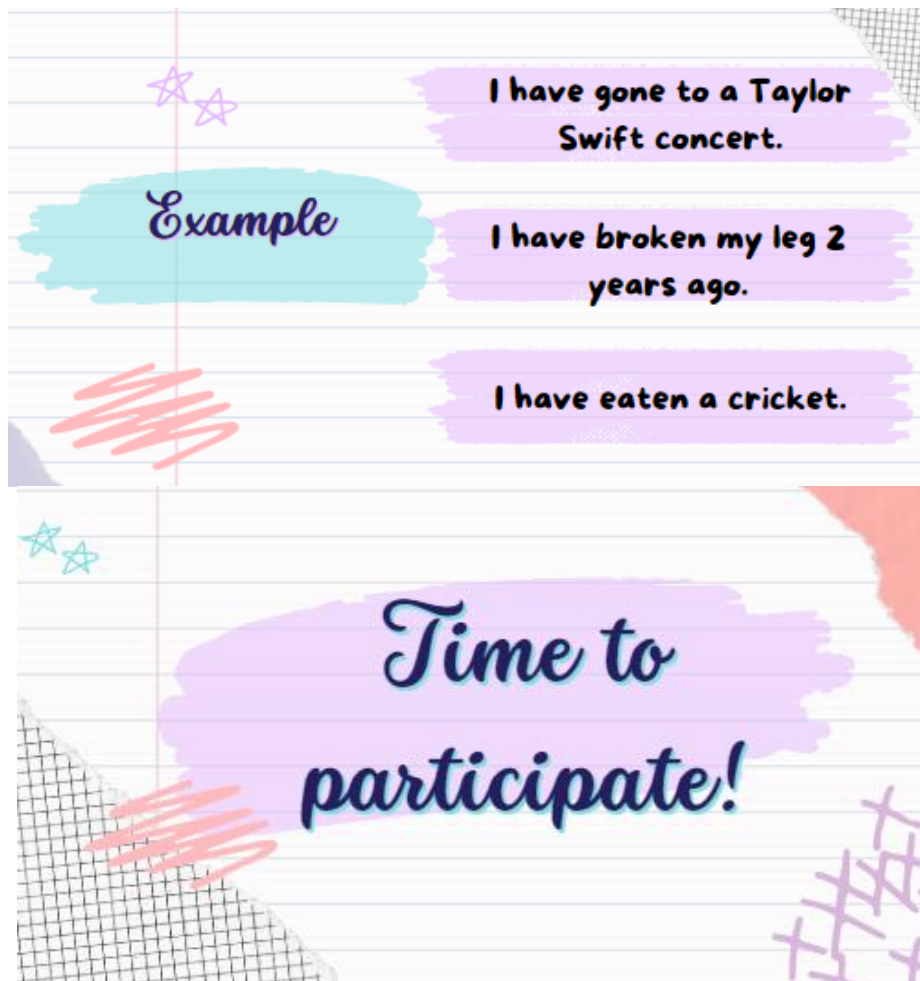**Appendix I. Students using the leaderboard**

Appendix J. Presentation

Let's play truths and lies

INSTRUCTIONS:
- Write 3 sentences using present perfect about something you have done.
- 2 of those sentences are true and one has to a Lie.
- Share your sentences in groups of 4.
- The rest of the team GUESS which one is the Lie and which one is the Truth.
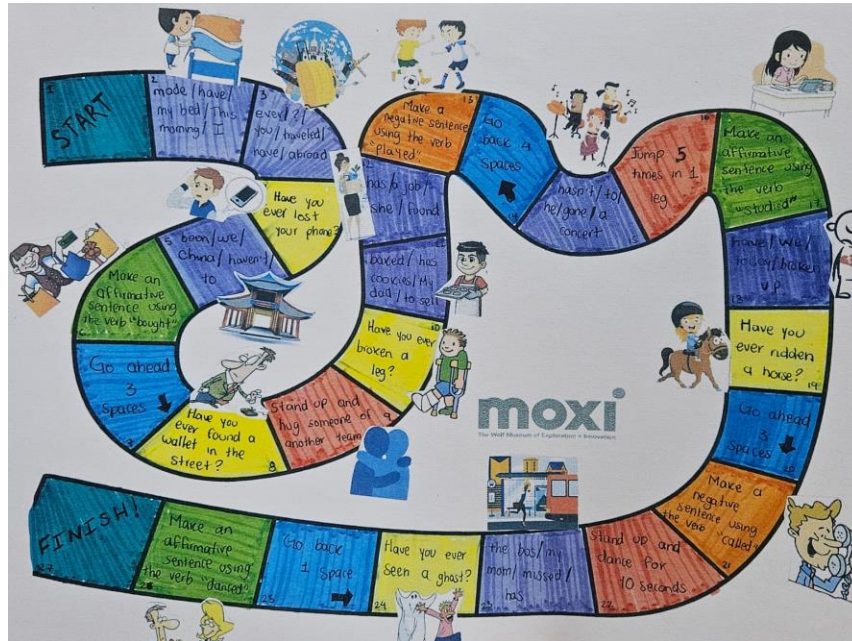- If you guess correctly, you win a point. (Write it on your notebook).

Example

I have gone to a Taylor Swift concert.
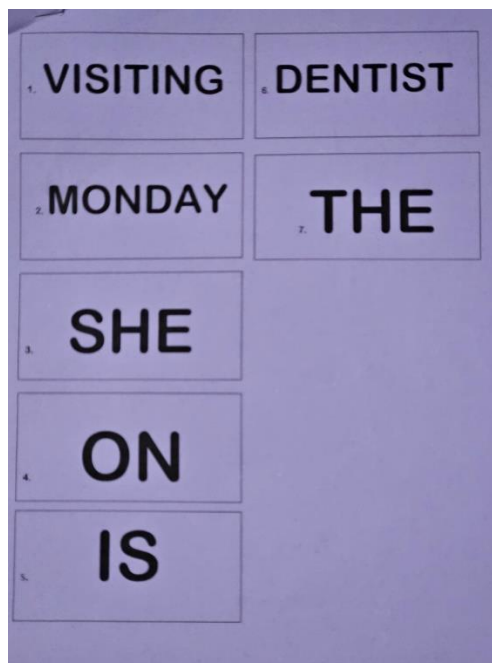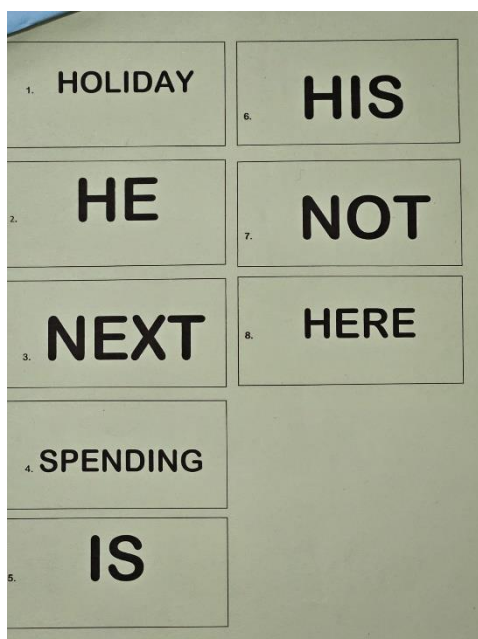
I have broken my leg 2 years ago.

I have eaten a cricket.

Time to participate!

Authors elaboration

Appendix K. Board game- Have you ever…?

Appendix L. Material running dictations

1. HOLIDAY	6. HIS
2. HE	7. NOT
3. NEXT	8. HERE
4. SPENDING	
5. IS	

1. VISITING	6. DENTIST
2. MONDAY	7. THE
3. SHE	
4. ON	
5. IS	

1. CINEMA	6. WEEKEND
2. WE	7. ARE
3. GOING	8. THE
4. THIS	
5. TO	

- Visit...
- Get my nails done
- Have a date with my girlfriend/boyfriend

- ...our at the gym
- Go bowling
- Take care of my brother/sister/nephew...

B. Now, ask a different classmate to join you in each activity. If they agree, write their name in your calendar next to the activity. If someone asks you to do something and you are free, write their name and the activity into your calendar.

Useful language:

22th April

Would you like to play tennis with me on Monday afternoon?

Sorry, I am busy. I'm going bowling with John.

Ariadna = Sorry, I am busy working out at the gym

I'm visiting a temple. Would you like to come?

Ariadna = I'm going a shopping. Would you like to come?

Nothing, I'm free

What are you doing on Saturday afternoon?

What are you doing for lunch on Sunday?

Ariadna = I'm going go to the park

Estrella